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INTERNATIONAL
MESOAMERICA REGION



Children's Bible Quizzing Ministry

1 & 2 Samuel

Bible Studies for Children from 6-12 years



Children's Bible Quizzing Ministry - 1 and 2 Samuel

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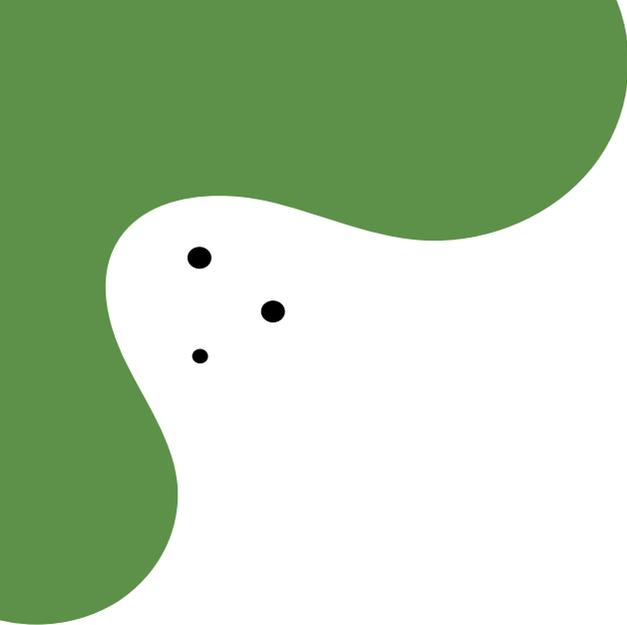
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“So in the course of time
Hannah became pregnant and
gave birth to a son. She named
him Samuel, saying,
“Because I asked the Lord for
him.””

1 Samuel 1:20

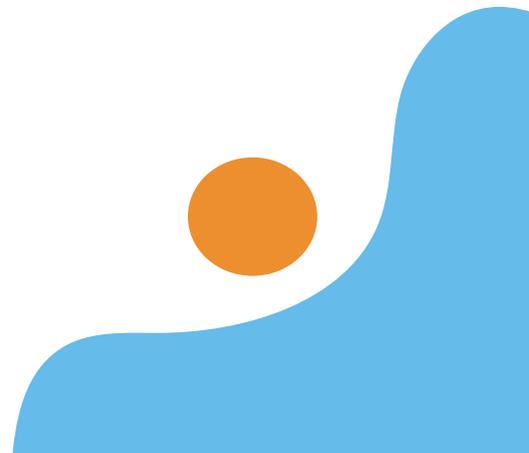
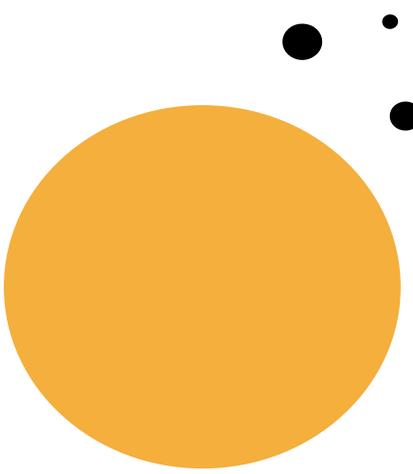


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01

Welcome

and overview of Children's Quizzing

Welcome & General Overview

Welcome to the Bible Studies for Children series that celebrates genuine discipleship through God's transforming Word!

These studies help children, ages 6 through 12, to gain a practical understanding of the Bible. Through this series, the children view the story of God through the lives of real people and historical events. They see God's love revealed through words, actions, and miracles. They learn how God works through ordinary people, and they discover their place in God's plan to redeem the world.

Each lesson includes the Bible context, content and review activities. In addition, the lesson provides the teacher with discussion questions and review questions. Review questions for the basic and advanced levels prepare children to participate in an optional Bible quiz event, as well as games and activities.

SUMMARY OF THE BIBLE STUDIES FOR CHILDREN SERIES

Genesis

This study provides the foundation for the entire series. It describes God's relationship to all creation and his desire to establish a people to worship him. The study explains how God created the world from nothing, formed a man and a woman, and created a beautiful garden for their home. It reveals how evil, sin, and shame came into the world and the consequences of bad choices. Genesis introduces the plan of God to reconcile the broken relationship that is caused by sin. It introduces Adam, Eve, Noah, Abraham, Isaac, and Jacob. It tells about the covenant God made with Abraham and how Jacob became known as Israel. Genesis tells the story of Joseph, who saves the Egyptians from famine. It ends as the Israelite people move to Egypt to escape the famine.

Exodus

Exodus explains how God continued to keep his promise to Abraham. It describes how Pharaoh enslaved the Israelites. It reveals how God used Moses to rescue the Israelites from slavery. In Exodus, God establishes his authority over the Israelites. He leads them through the priesthood, the Tabernacle, the Ten Commandments, and other laws. God prepares the Israelites to be his people and to enter the Promised Land. As Exodus ends, only a part of God's covenant with Abraham is complete.

Joshua, Judges, Ruth

This study explains how God fulfilled his promise to Abraham. When Moses was near the end of his life, God chose Joshua to lead the Israelites. Joshua led the 12 tribes of Israel to conquer the Promised Land and to live in it. After Joshua's death the Israelites struggled to obey God. They would obey, then disobey, and then suffer the consequences of disobedience. As the people suffered by their unfaithful choices, God called judges to lead the Israelites to faithfully obey the Lord. This study focuses on the judges Deborah, Gideon, and Samson. The story of Ruth takes place during this time of suffering. Ruth, Naomi, and Boaz show God's love and compassion in the middle of difficult circumstances. God blesses their faithfulness and redeems their circumstances. Ruth becomes the great-grandmother of King David.

1 & 2 Samuel

The study of 1 and 2 Samuel begins with the life and ministry of Israel's last judge, Samuel. Samuel followed God as he led Israel. The Israelites demanded a king like the nations around them. With the Lord's guidance, Samuel anoints Saul as the first king of Israel. Saul begins his reign well, but then he turns away from God. Because of this, David is chosen and anointed as the next king of Israel. David trusts God to help him to do impossible things. David is dedicated to God. But David is tempted, and he chooses to sin. Unlike Saul, David mourns because of his sin. He asks God to forgive him. God restores his relationship with David, but the consequences of sin remain with David, his family, and the nation of Israel. Throughout these stories of turmoil, God's presence remains constant. King David prepared the way for a new kind of King—Jesus.

Matthew

This study is the focal point of the entire series. The previous studies point to Jesus as the promised Messiah and the Son of God. This study focuses on the birth, the ministry, the crucifixion, and the resurrection of Jesus. Jesus ushered in a new era. The children learn about this new era in several events: the teachings of Jesus, the mentoring of his disciples, his death, and his resurrection. Jesus teaches what it means to live in the kingdom of heaven. Through Jesus, God provides a new way for all people to have a relationship with him.

Acts

Acts records the birth of the church and its growth, especially through the ministries of Peter and Paul. At the beginning of this study, Jesus ascends to heaven and God sends the Holy Spirit to all believers. The good news of salvation through Jesus Christ spreads to many parts of the world. The apostles preach the gospel to the Gentiles and missionary work begins. The message of the love of God transforms both the Jews and the Gentiles. A direct connection can be seen between the evangelism of Paul and Peter and the lives of people today.

TEACHER PREPARATION

It is important to prepare thoroughly for each lesson. The children are more attentive and gain a better understanding when the study is presented well. If a teacher prepares well, he or she will also present the lesson well.

Lesson Elements

Each lesson contains the following elements.

Memory verse: Each lesson includes scripture for the children to memorize. These verses support the “Truth about God.” The children will know the God of the Bible through his Word.

Truths about God: These truths help the teacher to recognize and emphasize how God’s actions reveal his character and love for all people. The teacher should emphasize the “truths about God” as he or she teaches the lesson.

Lesson focus and summary: This section highlights the major ideas, events, and scriptures that the lesson covers.

Bible background: This section provides the teacher more information about the Bible story. It will help the teacher to understand better the scripture passage. The information enriches the teacher’s knowledge and abilities.

Did you know?: This provides an interesting fact about the context of the story.

Vocabulary: These words and definitions will help the teacher to explain the meaning of the words used in the Bible.

Story-telling: This section suggests a storytelling method to connect the children to the Bible story.

Biblical lesson: This focuses on reading the scripture and discussion questions. This will help the children to apply the story to their lives.

Memory verse practice: This activity helps the children to memorize the verse for each lesson.

Additional activities: This section provides a game, craft, or other activity to connect the children to the lesson. These activities reinforce the main points.

Six-Year Cycle

The following cycle is included for those who participate in the Bible Quiz event option of Bible Studies for Children. The annual cycle is based on the school year of each country. The World Quiz event happens every four years in June.

1 & 2 Samuel (2023)

Matthew (2024)

Acts (2025)

Genesis (2026)

Exodus (2027)

Joshua, Judges, & Ruth (2028)

PREPARATION SEQUENCE

The following steps outline the recommended preparation sequence for the teacher.

STEP 1: LESSON REVIEW

You should thoroughly read the entire lesson. Give special attention to the memory verse, truths about God, lesson focus and summary, and the biblical lesson teaching tips.

STEP 2: BIBLE PASSAGE AND BIBLICAL BACKGROUND

Study the verses in the Bible, the biblical background, and the vocabulary sections.

STEP 3: STORY-TELLING

The bold text in each study suggests the words for you to say to the children.

This section includes a game or other activity to prepare the children for the biblical lesson. Become familiar with the activity, the instructions, and the supplies. Prepare and bring the necessary supplies to the class. Prepare the activity before the children arrive.

STEP 4: BIBLICAL LESSON

Review the lesson and learn it well enough to tell the story so that the children will understand the major points. Learn the definitions of the vocabulary words. When the vocabulary words appear, pause to explain them. After the story, ask the discussion questions. This will help the children to understand and to apply the story to their lives.

STEP 5: MEMORY VERSE

Memorize the verse before you teach it to the children. Pages 122-126 contain suggested memory verse activities. Choose an activity to help the children to learn the memory verse. Prepare the supplies that you will bring to class. Become familiar with the activity, and practice the way you will instruct the children.

STEP 6: ADDITIONAL ACTIVITIES

The purpose of any activity is to connect children to the lesson. Be creative! Make adjustments or substitutions in games and supplies so that they fit your culture and context. The additional activities are optional. They enhance the children's study if you choose to use them. Many of these activities require additional supplies, resources, and time. Become familiar with an activity before you choose it. Read the instructions and prepare the supplies that you will bring to class.

STEP 7: PRACTICE FOR A BIBLE QUIZ

A Bible Quiz event is an optional part of Bible Studies for Children. If you choose to participate in a Bible Quiz event, you should plan enough time to prepare the children for it. Two levels of practice questions are included for each study. The red level questions prepare children for a basic level quiz event. The questions are simple. Each question offers three possible answers. The blue level questions prepare children for a more advanced quiz event. The questions provide more challenge and offer four possible answers. With their teacher's guidance, children may choose their preferred level for the quizzing event, either red or blue. Based on the number of children and the available resources, you may choose to offer only the red level or only the blue level.

Read the Scripture passage to the children before you ask the practice questions.

SUGGESTED SCHEDULE

You should plan for one to two hours of class time. The following is a suggested schedule for each lesson with options for 90 minutes and 2 hours. You may adjust the schedule as needed.

1½ hour

2 hours

5 minutes

You should review the previous week's lesson with any children who arrive early. You may also choose to preview memory verses, stories, or vocabulary words for today's lesson.

5 minutes

10 minutes

Story-telling opening activity

10 minutes

10 minutes

Bible story

5 minutes

10 minutes

Review

10 minutes

15 minutes

Optional activity

10 minutes

15 minutes

Biblical lesson

10 minutes

15 minutes

Memory verse activity

10 minutes

Optional activity

30 minutes

30 minutes

Bible Quiz event practice

5 minutes

5 minutes

Review of the main points and prayer

02

Lessons

20 lessons for children from 6-12 years old



A PRAYER AND A PROMISE

1 SAMUEL 1:1-28; 2:11

MEMORY VERSE

For the eyes of the Lord are on the righteous and his ears are attentive to their prayer, but the face of the Lord is against those who do evil.

1 Peter 3:12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God cares for us, and he hears our prayers.
- God loves us and wants us to worship him.
- Prayer is one way to worship God.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God loves us and wants us to worship him. He hears our prayers.

1. Elkanah and his family faithfully worshipped the Lord.
2. Hannah, who had no children, prayed for a son.
3. The Lord heard Hannah's prayer, and Samuel was born.
4. Hannah kept her vow and gave Samuel to the Lord.



BIBLICAL BACKGROUND

Samuel was an important prophet at a crucial time in the history of Israel. Samuel's life began under miraculous circumstances.

Samuel's mother, Hannah, had difficulty becoming pregnant. In Hannah's culture, her inability to become pregnant brought her shame. Her husband's second wife, Penninah, tormented Hannah, so Hannah prayed to the Lord for a son.

Hannah's prayer was not selfish. She wanted to have a child for at least three reasons: to please her husband, to relieve her shame, and to end the torment from Penninah. Hannah vowed to dedicate her son to the Lord's service.

God gave Hannah a son, and Hannah dedicated him to the Lord as she promised. Hannah's sacrifice brought blessings to her and to the nation of Israel.



DID YOU KNOW?

The tabernacle was very important for Israel. Every Israelite male was supposed to worship the Lord at the tabernacle three times a year.



VOCABULARY

Faith Words

Prayer is a conversation with God that includes talking and listening. We can pray anytime,

anywhere, and about anything. We can pray silently or out loud.

People

Elkanah was Samuel's father.

Hannah was Elkanah's wife and Samuel's mother.

Peninnah was Elkanah's other wife.

Eli was a priest at Shiloh.

Samuel was the son of Elkanah and Hannah. Hannah dedicated him to the Lord before his birth.

Places

Ramathaim was the town where Elkanah and his family lived.

Ramah was the short name for Ramathaim. It was about 30 kilometres north of Jerusalem.

Shiloh was the town where the Tabernacle was located.

The **Tabernacle** was a place or a house of worship. It was designed for a large congregation.

Things

Ephah is about one-half a bushel of dry materials, such as flour or grain.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A shoe
4. A baby doll
5. A small bag of flour, sand, or dirt

Before class

1. Read I Samuel 1:1-28; 2:11
2. Gather today's story items. Substitute a picture for any unavailable items.
3. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader then leads the group around the room. He or she must use different hand gestures, sounds, or motions for the children to imitate. For example, the leader can walk with baby steps, large steps, or skips. End the game at the storytelling area.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **We are on an epic expedition. I packed our travel bag with tools that will help us explore the books of 1 and 2 Samuel. Each week we will search inside the bag for the tools that we will need for our journey. Today we begin with...**

Unpack the items as you tell the story.

1. A shoe. Say, **There was a man from Ramathaim named Elkanah. Elkanah had two wives, Hannah and Peninnah. Peninnah had children but Hannah had none. Year after year Elkanah went up from his town to worship and sacrifice to the Lord at Shiloh. They had to walk a long way.**

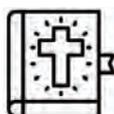
2. A baby doll – Say, **Once in Shiloh, Hannah wept and prayed to the Lord. She made a vow, saying, “Lord Almighty, if you will remember me, and not forget your servant but give her a son, then I will give him to the Lord for all the days of his life, and no razor will ever be used on his head.” Hannah went home. God cared for Hannah and He heard her prayer. God said yes to her prayer. She became pregnant and had a son named Samuel.**
3. The small bag of flour, sand, or dirt – Say, **When Samuel was a small boy, Hannah brought him back to Shiloh. As she promised, she dedicated him to God. She also took with her an offering which included**

a three year old bull, an ephah of flour and a skin of wine.

4. Memory motion: Have children push their arms and hands out, palms upward, as if giving something up. Say, **Hannah gave Samuel to the Lord.**

Say, **Now, it is your turn to tell the story.**

Return the items to the bag. Invite the children to take turns. A child will choose an item from the bag without looking and then explain what it means/represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that God listens and answers every prayer, though he does not always say “yes.”
- Tell the children about a time when God answered “yes” to an important prayer that you prayed.
- If possible, use a Bible map to show the children the places mentioned in these stories.

Read the Scripture

Before you tell the story say, **Today, we begin our study of a book in the Bible called 1 Samuel. We meet Elkanah and his family. They lived**

about 20 miles from Shiloh, in a town called Ramah. Every year Elkanah and his family came to Shiloh to offer sacrifices to God.

Read I Samuel 1:1-28; 2:11 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Elkanah travelled about 30 kilometers to worship the Lord. Can you think of a place that is 30 kilometers away from where you are now? What would it be like to walk there? How long do you think it would take?**

2. **Hannah prayed to the Lord for a son. Why did she believe that God would answer her prayers?**
3. **What did Eli say to Hannah about her prayer?**
4. **Why would Hannah give up her only child? How do you think she felt?**
5. **How does the memory verse, 1 Peter 3:12, relate to this story?**

Final thoughts

This is the thought that you want the children to remember.

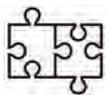
Say, God cares about you, and He listens to your prayers. You can talk to Him about anything. He wants to hear when you are worried. He wants to know when you feel sad, and when you are happy. He loves you, and He listens to you. Take time now to thank God for His love and care. Thank Him for hearing your prayer.



MEMORY VERSE PRACTICE

For the eyes of the Lord are on the righteous and his ears are attentive to their prayer, but the face of the Lord is against those who do evil. 1 Peter 3:12

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Compare Hannah’s experience of praying for a son and giving him to God with the experiences of these other women of the Bible: Sarah (Genesis 17:15-18:5; 21:1-7), Elizabeth (Luke 1:5-25, 57-66), Mary (Luke 1:26-38, 2:1-7). Read these scriptures to the children. Ask, how did each woman react when she learned she would have a son? What kind of faith did these women show?
2. To review the story, compare the good experiences and the difficult experiences in

Hannah’s life. Share some good experiences and difficult experiences in your life. Then, tell what experiences in Hannah’s story could help you or encourage you.

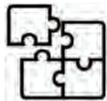
3. Before the children arrive, choose a location within a few minutes from your classroom. This location could be inside or outside. The area must be large enough to fit all the children. Make a simple altar of stones. This altar will represent the Tabernacle in Shiloh. At the Tabernacle, Elkanah and his family worshipped the Lord and sacrificed to the Lord.

Say, **Today, we will take a walk. This will help you understand what the people in today's study experienced.**

Lead the children to the location you chose for the altar. At the location, sing with the children one or two songs of worship. Ask a child to pray, then return to the classroom.

Say, **In the Old Testament, people travelled a long distance to the Tabernacle to worship God. Perhaps some of you travelled a long distance today. We will learn about Elkanah**

who took his family to the Tabernacle to worship God and to sacrifice to God. They travelled about 30 kilometers to the Tabernacle. Elkanah and his family made the trip only once a year because it was a long trip for them. We took a walk to this place to worship God and to pray. However, we do not have to travel to worship God or to pray. We can worship God and pray anywhere and anytime!



ACTIVITY FOR OLDER CHILDREN

Prayer Notebook

If possible, purchase a small notebook for each student. Or make a small journal by folding a paper in half. In class say, **God answered Hannah's prayer for a child, and God answers prayers today.** Share prayers God has answered in your life. Ask for volunteers to do the same. Say, **Sometimes, we forget that God answered a prayer, and we fail to thank Him. That's why it's good to record our prayer requests. Then we**

can go back and be reminded of when and how God answered those prayers. This helps us to be faithful about praying and relying on God.

Give students the notebooks or folded paper to use as prayer journals. Help them decorate the covers. Then take prayer requests from the class. Have students write these requests in their journals and date them. Encourage students to pray for the requests, and to write down when and how God answers.

PRACTICE FOR BIBLE QUIZZING

See the section "Review Questions" for the red and the blue practice questions for this lesson.

THE VOICE IN THE NIGHT

1 SAMUEL 2:12-29, 34-35; 3:1-4:1

MEMORY VERSE

Those who honor me I will honor, but those who despise me will be disdained.

1 Samuel 2:30

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God honors those who listen to him and obey him.
- God speaks to us, and he wants us to listen to him.
- God sometimes asks us to do difficult things.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God may ask us to do difficult things. He wants us to obey what he tells us.

1. Eli's sons were wicked, and he did not restrain them.
2. Samuel grew up strong. Samuel found favour with the Lord and men.
3. The Lord spoke to Samuel, and he listened. God revealed his judgment of Eli and his family.
4. God was with Samuel, and he became known as a prophet.



BIBLICAL BACKGROUND

As a boy, Samuel lived at the Tabernacle, and he served under Eli. During this time, the “word of the Lord” was rare. This means that God did not speak to the people through prophets. The religious leaders were corrupt, and they did not perform their religious duties properly. The greatest offenders were Hophni and Phinehas, the wicked sons of Eli. Eli rebuked them for what they did, but he did not do anything to stop them.

One night, the Lord spoke to Samuel. God told Samuel what was going to happen to Eli and his sons. Eli asked Samuel to tell him what God said. Samuel's first prophecy was a difficult one. God was

going to punish and replace the former family of priests because of their sins.

Samuel was a faithful servant who delivered God's word accurately. When the events happened just as Samuel said, the people accepted Samuel as a prophet of God.



DID YOU KNOW?

Samuel's name means "Heard of God."



VOCABULARY

People

Hophni and **Phinehas** were Eli's sons. They were priests at Shiloh, but they were wicked.

A **prophet** is a person God chooses to receive and to deliver his messages to people. A prophet speaks for God.

Places

The **Tent of Meeting** is another name for the Tabernacle. This was a place of worship for the Israelites. Samuel lived there with Eli.

All Israel, from Dan to Beersheba, refers to the land of Israel from the north to the south.

Things

An **ephod** is a sleeveless robe worn by a priest.

Incense is a substance burned on an altar as an offering to God. It has a sweet smell.

The **ark of God** was a special, holy box that contained the two stone tablets of the Ten Commandments and some other items. It was also called the ark of the Covenant.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A fork
4. A robe or a piece of cloth

Before class

1. Read 1 Samuel 2:12-19, 34-35; 3:1-4:1
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.

4. Place today's story items inside the travel bag and place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader then leads the group around the room. He or she must use different hand gestures, sounds, or motions for the children to imitate. For example, the leader can walk with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it

represents. Repeat this process with all the items until the children can retell the story completely.

5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Say, **Eli's sons were scoundrels. They had no regard for the Lord. They demanded their part of the meat sacrifices before they were supposed to and threatened to take the meat by force. The meat was placed in a boiling pot and the priests would get a portion of this meat as payment for their services. Hold up the fork. A priest would stab a fork into the pot and take whatever piece was pulled out. Eli's sons did not use this system, they would take the choicest meats. Their sin was great in the Lord's sight.**
2. Hold up the robe or piece of cloth — Say, **Each year, Samuel's mother would visit and take Samuel a little robe.**
3. Make a motion putting a hand to your ear — Say, **Eli heard about everything his sons were doing to Israel. He said to them, "Why do you do such things?" But they did not listen to their Father's rebuke.**
4. Act like you are lying down — Say, **Samuel was lying down one night, and the Lord called him. Samuel ran to Eli and said, "Here**

I am, you called me.” Eli told him he did not call him. This happened three times. Then Eli realized it was the Lord calling Samuel. He told him if he called him again to say, “Speak, Lord, for your servant is listening.”

5. Memory motion - Listening – Cup one hand and put around your ear. Say, **Samuel listened to the Lord.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Help children know that God probably will not speak to them in an audible voice. Sometimes, God speaks to us when we listen to him during prayer. He speaks to us through the Bible, through people, through music, and in other ways
- Help the children focus on the important parts of the story, particularly the fact that God honors those who listen to Him and obey.

Read the Scripture

Say, **Do you have friends who don't listen to God or obey Him? Sometimes it's easy to give in to the pressure to follow your friends and not obey God. But God honors those who listen to and obey Him. Samuel listened to God and obeyed him and God honored him. God will also honor you for obeying Him.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Read 1 Samuel 2:12-29, 34-35; 3:1-4:1 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **What were the sins of Hophni and Phinehas?**
2. **Why did the Lord punish the entire house of Eli if his sons were the ones who sinned? Was that fair?**
3. **God spoke through a prophet to Eli in 1 Samuel 2:27-36. The Bible does not tell us how Eli responded. How do you think Eli responded to this prophet?**
4. **No one in Israel heard the voice of the Lord for a long time. Then God spoke to Samuel rather than Eli, the head priest. Why did God do this?**
5. **Imagine you were Samuel and heard the word of the Lord. Would you tell Eli**

everything the Lord said? How do you think Samuel felt when he gave God's message to Eli?

Final thoughts

This is the thought that you want the children to remember.

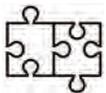
Say, **The Lord spoke to Samuel and Samuel listened and obeyed. Here are some ways you can listen to God. 1. Read your Bible. It is God's Word! 2. During your prayer time spend 1 minute or more quietly listening to hear if God is speaking to you. 3. Listen to and obey your teachers and parents. God put them there to help you.**



MEMORY VERSE PRACTICE

Those who honor me I will honor, but those who despise me will be disdained. 1 Samuel 2:30

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Read Exodus 3:1-9 and Acts 9:10-16. Say, **We read about how God spoke directly to Moses and Ananias. God spoke directly to Samuel, and Samuel heard God's voice. How was Samuel's experience different from those of others? How were the experiences the same?**
2. Read 1 Samuel 2:26. Say, **There is a similar verse in Luke 2:52. Read this verse, then ask, Whom does Luke 2:52 describe? Why are these verses important for children?** Have the children use hand motions to demonstrate how Samuel and Jesus grew.

Game: Hear and Say

You will need:

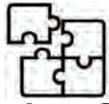
- Items that make recognizable sounds, such as empty tin cans, a whistle, a can of soda with a pull tab to remove, a comb, shoes or something with Velcro.
- Paper, pencil, and scissors

Give each student a sheet of paper. Have them number their papers to match the number of items you have brought. Then have students sit so they can't see you.

1. Say, **You are going to listen to some sounds. After each sound, write down what you think made that sound.**

2. Make each sound and give children time to write their answers. Afterward, give the correct answers. Say, **Today you had to listen**

very carefully to identify what your ears heard. Samuel also had to listen carefully to something that was hard to recognize.



ACTIVITY FOR OLDER CHILDREN

Join God's Plan

Prepare an obstacle course for your class. Use chairs, tables, and boxes, or whatever you have. Provide a cloth for a blindfold. Ask, **What was the difference between how Eli's sons and how Samuel responded to God? Let us see how important it is to listen to the right voice.**

Choose a child to blindfold, and then lead them through the course. Guide him or her around the

obstacles with your spoken instructions. Repeat with other children.

Ask, **Why is it important for us to listen to God? What are some consequences when we do not listen to Him? You listened to me, and Samuel listened to God. It is important for you to listen to God and to obey Him.**

Tell about a time when you listened to God and obeyed him.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

WILL THE REAL GOD PLEASE STAND UP?

1 SAMUEL 4:1-5:12

MEMORY VERSE

There is no one holy like the Lord; there is no one besides you; there is no Rock like our God.

1 Samuel 2:2

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * The Lord our God is the one true God
- God has power over evil.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that Lord our God is the one true God. They will learn that God has power over evil.

1. Joshua The Philistines attacked the Israelites, defeated them, and captured the ark.
2. Eli and his two sons died as God had said.
3. The Philistines put the ark in the temple of their god Dagon.
4. God showed his power against Dagon and brought sickness to the Philistines.



BIBLICAL BACKGROUND

The nation of Israel did not have a good relationship with God. Some of the people were faithful, but the leadership was corrupt. In this lesson, children will learn what happened to the leaders and the Israelites because of their poor relationship with God.

The Israelites lost a battle to the Philistines. The Israelites tried to manipulate both the Lord and the next battle. They brought the Ark of the Covenant into their camp. The Israelites lost the second battle, and the Philistines captured the ark.

Phinehas and Hophni died in the battle. Israel disregarded the covenant with God, and their defeat in battle was God’s judgement on the nation.

The Philistines believed their god, Dagon, was more powerful than the Lord. God showed this was not true when he broke the idol of Dagon and afflicted the Philistines with tumors.



DID YOU KNOW?

The Philistines placed the Ark of the Covenant next to Dagon to show that Dagon was more powerful than God. God proved this wrong by

making Dagon fall on his face in front of the ark—twice!



VOCABULARY

People

A **Benjamite** was a member of the tribe of Benjamin. They were descendants of Jacob’s son whose name was Benjamin.

The **Philistines** were a nation of people who lived near the Mediterranean Sea. They were enemies of the Israelites.

Places

Ashdod, **Gath**, and **Ekron** were three of the largest cities of the Philistines.

Things

The **Ark of the Covenant** was a special, holy box that had a covering of gold. The stone tablets of the Ten Commandments, the staff of Aaron, and some manna were in the ark. Sometimes it is called the Ark of the Lord or the Ark of God. It represented the presence of God.

Dagon was one of the gods that the Philistines worshipped. He was the god of crops.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week’s story items (It can be a bag, basket, or box.)

For today’s story, you will also need the following items.

3. A sheet, cloth or towel that could be spread over a chair to make a tent.
4. Popsicle sticks or something to represent the ark of the covenant.
5. Stickers, cotton balls or small pieces of paper

Before class

1. Read 1 Samuel 4:1-5:12.
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.

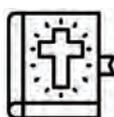
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Drape the sheet or towel over a chair and make a tent. Say, **The Israelites went out to fight against the Philistines. They camped at Ebenezer.**
2. Hold up the popsicle sticks. Say, **The elders of Israel decided to bring the ark of covenant from Shiloh into battle. They shouted when the ark came into the camp. The Philistines fought and defeated the Israelites and captured the ark.**
3. Say, **Eli's two sons died in this battle against the Philistines. Eli died when he found out the ark had been captured. Phinehas's wife also died after she heard the news.**

4. Take the stickers, cotton balls or pieces of paper and place them on your arms. Say, **In each place the Philistines sent the ark – Ashdod, Gath, and Ekron – the Lord afflicted the people with tumors.**
5. Memory motion – Have students give a scared look on their faces as if they are afraid. Say, **The Philistines were afraid of God’s power. The Lord is the one true God.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that there is only one God, the God we serve, the God of the Bible.

Read the Scripture

Say, **Have you ever heard someone say, “I just worship him? Or she is my idol?” We learn from these scriptures that God is the one true God – the only God in the universe. We should worship only Him. Sometimes we almost worship famous people or athletes. We can admire the things they do, but we should never worship them. God must be first in our love and worship.**

Read 1 Samuel 4:1-5:12 aloud. You may choose to use the items and the motions to emphasize the main points.

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to take an item from the bag without looking and then explain what it means/represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why did the Israelites bring the ark of the covenant into battle?**
2. **The Israelites treated the ark of the covenant as though it were magic. Was this right or wrong? Why?**
3. **Why were the Israelites sad and worried when the ark of the covenant was stolen?**
4. **Imagine that you were a Philistine. What would you think when the statue of Dagon fell over twice?**
5. **When did the Philistines first become afraid of the Israelites? Why?**

Final thoughts

This is the thought that you want the children to remember.

Say, **In this study, we learned that The Lord our God is the one true God. We also learned that**

God has great power. Dagon fell on his face before the ark of the covenant. This showed the Philistines that God was more powerful than

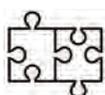
their god. We can always trust God because He is the one and only true God.



MEMORY VERSE PRACTICE

There is no one holy like the Lord; there is no one besides you; there is no Rock like our God.
1 Samuel 2:2

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

Explain the meaning of the word “manipulate” (to influence cleverly someone to do what you want.) Ask, **Have you ever tried to manipulate God? For example, have you ever promised God you would do something good, or not do something bad, if he would give you something?** Allow the children to respond then say, **The Israelites tried to manipulate God when they brought the ark to their camp. They treated the ark as though it had magical power. To try to manipulate God is a bad idea. What should we do instead?** (Some possible answers: pray, try to learn what he wants us to do, trust him, and obey him.)

Game: Capture the Ark Prepare the following before the lesson. You will need:

- A balloon
- A small object

Divide your students into two teams, the Israelites and Philistines. Put fewer players on the Philistine team. Have the Philistines line up at one end of the room. Make an “ark” by placing a small object inside an inflated balloon. Place the “ark” on the opposite side of the room. Say, **The “ark” is in a balloon because it is holy and cannot be touched.** Place the Israelites in the space between the Philistines and the ark. Each Israelite player should be in a different spot. They must protect the ark, but only by moving their arms. Standing stationary, the Israelites must try to tag the Philistines as they weave among them trying to “capture” the ark. If a Philistine gets tagged by an Israelite, he or she has to sit out. If all the Philistines get tagged, the Israelites win. If they Philistines capture the ark, they win.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

RETURNING AND REJOICING

1 SAMUEL 6:1-7:1

MEMORY VERSE

Your ways, God are holy. What god is as great as our God?

Psalm 77:13

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God is holy and he requires people to respect him.
- God deserves our praise.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God is holy and wants everyone to respect him at all times.

1. The Philistines returned the ark to Israel with an offering to the Lord.
2. The Israelites rejoiced and worshiped the Lord when the ark returned.
3. God severely punished those who treated the ark disrespectfully.
4. The ark was moved to the house of Abinadab in Kiriath Jearim.



BIBLICAL BACKGROUND

When the Philistines captured the Ark of the Covenant, they believed that their god, Dagon, defeated the Lord. After seven months of plagues, the Philistines admitted that they were wrong. The Philistines asked their priests how to send back the ark to the God of the Israelites.

The Philistine priests decided to place golden models of tumors and of rats on a cart with the ark. They forced two cows that recently gave birth to pull the ark on a wagon. Cows with newborn calves usually do not leave their calves. When the cows left their calves and returned the ark to Israel, it proved that the Lord planned the plagues.

The people of Israel were glad that the Philistines returned the ark. Some of the Israelites dishonored God when they looked in the ark. God caused 70 men to die. The Israelites learned that God is holy, and that they must honor him.

It was not because God was weak that the Philistines captured the ark. He permitted them to capture it because the Israelites did not honor God's presence. God's presence and power come to those who honor him and his covenant. Those who reject or dishonor God will not receive his blessings.



DID YOU KNOW?

Some people thought that rats caused the tumors. That is why the Philistines sent gold rats as well as gold tumors as their offering.



VOCABULARY

Faith Words

To be **holy** is to be perfect, complete, and pure. It also means to be set apart for God's use

only. God is holy. He is different from other beings, and everything about him is good and perfect.

People

Diviners are people who try to obtain guidance from a pagan god.

Abinadab was a man from the tribe of Judah. He kept the ark in his home after the Philistines returned it.

Places

Beth Shemesh was an Israelite town near the Philistine border.

Kiriath Jearim was a city that was approximately thirteen kilometers from Jerusalem.

Things

A **guilt offering** is an offering that people gave after they committed a sin. A person admits his or her sins when giving a guilt offering.

A **yoke** is a harness that connects two animals so that they work together to pull a cart or plough.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. 5 stickers, cotton balls or pieces of paper
4. 5 other objects to represent rats
5. A small toy chest or a special keepsake box to represent the Ark

Before class

1. Read 1 Samuel 6:1-7:1
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. I packed our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the 5 cotton balls, stickers or paper that represent tumors and the five objects which represent the rats. Say, **The Philistines wanted to return the ark. They asked the priests and diviners how they should send the ark back. They said, “Give five gold rats and five gold tumors as a guilt offering.”**
2. The small toy chest or keepsake box – Say, **The priests told the Philistines to get a new cart ready, with two cows that have calved and never been yoked. Hitch the cows to the cart and put the ark on the cart.**
3. Make a motion with your right hand over your right eye as if you are looking for something – Say, **The Philistines were to put the ark on the cart. They were to keep watching the cart to see which way it would go.**
4. Act very excited. Say, **When the people of Beth Shemesh saw the ark, they rejoiced.**
5. Open and close both hands, all ten fingers, seven times. Say, **God put seventy people of Beth Shemesh to death because they looked into the ark of the Lord. The people mourned.**
6. Memory motion – Rejoice – Have the students raise their hands in the air excitedly and shout. Say, **This motion represents the rejoicing that took place when the Israelites saw that the ark was returned.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Inform the children that the 70 men who died committed a serious offense. They showed great disrespect to the ark and to God. Reassure the children that God will not strike them dead when they sin.

Read the Scripture

Say, **God requires all people to know that He is holy and to respect Him. When the ark was**

returned to the Israelites, they rejoiced. But not all of them treated it with proper respect.

Read 1 Samuel 6:1-7:1 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why did the Philistines send five gold rats with the ark?**

2. **Why did the Philistines choose to send two cows that never wore a yoke to lead the cart?**
3. **Why were the Israelites excited when they saw the ark again?**
4. **Why did God cause the 70 Israelites to die?**
5. **Do you think the Philistines showed more respect to God than the Israelites? Why or why not?**

Final thoughts

This is the thought that you want the children to remember.

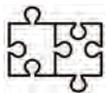
Say, **The Philistines sent the ark of the covenant to Israel. Some of the Israelites worshiped God, but 70 of them disobeyed him when they looked in the ark. Earlier laws told the Israelites they should not look in the ark. Those 70 men did not obey God’s laws to respect the ark. They did not honor God. God wants us to respect Him and to obey what He says.**



MEMORY VERSE PRACTICE

Your ways, God, are holy. What god is as great as our God? Psalm 77:13

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

Game: Lost and Found

You will need:

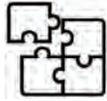
- A small box
- A small wrapped piece of candy for each child

Choose one child to be “it”. Have that child sit on the chair in the center of the room. Give the box with candy in it to him or her. Explain the rules.

1. Tell the child who is it to close their eyes.

2. Point to one child in the group to take the box, hide it quietly, and then return to his or her seat.
3. Tell “it” to open their eyes and guess who took the box.
4. If the child guesses correctly, he or she gets the candy. If the child guesses incorrectly, the child who took the box gets the candy.
5. Chose another child to be “it”. Play until every child gets a piece of candy. Say, **if you were “it” how did you feel when the box was taken from you? How did you feel when you eventually received candy? How do you think God’s people felt when something the ark was returned to them?**

Say, **In our Bible study today, we learned that God requires all people to know that He is holy and to respect Him.**



ACTIVITY FOR OLDER CHILDREN

Make a List

Say, **When the Philistines returned the ark to the Israelites, they rejoiced. However, everyone did not treat it with the proper respect. What are some ways you show respect for God? We will make a list of ways that we show respect for God.**

If the children do not think of answers, ask them about ways people do not respect God. Then have the children change the negative answer into a positive way to show respect. Compare lists and discuss the answers. Make a collaborative list or a poster of the answers. Ask, **Why should we show respect for God? What happens when we do? What happens when we do not?**



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

WE WANT A KING!

1 SAMUEL 7:2-8:22

MEMORY VERSE

Look to the Lord and his strength; seek his face always. Remember the wonders he has done, his miracles, and the judgments he pronounced.

1 Chronicles 16:11-12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God permits us to make choices.
- God wants his people to remember what he did for them.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God gives us freedom to make choices. God does not force people to follow him. He wants people to choose to follow him and to love him.

1. During the next 20 years, the Israelites got rid of their idols and only worshiped God.
2. The Lord gave the Israelites victory over the Philistines. Samuel set up an Ebenezer stone as a reminder of God's help.
3. The Israelites rejected God as their king and demanded an earthly king.
4. God agreed to the Israelites' demand but warned them of its consequences.



BIBLICAL BACKGROUND

For twenty years, Samuel led the Israelites. They stopped worshipping foreign gods, and they worshipped the Lord again.

The Philistines attacked the Israelites, and the Israelites asked Samuel to pray to God and ask him to rescue them. The Lord accepted Israel's actions of repentance, and he gave the Israelites victory in the battle. Samuel built an altar and named it "Ebenezer," to remind the Israelites of God's faithfulness.

Samuel grew old, and he appointed his sons, Joel and Abijah, as judges for the people. Joel and Abijah were corrupt. So, the Israelites asked Samuel to appoint a king. The Israelites' desire to be like the other nations and to have an earthly King, displeased God. He told Samuel that the Israelites rejected God as their king.

God told Samuel to warn the people. A king would demand many things from the Israelites.

A king would eventually make them his slaves. A day would come when the Israelites would regret that they asked for a king. On that day, they will ask God for relief, and God will not give it to them.

Despite the warnings from God, the Israelites still demanded a king. God told Samuel to listen to the Israelites and to appoint a king.



DID YOU KNOW?

Ebenezer means “stone of help.” Setting up the Ebenezer stone was a way to remind the Israelites that God helped them. It would also be used to teach future generations that they could trust God.



VOCABULARY

People

The **elders** of Israel were the men who ruled in each community or tribe.

Places

Mizpah was a city near Jerusalem. The word Mizpah means “the watchtower.”

Ramah is the birthplace and the home of Samuel. It was here that the Israelites demanded a king.

Things

A **burnt offering** is an offering where the entire sacrifice is burned up. It showed the surrender and the obedience of the Israelites.

The **Ebenezer** was a stone, and the word means “stone of help.” Samuel erected it between Mizpah and Shen.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A medal, trophy or award
4. A stone
5. A crown

Before class

1. Read 1 Samuel 7:2-8:22.
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

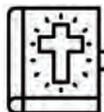
Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the medal, trophy or award. Say, **The ark stayed in Kiriath Jearim for 20 years. Samuel told the people to get rid of their foreign gods so they did. They fasted and confessed their sin. The rulers of the Philistines tried to sneak up on the Israelites and defeat them in battle. The Israelites asked Samuel to pray to God for them. God helped them and gave them the victory.**
2. Hold up the stone — Say, **Samuel set up a stone between Mizpah and Shen. He named it Ebenezer, saying “Thus far the Lord has helped us.”**
3. Show the crown — Say, **Samuel appointed his sons as the judges for Israel. But they were dishonest and accepted bribes. The elders of Israel asked Samuel to appoint a king to rule over them. They wanted a king like the other nations around them.**
4. Memory motion — Question — Have students use their pointer finger to write a question



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that that the Lord is faithful. God continued his faithfulness to the Israelites despite their mistakes. He promised to save the Israelites from the Philistines if they followed him.

Read the Scripture

Say, **Today we see the Israelites make a big decision. They chose to serve a king rather than**

mark in the air. Say, **The Israelites asked Samuel for a king.**

5. Point your finger — Say, **The Lord told Samuel to listen to their request. The Lord said, “It is not you they have rejected, but they have rejected me as their king.” However, God told him to give them a warning about what a king would do to them. Despite the warning, the people still asked for a king. The Lord told Samuel to give them a king.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

God. They thought it would be better to have a person lead them rather than God. Though God was not happy with their decision, He allowed them to make the choice. God gives us freedom to make our own choices. He wants us to choose to follow and love Him.

Read 1 Samuel 7:2-8:22 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **How did the Ebenezer stone help the Israelites to remember God's faithfulness?**
2. **Why did the Israelites ask for a king? Why was God upset by their request?**
3. **Imagine that you were an Israelite. You hear the warning that Samuel gave about the king. Will you want a king? Why or why not?**
4. **How does today's memory verse, 1 Chronicles 16:11-12, relate to this story and to your life?**



MEMORY VERSE PRACTICE

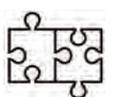
Look to the Lord and his strength; seek his face always. Remember the wonders he has done, his miracles, and the judgments he pronounced.
1 Chronicles 16:11-12

Final thoughts

This is the thought that you want the children to remember.

Say, **What kind of choices do you get to make during the day? Do you choose what you'll eat for lunch, what clothes you'll wear, or what you'll do after school? Some decisions are easy to make. Other choices are hard. The Israelites made a big decision – to serve a king rather than God. Though God was not happy with their decision, He allowed them the choice to make it. God does not force us to follow Him. He wants us to choose to follow and love Him.**

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Find before class, search online for mazes for children, or create one of your own. Make copies for the children. After the children finish the maze say, **While you worked on the maze, you had to choose which direction to go. Some of you made the right choice often. Some of you made wrong choices. In today's story, we see that God allows us to make our**

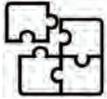
own decisions, even if they lead us to a dead end. Encourage the children to discuss ways that will help them make good decisions.

2. Compare Read 1 Samuel 7:3. Ask, **What are some objects or persons who are idols in a child's life? What do children need to remove from their lives so that they serve the Lord wholeheartedly?**

Game: What's your choice?

Before class, prepare a tray of fruit slices for your class and a second tray of candy. Ask which one they would prefer and why. Then discuss which is a better choice and why. Give them both snacks. Say, **Candy, tastes good for a moment, but in the long run is bad for you. The Israelites**

made a similar decision. God told them a king would bring them trouble. But the Israelites preferred the instant satisfaction of an earthly king rather than trusting God as King. And though He knew what was best for them, God gave them what they asked for. The Israelites' choice had many consequences for their future.



ACTIVITY FOR OLDER CHILDREN

This activity will help the students know that the choices we make have consequences.

- Plastic or paper cups or bowls that you cannot see through
- An object to put under the cup, a marble, stone, paper wad

Have students form two teams. The leader will put the object under one of the cups. They will mix the cups up and ask the student to pick the cup that has the object. If they chose the cup with the object, they get to go to one side of the

room. If they chose the cup without the object, they have to go to the back of the line. The first team to get all their players to the other side of the room wins.

Say, **As you made choices looking for the object under the cup, there were consequences. If you chose correctly you got to advance, if not, you had to go back and try again. You did not know which cup the object was under. However, the Israelites knew that their choice of a king would bring them trouble. They suffered the consequences. God allows us to make choices.**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

LONG LIVE THE KING

1 SAMUEL 9:1-10:1, 17-24

MEMORY VERSE

For God is the King of all the earth; sing
to him a psalm of praise.

Psalm 47:7

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God continues to help his people, even when they make a bad choice.
- God helps us to know his will.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that sin breaks our relationship with God and often affects others. However, God provides a way to restore the broken relationship.

1. Saul, a Benjamite, was a very impressive man because he was a head taller than the other Israelites.
2. When Saul could not find his father's donkeys, he went to Samuel for advice.
3. Samuel invited Saul to a banquet. Then later he anointed Saul as king.
4. At a gathering, Samuel presented Saul as king. The Israelites supported him.



BIBLICAL BACKGROUND

Even though God opposed the Israelites' desire for a King, he was involved in Saul's situation the whole time.

As Saul was out looking for his father's lost donkeys he came to Samuel for help. God told Samuel that Saul would be the new king. Samuel invited Saul to a banquet and afterwards anointed him as king.

Samuel gathered all the Israelites.

Samuel chose Saul by casting lots, which means they randomly chose him. This eliminated the possibility of a human making the decision.

Apparently, Saul was overwhelmed with the role he was about to assume, so he hid. When he was found, he was brought before the people and hailed as their king.

Even though Saul had doubts, he was exactly what the people expected from a king: he was tall, well-built, and from a rich family. Saul downplayed his family's status and gave the

valid excuse that he was from the small tribe of Benjamin. Saul seemed to be aware of his limitations. This story shows how God chooses the weak.

Saul did not grasp for power and recognition. Instead, he preferred life with his family. He clearly had potential to be a good king. The Lord had even equipped him by giving him a new heart (see 10:6, 9). Though Israel made a bad choice that would make their lives more difficult in the long run, the Lord provided them with a good start for a King.



DID YOU KNOW?

At the banquet, the leg of meat that Saul was given was one of the best pieces. It was an honor for Saul to receive it.



VOCABULARY

Faith Words

To **anoint** means to put oil on someone's head. Kings, priests, and prophets received this as an act of blessing and consecration. It showed that God chose the person to do something important for him.

People

Kish was Saul's father.

Saul was the first king of Israel.

A **seer** was a prophet. He or she received messages from God through dreams or visions.

Things

A **head taller** means Saul was much taller than the other Israelites, and he looked like a king.

A **shekel** was a unit of weight, about 12 grams.

A **flask** was a jar with a narrow opening. It held liquids.

To **cast lots** and to choose by lot means to use small stones or other objects to choose a course of action, seemingly at random. Many cultures used this method to determine the will of the gods. The Israelites did this to attempt to determine God's will.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Ruler or tape measure
4. Plastic or stuffed animal of a donkey, or a picture of a donkey
5. Oil
6. Crown

Before class

1. Read 1 Samuel 9:1-10:1, 17-24
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example,

the leader walks with baby steps, large steps, or skips. End the game at the story telling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

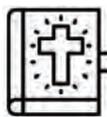
Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today**

we begin with... Unpack the items as you tell the story.

1. Hold up the ruler or tape measure. Say, **Kish, a Benjamite, had a son named Saul. Saul was a handsome young man. He was a head taller than anyone else.**
2. Donkey — Say, **Kish's donkeys were missing. Kish asked Saul to take a servant with him to find them. When they reached the district of Zuph, Saul told his servant they should go back so his father would not worry. The servant told him this was the town where the man of God is. Perhaps he can tell us which way to take.**
4. Say, **The Lord had told Samuel the day before that Saul was coming and that he should anoint him ruler over his people Israel.**
5. Take steps like you are walking — Say, **Saul found Samuel. Samuel told him not to worry about the donkeys that were lost. They had been found. Samuel brought Saul and his servant into the hall and seated them at the head of those who were invited.**
6. Take the oil — Say, **Samuel took a flask of olive oil and poured it on Saul's head and kissed him, saying "Has not the Lord anointed you ruler over his inheritance?"**
7. Put hand over eyes as if looking for someone — Say, **Samuel summoned the people of the Lord and told them to present themselves by their tribes and clans. When Samuel brought the tribe of Benjamin forward, Saul was not to be found. The Lord said, "He has hidden himself among the supplies."**
8. Crown — Say, **They ran and brought Saul out and the people shouted, "Long live the king!"**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that God continued to work with the Israelites. He thought their request for a king was a bad idea, but he did not stop them. God gives us freedom to make choices that are right or wrong.

Read the Scripture

Say, **The Israelites made a bad choice. They wanted to follow a king rather than God. Although God did not agree, He helped them find a king. Sometimes God will work with us even when we make a bad choice.**

Read 1 Samuel 9:1-10:1, 17-24 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **God told Samuel that the next day he will see the man who will be the king of the Israelites. How do you think Samuel reacted to God's message that he would meet the future king? What would you do?**
2. **What was Samuel's response when he met Saul? Do you think that he thought Saul would be a good king?**

3. **How do you think Saul felt when Samuel anointed him as the king? What changed Saul's attitude about being the king?**
4. **What do you think the people thought when they heard their future king was hiding?**

Final thoughts

This is the thought that you want the children to remember.

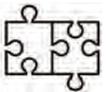
Say, **Sometimes, we make bad choices. If you've ever eaten a lot of snacks and then not had room for dinner or dessert, you know what a bad choice is. The Israelites made an awful choice. They wanted to follow a king rather than God. God helped them find a king. Sometimes God works with His people even when they have made a bad choice.**



MEMORY VERSE PRACTICE

For God is the King of all the earth; sing to him a psalm of praise. Psalm 47:7

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Say, **I am going to tell parts of the story again. Whenever I say something that is not true or correct, raise your hand.** Be sure to mix up the order of events and change some of your statements to be false. Call on a student to correct you. For example, you could say "Saul always wanted to be king of Israel."

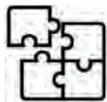
Game: King for a day

Before the lesson.

- Cut 5 pieces of cardstock or paper into quarters.

- Divide the memory verse into 17 sections. Print each word on a separate piece of cardstock.
- Replace the following words with symbols: For (the number 4); King (a picture of a crown); earth (a picture of the earth); and sing (a picture of a musical note). Shuffle the pieces of the cardstock so the verse is out of order

1. Have the words in a bowl or bucket at one end of the room. Have each student do a relay from one side of the room to the next to retrieve one of the words. The student will carry the word back to where they started and the next student will go. Once all the words are gathered have the students put them in the right order and say the verse.



ACTIVITY FOR OLDER CHILDREN

What does a king look like?

Draw a picture of a king’s crown on a large sheet of paper. Hang it in the room in a place where you can leave it for several weeks. Under the crown leave enough room for three columns. At the top of the column on the left, write “Saul.” In the middle column, write “Ideal King.” Leave the third column blank for now (you will use it in Lesson 20).

Say, **Today we learned that Saul was anointed as king. What are some qualities that an ideal king should have?** Allow the students time to brainstorm qualities they think an ideal king should have. Write the responses in the middle column.

Say, **During the next several lessons we will learn about Saul’s reign. Let’s see how right we were.** Each week, update the left column with qualities you discover about Saul.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

A FOOLISH CHOICE

1 SAMUEL 12:1-13:15

MEMORY VERSE

But be sure to fear the Lord and serve
him faithfully with all your heart;
consider what great things he has done
for you.

1 Samuel 12:24

TRUTHS ABOUT GOD*

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God is faithful to his people and requires their obedience.
- God wants us to obey him but does not force us to do so.
- Waiting on God (patience) is a skill that we should all learn.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God's purpose for punishment was to transform and make Israel holy so that he would be able to enjoy a relationship with them. The same is true for us today.

1. Samuel reminded the Israelites of the many things that God did for them.
2. Samuel told the Israelites to obey God. If they did not, his hand would go out against them.
3. Samuel did not show up on time to make a sacrifice before the battle. Impatiently, Saul offered the sacrifice himself.
4. Since Saul did not wait for Samuel, the prophet told him that his kingdom would fail.

**BIBLICAL BACKGROUND**

In Chapter 11, Saul led the Israelites into battle, and they defeated the Ammonites. Some of the Israelites doubted that Saul was the right choice for king, but this victory convinced them otherwise.

Samuel spoke to the Israelites. He asked them if he had mistreated them. The Israelites affirmed that Samuel did not cheat them or misuse his power. He reminded the Israelites of all that the Lord did for them. When they were faithful to God, he provided for them. God rescued the Israelites from their stressful situations, and the Israelites learned that they could always trust God.

Samuel reminded the Israelites that God agreed to give them a king. The Israelites understood that their human king was under the authority of God, the true King. If the Israelites obeyed God, they would prosper. If the Israelites did not obey God, he would punish them. The people promised to remain faithful to God.

In the next battle, Saul failed a test of trust and of obedience. He wanted someone to perform

the ritual of a burnt offering. However, only priests were allowed to offer these sacrifices. Saul did not wait long enough for Samuel to arrive. Instead, Saul performed the ritual. Samuel told Saul that this was a serious act of disobedience. Because Saul failed this test, the Lord would establish a different lineage of kings for the Israelites.



DID YOU KNOW?

Because it was harvest season, thunder and rain could be a disaster. So, when God sent it, the Israelites knew it was a judgment on their choices and not simply a natural event.



VOCABULARY

People

Moses was a servant of God who led the Israelites out of Egypt.

Aaron was the brother of Moses.

Jacob was a son of Isaac. He took his family to live in Egypt after his son, Joseph, became a leader in that country.

The King of Moab ruled a nation of people who lived east of the Dead Sea.

The **Ammonites** were the enemies of Israel.

Jonathan was the son of Saul.

Places

Hazor was a city north of the Sea of Galilee.

In the Book of Judges, the Israelites were abused for 20 years by the armies of Hazor.

Mikdash was a city 11 kilometers northeast of Jerusalem.

Geba was a city south of Mikdash.

Gilgal was the location where Samuel offered sacrifices after Saul was anointed as king.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A piece of grey paper or cloth
4. A metal pot and a spoon
5. A watch or a timer

Before class

1. Read 1 Samuel 12:1-13:15
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the grey cloth. Say, **Samuel said to Israel, “I am old and grey and I have been your leader since youth. Whom have I cheated? If I have cheated anyone I will make it right.” Israel said, “You have not taken anything from anyone’s hand.”**
2. Make a thumbs up and thumbs down gesture. Say, **Samuel reminded them they were the ones who had asked for a king. He told them if both them and the king follow the Lord, then it will be good. But if not, the Lord will be against them.**
3. Take the metal pot and spoon and bang on it to make a sound like thunder — Say, **Samuel told Israel God was going to send thunder and rain so they would see how evil it was to ask for a king. The Lord did this. The people told Samuel to pray for them. Samuel told the people not to be afraid but to serve the Lord.**
4. Watch or timer — Say, **Saul got impatient. He waited seven days for Samuel to offer a sacrifice but then he got tired of waiting. Saul offered the sacrifice himself. Samuel told him he had done a foolish thing by not waiting. Samuel told him that the Lord had chosen another man to lead Israel, a man after God’s own heart.**
4. Memory Motion. Have students tap their wrist as is being impatient and pointing to a watch. — Say, **Saul made a foolish choice. He was impatient and did not wait for Samuel.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

Remind the children that Saul revealed his true nature through his actions. For example, in 1 Samuel 10:8, Samuel told Saul to wait for him for seven days. Yet, Saul did not wait long enough for Samuel. Saul was impatient, and he was frightened. He thought he could strengthen Israel’s chances in battle by offering a sacrifice to the Lord, even though it was in violation of God’s command. Saul disobeyed Samuel’s instructions, and therefore disobeyed God.

Read the Scripture

Before you tell the story say, **God is faithful to Him people, and He requires obedience. In today’s scripture Samuel reminded the people of God’s faithfulness to them. God took good care of them yet, the Israelites disobeyed Him many times.**

Read 1 Samuel 12:1-13:15 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why did Samuel take time to remind the Israelites of what God did for them? What are some ways for you to remember what God did for you? Make a list of the ways God helped the children in your group.**
2. **Samuel asked the Lord to send thunder and rain, and he did it. It was the dry season. What did the thunder and the rain show the Israelites?**
3. Read 1 Samuel 10:8 and then 13:8-14. Ask, **What did Saul do wrong? What was a better thing to do? If you were Saul, what would you do?**
4. **How does the memory verse, 1 Samuel 12:24, relate to this story?**



MEMORY VERSE PRACTICE

But be sure to fear the Lord and serve him faithfully with all your heart; consider what great things he has done for you. 1 Samuel 12:24

Final thoughts

This is the thought that you want the children to remember.

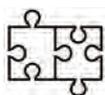
Say, **God is faithful to His people, and He requires obedience.**

If people are faithful, you can trust them to keep their promises. Samuel reminded the Israelites of God's faithfulness to them. What are some ways that God was faithful to the Israelites?

What are some ways that God helped you, your family, and your friends? God is faithful to you, and He wants you to be faithful to Him.

We are faithful to God when we obey him. What is one way you can be faithful to God each day?

Each day you have choices to make. Choose to be faithful to God and to obey Him.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Make a timeline of Samuel's life. Include the important events of Samuel's life from chapters 1 through 13 of 1 Samuel. Leave

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.

room to add more in the next few weeks. Ask, **How do the events of Samuel's life show his devotion to God? What did you learn about Samuel as a judge and a prophet?**

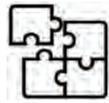
Game: Samuel says

If possible be prepared to dress up as Samuel.

The teacher will play the role of “Samuel.” Stand and face the students. Say, **I am Samuel. I will tell you to do some things, and I want you to imitate my actions. Listen for these words: “Samuel says.” Only do what I do if I say, “Samuel says.” If I say, “Samuel says, ‘Raise your hand,’” then you should raise your hand. But, if I say, “Raise your hand,” don’t do it, because I did not say, “Samuel says.”** Practice a few times to make sure that the children understand how to play the game.

Start slowly, but then get faster until some of the children make a mistake. Then, start again slowly. Examples: pat your head, smile, wave hello, flex your muscles, touch your toes, turn around, sit down. Add more and mix them up.

Say, **You learned to listen to my commands, but you had to make quick decisions. Sometimes it was easy. Sometimes it was not. In today’s study, Saul had to make a decision, but it wasn’t a game.**



ACTIVITY FOR OLDER CHILDREN

Patience in Action

This activity will help the students consider the importance of patience.

Find a group project around the church or your community where your students serve others in a role that requires a lot of patience. For example, they could volunteer in the nursery for one night. After they finish, discuss what it took for them to be patient.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

PANIC IN THE CAMP

1 SAMUEL 14:1-23

MEMORY VERSE

Nothing can hinder the Lord from saving, whether by many or by few.

1 Samuel 14:6

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God can do amazing things when even a few people trust him.
- God helps those who trust him.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God wants us to trust him in all circumstances. Sometimes, he will perform miracles to accomplish his purposes.

1. While Saul and his 600 men sat under a tree, Jonathan and his armor-bearer snuck into the Philistine outpost.
2. Jonathan and his armor-bearer killed 20 Philistines.
3. God sent a panic throughout the Philistine camp.
4. Saul wanted to inquire of the Lord before going into battle, but it was taking too long. So, on his own he decided to fight.

**BIBLICAL BACKGROUND**

The battle camp of the Israelites was near Gibeah. Ahijah, a member of Eli's family, served as Saul's priest, but God rejected Eli's family. So, Saul began to rely on a rejected priest rather than on Samuel. Saul's decision to rely on Ahijah for advice showed the decline of Saul's relationship with God.

Saul and his son, Jonathan, were in the camp. While Saul rested, Jonathan and his armor bearer secretly left the camp to fight the Philistines.

Jonathan was faithful to God. Jonathan believed that the Lord was powerful, and he trusted God to bring the victory. Jonathan waited for a sign from God. When he received the sign, he

and his armor bearer attacked. They defeated twenty soldiers in a 2,000 square meter area. God caused the Philistines to panic, and the Philistines began to fight each other. God brought the Israelites a victory because of Jonathan's trust and faithfulness rather than because of Saul's leadership.



DID YOU KNOW?

Earlier in 1 Samuel, we are told that the Philistines forced the Israelites to stop producing weapons. It is possible that Jonathan and Saul

were the only ones with swords. The rest of Israel had to use slingshots or bows.



VOCABULARY

Faith Words

Miracle is an amazing event that shows God's power.

People

An **armor bearer** is a servant who carried extra weapons for his master.

Ahijah was one of Eli's relatives. He was a priest during Saul's time as king.

Places

Gibeah was the capital of Saul's kingdom. It is also the birthplace of Saul.

Things

To withdraw your hand means to stop seeking the will of the Lord. Saul wanted Ahijah to find the Lord's will for the battle. When this took too long, Saul told the priest to withdraw his hand. Saul did not want to wait for the Lord's answer.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A pomegranate or a piece of fruit
4. A sign

Before class

1. Read 1 Samuel 14:1-23
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the story telling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.

2. As you tell the story, display each item in order. Place the item where the children can see.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the pomegranate or the piece of fruit. Say, **Saul was sitting under a pomegranate tree in Migron with 600 men. Israelite leaders often held court under trees.**
2. A sign — Say, **Jonathan and his armor bearer decided to go to the Philistine camp. Then they waited for a sign from the Lord. The sign was given when the Philistines told them to come up to fight. Johnathan and his armor bearer climbed the cliff and ended up killing 20 Philistines.**
3. Pound your hands on a table and stomp your feet on the floor — Say, **God sent a panic throughout the Philistine camp. The ground shook. Saul heard about the panic and went into action. Saul had the ark of God brought**

to him. He wanted to seek God's will before going into battle. But when Saul saw the battle increasing, he had the priest stop seeking the Lord at an important part in the process. Despite Saul's sin, the Lord rescued Israel.

4. Memory motion — students running in circles
Say, **God made the Philistines confused and panicked.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children of Saul's impatience in 1 Samuel 13:1-14. Help them to understand that Saul's attitude toward God was wrong. Saul's poor relationship with God caused him to make many mistakes.
- Help the children to identify ways to have a good relationship with God so that they make better decisions.

Read the Scripture

Say, **God can do great miracles when even a few people trust Him.**

Read 1 Samuel 14:1-23 aloud. You may choose to use the items and the motions to emphasize the main points.

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. ○ they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Jonathan's armor bearer went with Jonathan to fight the Philistines. How do you think the armor bearer felt about their situation?**
2. **Why did Jonathan not tell his father he was going up to fight the Philistines?**
3. **The Lord rejected all the priests related to Eli. However, Saul chose Ahijah, a relative of Eli, to be his priest. Do you think this was a wise choice? Why, or why not?**
4. **What did Saul do that was wrong? What other choices did Saul have?**

Final thoughts

This is the thought that you want the children to remember.

Say, **When we learn about God's miracles, we understand more about Him. Jonathan and**

his armor bearer defeated twenty Philistines. God caused the other Philistines in the camp to panic. These were miracles. What do they tell you about God? Do you think miracles happen only in the biblical stories? Do miracles

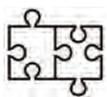
happen today? Do you know anyone who has experienced a miracle? Have you experienced a miracle in your life? Continue to trust God and believe that He still does miracles.



MEMORY VERSE PRACTICE

Nothing can hinder the Lord from saving, whether by many or by few. 1 Samuel 14:6

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Help the class perform the Bible story as a short play. Assign roles for King Saul, Jonathan, the armor-bearer, the Philistines at the outpost. Use a Narrator, but have the children add their own dialogue. Perform it for the parents and other adults.
2. Ask your class what is the most heroic thing they have seen? Ask if they have ever done anything heroic. Let them discuss or even write their answers. Ask them to think about this statement: God can do great miracles when even a few people trust Him.
3. Jonathan and his armor-bearer overcame a lot of obstacles. Ask your students to tell a story of someone they know who has had to overcome. Maybe it is a true story of someone they know personally or someone they have read about. Ask them how they saw God’s help in the story.

Game: A string situation

Prepare the following before the lesson. You will need:

- a piece of string or rope (50 to 100cm)
- if possible, a piece of string for each child

Before the children arrive, practice the solution for this string puzzle. You will find the solution at the end of the activity.

To begin, give one child a piece of string or rope. Ask the child to tie a knot in the string. To make the knot, the child will make a loop with the string, take one end over and through the loop, and pull the two ends to make a loose knot.

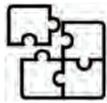
Then say, **Now, let’s make it more difficult. Can you tie a knot while holding both ends of the string without letting go?** Have the child attempt to tie a knot while he or she holds both ends of the string at the same time. The child should not release either of the ends. After a

short time, let another child try to tie a knot while he or she holds both ends. If there is enough string, permit all the children to try at the same time. If a child successfully ties the knot, have that child wait for the other children.

After a few minutes, demonstrate the solution for the string puzzle. First, cross your arms across your chest, with one hand going up through the second arm, and the second hand going down through the first arm. Hold one end of the string

in each hand. (Someone may assist you to grasp the end of the string with your arms crossed.) Then, pull your arms apart while you hold the string. When you uncross your arms, you will tie a knot in the string.

Say, **Many times we experience difficult situations, and we do not know how to solve them. But God is able to perform miracles when the circumstances seem impossible to us.**



ACTIVITY FOR OLDER CHILDREN

Wrong not right

Write the following on the board. Do not underline the words (they indicate errors). Jonathan sat under a house. Two hundred men were with him. Saul and his wife decided to climb a wall and fight the Egyptians. When David and

his arrived, their friends were confused. The angel rescued the Philistines that day.

Say, **There is a lot wrong with this story. Can you help me correct it?** Ask one student at a time to spot an error and fix it by drawing a line through the word and writing the correction above.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

A GOOD KING GONE BAD

1 SAMUEL 15:1-35

MEMORY VERSE

But Samuel replied: “Does the Lord delight in burnt offerings and sacrifices as much as in obeying the Lord? To obey is better than sacrifice, and to heed is better than the fat of rams.”

1 Samuel 15:22

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God requires people to obey him.
- God punishes those who continue to disobey him.

LESSON FOCUS AND SUMMARY

In this study, the children the importance of obeying God.

1. Samuel told Saul to destroy the Amalekites and all their livestock.
2. Saul and his men killed all the Amalekites and their livestock except King Agag and the best cattle and sheep.
3. Samuel confronted Saul about his sin. Saul finally confessed his disobedience.
4. Samuel told Saul that God would hand over the kingship to someone else. The Lord was sad that he made Saul king.



BIBLICAL BACKGROUND

The Samuel gave Saul a message from the Lord. God told Saul to destroy the Amalekites, and all of their possessions because they opposed God. The Amalekites were a corrupt nation, and they threatened to destroy the Israelites.

The Kenites were people who lived among the Amalekites. The Kenites treated the Israelites well. Saul warned them to move away from the Amalekites.

When Saul attacked the Amalekites, he did not obey God's command. Saul did not destroy all the possessions of the Amalekites, and he did not kill every living thing. Instead of relying on God's help, Saul made his own decision about how to deal with the Amalekites.

Because of Saul's disobedience, God rejected Saul as the king of the Israelites. Both Samuel and the Lord were sad because of Saul's actions. God regretted that he chose Saul to be the king of the Israelites.



DID YOU KNOW?

It seems harsh, but God wanted all the Amalekites destroyed because they were a threat to Israel's religion.



VOCABULARY

People

The **Amalekites** were descendants of Esau's grandson, Amalek. The Amalekites attacked the

Israelites while they travelled in the desert after they left Egypt.

The **Kenites** were a tribe of people who showed kindness to the Israelites when they left

Egypt.

Agag was the king of the Amalekites.

Places

Telaim was the place Saul gathered his men before he attacked the Amalekites.

Gilgal was a city west of the Jordan River and north of the Dead Sea. Samuel killed King Agag

there.

Things

Plunder are items stolen or taken by force during a time of war.

To waylay is to attack someone by surprise.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A few plastic or stuffed animals
4. Set of instructions from a board game, or something that needs to be put together.

Before class

1. Read 1 Samuel 15:1-35
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.

2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

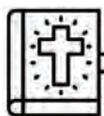
Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the animals. Say, **Samuel gave a message to Saul from the Lord. Saul and his men were to completely destroy the Amalekites. This included all men, women, children and livestock. Saul and his men attacked Amalek. He captured Agag, king of the Amalekites, and kept him alive. Saul and his army also saved some of the best sheep and cattle. They killed everything else.**
2. The pair of scissors — Say, **Joshua, the priests, and the heads of the tribes divided the land together. They followed the instructions God gave to Moses. The tribes that remained all received their inheritance. Before the Israelites had crossed the river,**

Joshua had divided the land east of the Jordan.

3. The instructions — Say, **Samuel met with Saul and asked him why he did not follow the Lord's instructions. Saul tried to blame his soldiers for the sin. He even made the excuse of wanting to keep the animals so they could be sacrificed to the Lord. Samuel told Saul that obeying the Lord is better than a sacrifice. Sacrificing must come with obedience and honesty.**
4. Hold your right hand out as if you are rejecting someone or holding them back. Say, **Samuel told Saul God had rejected him as king of Israel. God would give the kingship to one of his neighbors. After Saul and**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Provide some time for the children to explain their feelings about Saul. It is possible that the children think that God harshly punished Saul for a few sins. However, God punished Saul because his attitude did not show reverence and honor for God, and Saul had a history of disobeying God.

Read the Scripture

Say, **In today's scripture, we are finding that God holds us accountable for our actions. He wants our obedience more than He wants our sacrifice.**

Samuel worshiped the Lord, Samuel left. He never saw Saul again.

5. Memory motion — Frown — Have the children frown. Say, **The Lord was sad because He had made Saul king.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Read 1 Samuel 15:1-35 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. Say, **The Amalekites attacked the Israelites when they left Egypt. How do you think the Amalekites felt when God punished them for something their ancestors did?**
2. **Do you think that Saul did the right thing when he spared the Kenites? Why, or why not?**
3. **In 1 Samuel 15:12, Saul set up a monument in his honor. What does this say about Saul's**

attitude and character? What does this say about his attitude toward God?

4. What excuses did Saul give when he spared King Agag and some of the best livestock? What might you do in the same situation?
5. How did God feel about his choice to make Saul the king? Why did He feel this way? Do you think God was right to be sad?

Final thoughts

This is the thought that you want the children to remember.

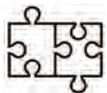


MEMORY VERSE PRACTICE

But Samuel replied: “Does the Lord delight in burnt offerings and sacrifices as much as in obeying the Lord? To obey is better than sacrifice, and to heed is better than the fat of rams.” 1 Samuel 15:22

Say, **Today, we learned that Saul disobeyed God. Saul decided that he could make his own decision about how to fight the battle with the Amalekites. Saul did not complete the mission in the way God commanded. He punished Saul because Saul disobeyed him. God holds us accountable for our actions. God knows what is best for us. We should trust God and obey Him.**

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Play a reverse version of “Samuel Says” (from Lesson 7). Say, **We all know that you should obey your teacher, but for this game you’re going to get a chance to disobey. We are going to play “Saul Says.” This is different from “Samuel Says.” If I say “Saul Says,” you do NOT do what I say. If I don’t say “Saul Says,” you must DO what I say.**

Game – Shoes and Steps

Prepare the following before the lesson. You will need:

- A pair of shoes with strings

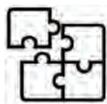
Say, **Today, we will learn about how important it is to follow carefully the directions. I need your help to learn how to tie my shoes.**

Ask for a volunteer to instruct you on how to tie the shoelaces. Follow the directions literally, and do not allow the child to skip a step. Make certain the child includes implied steps in their

instructions. For example, the child may forget to include such things as: bend down to reach the shoes; grasp one shoelace with one hand; stand upright again. When the instructions are unclear, attempt to follow the directions in an alternative way. For example, if the child asks you to grasp a shoelace with your hand, grasp the shoelace in the opposite direction of that hand, so that you cross your arms. Allow the child to revise and to add to his or her instructions.

This activity will be fun and challenging. Allow other children to assist the child who gives the instructions.

When you finish tying the shoes, say, **I followed completely your directions. How do you think the story might have ended differently if Saul had completely followed directions?**



ACTIVITY FOR OLDER CHILDREN

What's your story

Say, **Here is your chance to see who is the best at telling a story.**

Ask for a volunteer to start, then say, **Imagine that you forgot to do a chore at home, and you want to avoid being punished. What's the craziest excuse you can make up?**

Ask for another volunteer, and say, **I think you can do better. What's a crazier excuse than that?**

Have the class vote on the craziest excuse.

Say, **Sometimes, excuses are just lies. Other times, they may be true, but they are just attempts to cover up something we did or failed to do. God wants us to be honest, to learn from our mistakes, and not to blame others. We should admit our mistakes and ask God and others to forgive us.**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

THE BOY FROM BETHLEHEM

1 SAMUEL 16:1-23

MEMORY VERSE

The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.

1 Samuel 16:7

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God knows our thoughts and attitudes.
- God God knows what we are truly like, not just what we seem like on the outside. He knows what we are capable of doing.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that a person's appearance is not as important as a person's attitude toward God.

1. God sent Samuel to Bethlehem to choose one of Jesse's sons as the next king.
2. Samuel thought God would choose Eliab as the next king, but he chose David instead. Samuel anointed David.
3. Because the Spirit of the Lord had departed from Saul, he was tormented by an evil spirit.
4. David played the harp for Saul, and the spirit would leave Saul.



BIBLICAL BACKGROUND

God rejected Saul as king, and Samuel mourned. There was a limit to the mourning, however. It was appropriate to mourn for a time, but not to the point of refusal to accept God's just judgment. Samuel had to put his sadness aside and get back to work. God sent him on a dual mission: to offer a sacrifice and anoint the next king.

When Samuel saw the sons of Jesse, he assumed that Eliab was God's chosen one because of his appearance. However, God saw Eliab's heart and knew he wasn't fit for kingship. Samuel followed

the Lord's direction and anointed David instead. While David was good-looking too, the important thing was his heart for God. The Lord taught Samuel that sometimes what looks right on the surface isn't necessarily right. The Lord made it clear that godly judgment looks at the heart (see also John 7:24).

After this, Saul was tormented by an "evil" spirit from the Lord. It was "evil" in the sense that it

hurt Saul and caused negative consequences. To put it simply, the Spirit of the Lord was no longer with Saul, and Saul felt the horrible effects of God's absence and displeasure. He found that being around David and listening to David's music made him feel better. Perhaps Saul could sense in David the comforting presence of God he used to have himself.



DID YOU KNOW?

David's name means "loved by God."



VOCABULARY

People

Jesse was the father of David. He was also the grandson of Ruth.

Places

Bethlehem was a town about eight kilometers from Jerusalem. This was David's hometown and the place where Samuel anointed him as the next king.

Things

A **heifer** is a young female cow.

To **anoint** is to put oil on someone's head as a blessing and to show God's favor.

A **horn of oil** is a horn of an animal that the priest filled with oil. The oil was probably olive oil.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A map with Bethlehem
4. Oil
5. A musical instrument

Before class

1. Read 1 Samuel 16:1-23
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.

2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today we continue to explore the book of 1 Samuel. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. A map - Say, **The Lord told Samuel to stop mourning that God had rejected Saul as king. Samuel was to go to Bethlehem and invite Jesse and his sons to a sacrifice, to anoint the next king.**
2. Oil - Say, **Samuel saw Eliab and thought he was the one chosen to be king. However, the Lord told Samuel to not look at this outward appearance, for the Lord looks at the heart. Seven of Jesse's sons passed before Samuel, but none were chosen. Then David, Jesse's youngest son was brought to Samuel. "He is the one," the Lord said. He told Samuel to anoint David with oil, and Samuel did.**
3. A musical instrument - Say, **The Spirit of the Lord departed from Saul and he was**

tormented by an evil spirit. One of Saul's servants suggested bringing David to come and play the lyre whenever the evil spirit came on Saul. David did and Saul felt better. Saul asked David to stay with him. He appointed David as an armor bearer.

4. Memory motion — Point upward — Have students point upward with their index fingers. Say, **God chose David to be the next king.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, consider these ideas.

- Explain that the evil spirit Saul received was the result of the absence of God's presence. Because of Saul's bad choices, God's presence left him. What Saul felt was the awful effects of separation from God.

Read the Scripture

Say, **God knows who we really are on the inside. He knows you better than anyone else. Some people think only outward actions matter, but God cares about your heart too.**

Read 1 Samuel 16:1-23 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

1. **Why was it important for Samuel to listen to God when he chose the next king? How were Samuel's standards for a king different from God's standards?**
2. **Samuel looked at seven of Jesse's sons before he anointed David. How do you think the older sons felt about the selection of their younger brother?**
3. **How do you think Saul felt when he knew that the Spirit of the Lord departed from him? What was the one thing that comforted him? Why?**

Final thoughts

This is the thought that you want the children to remember.

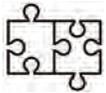
Say, **God knows if we are faithful to him. God knows our thoughts, our feelings, our desires, our character, and the choices we make. Some people think that only the actions you see with your eyes are important. God teaches us that He knows if we are faithful to Him. Have you chosen to be faithful to God?**



MEMORY VERSE PRACTICE

The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart. 1 Samuel 16:7

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Use biblical reference books or the internet to research the meanings of these names Samuel, Saul, and David. Say, **Are the meanings of the names appropriate for the persons you studied in 1 Samuel?**
2. Why is it surprising and ironic that Saul invited David to his palace in 1 Samuel 16? What did Saul not know about David at that time?
3. Before class, write out the letters in the word “ANNOINT” on separate pieces of paper. Do not tell the children the word but hide them around the classroom. Have the students find the letters and try to put them together to form the word. Once they finish, lead them in a discussion of what “to anoint” means.

- A blanket

Before class, wrap a volunteer in the blanket. Choose someone whom the children may not immediately recognize. Have the children guess who the person is. Then unwrap the volunteer and reveal him or her.

Say, **With a blanket wrapped around him (or her), this person looked different. However, did the blanket change who the person was? Today, in our study, we learned that a person’s outer appearance does not always tell us about his or her inner attitudes and thoughts. Saul was tall and handsome, so the people thought he that he would be a great king. But he had problems on the inside. Many times, he disobeyed God’s commands or chose not to trust him. God recognized the attitude of a true servant in someone who did not look like a king.**

Game: What is inside

Prepare the following before the lesson. You will need:



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

A SLING, A STONE, AND A SWORD

1 SAMUEL 17:1-51

MEMORY VERSE

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity. 1 Timothy 4:12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God uses his faithful people to accomplish impossible tasks.
- God wants us to put our trust in his strength.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God is mighty. When we trust God and have faith in him, we can accomplish things that seem impossible.

1. Goliath, a gigantic Philistine soldier, challenged the Israelites.
2. David visited his brothers on the battlefield, and he heard Goliath taunting the Israelites.
3. David decided to fight Goliath with the Lord's strength.
4. God helped David kill Goliath with one small stone and a sling.



BIBLICAL BACKGROUND

The army of the Israelites and the army of the Philistines were on opposite hills. There was a valley between them. Both had good positions from a military point of view. It was a stalemate.

To resolve the problem, Goliath, a strong and a very tall Philistine, challenged the Israelite army. He asked the Israelites to send one Israelite soldier to fight him. The winner of this challenge would claim a victory for the entire army. The losers would abandon their position. Saul and the Israelites were afraid of Goliath because they lacked God's presence and his support.

David was not a trained soldier. He was young and worked as a shepherd, a messenger, and an armor bearer. However, David was loyal, and he possessed a strong faith in God. He was very courageous.

David convinced Saul to send him to fight Goliath, and David defeated him. David's victory over Goliath confirmed that God's presence was with David.



DID YOU KNOW?

Slings were first created by shepherds to protect their herd against wild animals. They were inexpensive to make, and the ammunition was a

common stone. However, it was very hard to hit a target, so it took training for a person to use one.



VOCABULARY

Faith Words

Faith is a trust in God that leads people to believe what he says, to depend on him, and to obey him.

A **tunic** is a long piece of cloth folded in half with holes for the arms and the head.

A **sling** is two narrow strips of leather joined in the middle by a wider piece of leather. It was used to hurl stones.

Things

A **javelin** is a weapon similar to a spear.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. A piece of paper or a piece of yarn 9 feet 9 inches in length
4. An oversized shirt, vest or apron
5. A sling and a stone

Before class

1. Read 1 Samuel 17:1-51
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.

5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 1 Samuel.**

So, I packed our travel bag with the tools that we will need. Today we begin with...

Unpack the items as you tell the story.

1. Point to the paper or sting, **The Philistines gathered for battle. Twice a day for 40 days Goliath, a Philistine who was over six cubits (nearly 3 meters) tall, came out and challenged the men of Israel to fight him. Saul and the Israelites were terrified.**
2. Put your hand to your ear as if listening — Say, **Jesse sent David to the Israelite camp to check on his three brothers. David heard Goliath challenge the Israelites.**
3. Raise your arms as if showing your muscles. Say, **David told Saul he wanted to fight Goliath. He said that the Lord’s strength would help him.** Hold up the oversized garment. Say, **Saul gave David a tunic and armor to wear; but David refused them.**
4. A sling and a stone — Say, **David took his staff, five stones, and his sling, and approached Goliath. Goliath made fun of David. But David told Goliath that the Lord would give him strength to defeat him.**
5. Memory motion — A slingshot. Have student raise their arms and rotate them in a counter clockwise motion, as if slinging around a slingshot over their heads. Say, **David put the stone in his sling. The stone struck Goliath in the forehead and killed him.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose

to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Help the children to realize the enormity of David's situation. He was small and young. However, God used him to do something amazing. David's courage and his trust in God taught all the people that God is mighty.

Read the Scripture

Say, **God uses faithful people to accomplish impossible tasks. David defeated a 3-meter tall warrior! What tool did he use? He used a sling shot and a stone. More importantly, he used the strength of the Lord. He trusted that the Lord could help him defeat the enemy.**

Read 1 Samuel 17:1-51 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **What do you think the Israelites thought when David wanted to fight Goliath with a**

sling and five stones? Dramatize the scene and encourage the children to improvise the conversation.

2. **Read 1 Samuel 17:47. What weapon did David use that Goliath did not have? How does it make you feel to know that you have this same tool to help you with your problems?**
3. **How does today's memory verse, 1 Timothy 4:12, relate to today's Bible story?**

Final thoughts

This is the thought that you want the children to remember.

Say, **Goliath was very tall and strong, a giant. David defeated Goliath with a sling and a stone. David relied on the strength of the Lord. You probably will never defeat a giant in a battle, but you may face some problems that seem just as big. What kind of problems might they be?** Allow the children time to respond then say, **God wants you to trust Him with every problem. He is strong and mighty. God will help you with your problems. God uses faithful people to accomplish impossible tasks.**

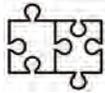


MEMORY VERSE PRACTICE

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.

1 Timothy 4:12

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Make a poster and draw the outline of a giant that is 9 feet 9 inches tall. Hang it on the wall or place it on the floor. Then measure everyone's height on that poster to compare them to Goliath's height.
2. Write a journal entry about the events in 1 Samuel 17 from the viewpoints of the following characters: Goliath, Eliab, David and God. Write what you think each person was thinking and feeling about the situation. Who was surprised about David defeating Goliath, and who was not? Who do you think was happy? Who do you think was sad?

Game: Sling your Sling

You will need:

- A sock
- A small ball
- A target. Can be a waste basket or a piece of paper on the wall

Place the ball inside of the sock. Explain to the children that a sling is a weapon that you twirl around your head and then you hurl it at a target.

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Say, **Today we are going to use this sock to see how well you can use a sling.**

Have the children line up at one end of your meeting space. Place a target three meters off the ground, or as high as you can make it: a bucket, a place on the wall, or whatever item that you have available. Let the children take turns as they sling the sock at the target. Make sure every child gets at least one turn. For safety reasons, allow plenty of space as the child uses the sling.

Say, **That was fun. Your target was almost three meters tall! Today, we found out that David fought a giant with a sling and a rock. David had faith that God would help him. God made it possible for David to accomplish something that seemed impossible.**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

THE GREAT ESCAPE

1 SAMUEL 18:1-16, 28-30; 19:1-18

MEMORY VERSE

Let us not become conceited, provoking
and envying each other.

Galatians 5:26

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God wants us to love and respect people and not to be jealous of them.
- God watches over those who love and honor him.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God watches over those who love and obey him. God does not want his people to be jealous of others.

1. David won the favor of Saul and all the people. Saul gave him a high rank in the army.
2. The people sang greater praises about David than Saul. Saul became jealous of David and tried to kill him.
3. Jonathan warned David and tried to convince Saul not to kill David.
4. Saul tried to kill David again. David fled and Michal, his wife, covered for him.



BIBLICAL BACKGROUND

David impressed Jonathan, Saul's son. Jonathan gave David his robe, his tunic, and his weapons. He also made a covenant with David. Jonathan was loyal to David. He acknowledged that David was God's choice as the next king of the Israelites.

Saul sent David to lead the army, and David was a wise leader. The women of Israel sang a song of praise to Saul and David, but the women's praise for David seemed greater than their praise for Saul. Saul became angry when he heard how the women praised David.

Saul understood that David was a valuable leader of the army. He also realized that David threatened his position as the king. David's

success and his popularity with the Israelites continued to grow. As a result, Saul attempted to take David's life on several occasions.



DID YOU KNOW?

As Saul's son, Jonathan was next in line to be king after Saul died. Jonathan decided to support and help David even though it meant giving up his future position to him.



VOCABULARY

People

Michal was Saul's daughter and David's wife.

Places

Naioth was the pasture outside of the city walls of Ramah. David and Samuel camped there so that Saul could not trap them in the city.

Things

A **lute** was a small harp with three or four strings.

A **covenant** was an agreement in which two people make a promise to each other.

A **campaign** is a series of military attacks during a war.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Robe or article of clothing
4. Tambourine or bell
5. Balloon or a ball and a towel

Before class

1. Read 1 Samuel 18:1-16, 28-30; 19:1-18

2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He

or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

Main points in order

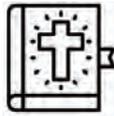
Say, **Today, we continue our study in 1 Samuel. So, I packed our travel bag with the tools that**

we will need. Today we begin with... Unpack the items as you tell the story.

1. Hold up the robe or clothing. Say, **Jonathan made a covenant with David because he loved him as himself. As Jonathan made the covenant he took off his robe and gave it to David.**
2. Hold up the tambourine or bell. Say, **After David killed the Philistine the women danced and sang. They said, “Saul has slain thousands, and David has slain tens of thousands.” This made Saul angry and he tried to kill David.**
3. **When Saul realized that the Lord was with David and that his daughter Michal loved David, Saul became still more afraid of him. Saul told Jonathan and all the attendants to kill David. Jonathan warned David and told him to hide.**
4. Put the balloon or ball on the ground and cover it up with a towel — Say, **Michal helped David to escape. She took an idol and laid it on the bed, covering it with a garment and putting some goats’ hair at the head. When Saul’s men came to capture David, she told them he was ill.**
5. Memory motion. Have student run in place. Say, **David ran from Saul.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose

to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Share with the children how jealousy hurts relationships. Discuss ways that the children can recognize and overcome their feelings of jealousy.

Read the Scripture

Say, **God's people must not be jealous of others. Saul was jealous and he did not respond to jealousy the right way. He chose to hate David. God wants us to treat others as He would.**

Read 1 Samuel 18:1-16, 28-30; 19:1-18 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **List four important things that happened to David in today's study. Why do you think that these things happened to him?**

2. **Read 1 Samuel 18:6-9. How did Saul react to the song of the women? Why did he react this way?**
3. **Why was Saul jealous of David? What did Saul do because of his jealousy? What did David have that Saul did not?**
4. **As the king's son, what did Jonathan sacrifice when he helped David? Why do you think Jonathan was not jealous of David?**
5. **Michal helped David to escape. She lied to her father and to his men to help David. Do you think her method was right? Why, or why not?**

Final thoughts

This is the thought that you want the children to remember.

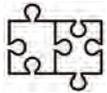
Say, **Were you ever jealous of someone? Jealousy is a common emotion that people feel. What matters to God is how we respond when we are jealous. Saul did not respond to his jealousy of David in the right way. Saul chose to hate him. God wants us to choose the right way to treat others. If you become jealous, ask God to help you respond kindly. To respond with kindness is not easy, but this is what God wants you to do.**



MEMORY VERSE PRACTICE

Let us not become conceited, provoking and envying each other. Galatians 5:26

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Say, **Jonathan and David made a covenant together. What do you think their covenant promised? What was the significance of Jonathan giving David his robe, tunic, and weapons?** Read these other Bible stories where covenants took place: Genesis 9:8-17 and 15:9-18. Say, **As we read the story, listen to find out who made these covenants and what they promised.**

Game: Circle Tag

Say, **Today, we have learned more about Saul, Jonathan, and David. Saul was jealous of David, and he wanted to kill David. But, Jonathan, Saul’s son, loved David, and Jonathan wanted to protect him.**

Choose one child for each of these roles: Saul, Jonathan, and David. Instruct the remaining children to hold hands, form a circle, and face outward. The child who represents David will stay inside the circle at all times. The children in the circle will protect David. The child who represents Saul will attempt to crawl through the circle and to tag David. The child who represents Jonathan will stay outside the circle and will attempt to tag Saul before Saul tags David.

The game ends when Jonathan tags Saul or Saul tags David. Then, choose other children to play each of the three characters. If time allows, play the game several times until each child plays at least one of the main characters.

Say, **You helped to protect David just like God helped to protect David from Saul’s jealousy.**



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

TROUBLE AT NOB

1 SAMUEL 21:1-9; 22:6-23; 23:14-18

MEMORY VERSE

The Lord is good, a refuge in times of trouble. He cares for those who trust in him.

Nahum 1:7

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God will guide us when we ask him for help.
- God encourages his people in times of trouble.
- God is with us, even in times of danger.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that we can go to God for help with any situation. God may not remove the problem, but he is always with us. God will give guidance when we ask him for help.

1. Ahimelech, a priest at Nob, gave David consecrated bread and the sword of Goliath.
2. Doeg saw Ahimelech help David and told Saul.
3. Saul sent for Ahimelech. Doeg killed Ahimelech and the priests at Nob.
4. Jonathan found David, told him he would be king, and made a covenant with him.

**BIBLICAL BACKGROUND**

David fled from Saul when Jonathan told a friend about the plot to kill David. He did not have time to make provisions. David arrived at Nob, and he received consecrated bread from Ahimelech, the priest. Ahimelech was afraid. It may have been because he was a descendant of Eli, who was cursed by God to die in the prime of life. He also gave David the sword of Goliath. The sword encouraged David and reminded him that God's presence will accompany him in the dangerous days.

Doeg the Edomite, was loyal to Saul. He told Saul that David fled to Nob, and that Ahimelech had given David the bread and the sword. Saul interrogated Ahimilech. Ahimelech reminded Saul of

David's faithfulness to Saul. He also said that he was innocent because he did not know about any conflict between Saul and David.

Saul refused to listen to what Ahimelech said. He ordered his guards to kill Ahimelech and his entire family. The guards refused. The Israelites believed an attack on God's priests was an attack on God. The only person who agreed to kill Ahimelech and his family was Doeg the Edomite. The fact that Saul sided with a foreigner rather than the Israelites showed how far he had fallen.

While David was at Horesh, he learned that Saul was planning to kill him. Jonathan went to Horesh and comforted David. Jonathan assured David that he would serve him when David became king. Jonathan and David made a covenant with each other before the Lord.

Saul's actions at Nob showed that he would kill anyone who opposed him, even God's priests.

Jonathan's actions toward David showed that Jonathan's heart was true to God. Jonathan accepted that David was God's choice to be the next king.



DID YOU KNOW?

Ahimelech was a priest related to Eli. In 1 Samuel 2:31-33, God promised that all of Eli's relatives would die at an early age. Ahimelech and his family died at Nob. Abiathar, his son, was the only priest who lived.



VOCABULARY

People

Ahimelech was the high priest who helped David when he fled from Saul.

Doeg the Edomite was the head shepherd who took care of Saul's animals. The Edomites were enemies of Israel.

Places

Nob was a city of priests. It was about four kilometers from Jerusalem.

Horesh was a place in the Desert of Ziph where David hid. It was west of the Dead Sea.

Things

Consecrated bread was special loaves of bread that were baked fresh each day and displayed before the Lord in the tabernacle. Usually, priests ate the bread when they replaced the loaves the next day.

To **inquire of the Lord** was to seek God's guidance through a variety of methods.

A **tamarisk tree** was a small tree with thick leaves and pink blooms.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Bread
4. Stick or a plastic sword

Before class

1. Read 1 Samuel 21:1-9; 22:6-23; 23:14-18
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 1 Samuel. So, I packed our travel bag with the tools that**

we will need. Today we begin with... Unpack the items as you tell the story.

1. Bread. Say, **David went to the priest Ahimelek in Nob. David told him the king had sent him on a special mission. David asked Ahimelek for bread and a sword. Ahimelek gave him the bread reserved for the priests and Goliath's sword.**
2. Point to your eye and then to your mouth. Say, **Doeg, one of Saul's servants was in the Tabernacle and saw David talking with Ahimelek. Doeg told Saul what he saw.**
3. **Saul wanted Ahimelek and the other priests killed. Doeg killed 85 priests, plus the men, women, children, and livestock in Nob.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- There are many things that cause children to be afraid: war, violence, severe weather, separation, and death. Encourage the children by telling them that fear is an emotion everyone experiences. However, God will be with them in times of trouble. While he might not take away the problem, we can trust him to be with us in the situation. God wants us to choose to trust him.

Read the Scripture

Say, **God encourages His people in times of great danger. Our memory verse today is one**

4. Memory motion. Have students hug each other, or themselves. Say, **David learned that Saul still wanted to kill him. Jonathan came to him and encouraged him to find strength in the Lord. Then they made a covenant.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

that can comfort and helps us when we face difficult situations.

Read 1 Samuel 21:1-9; 22:6-23; 23:14-18 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **What reason did David give for coming to Nob? Why do you think David lied to Ahimelech?**
2. **In 1 Samuel 22:22, David saw Doeg the Edomite in the tabernacle. How do you think David felt when he saw this servant of Saul?**

How would you have responded if you were David?

3. How does the memory verse, Nahum 1:7, relate to today's lesson?

Final thoughts

This is the thought that you want the children to remember.



MEMORY VERSE PRACTICE

The Lord is good, a refuge in times of trouble. He cares for those who trust in Him. Nahum 1:7

Say, **Everyone gets scared in times of trouble. Everyone is afraid of something. What makes you fearful? What can you do when you are afraid?** After the children answer the questions, if no one mentioned it, say, **You can talk to God. David was scared when he ran from Saul. David trusted God to help him. God helps his people in times of trouble. God will give guidance if you ask Him for help. He will be with you.**

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Have the children cut out the shape of a sword from a piece of paper. On one side, help them write out the memory verse, and on the other, write "Goliath's Sword." Then, help the children cut up their sword into three pieces of different shapes. Put the cut up pieces in a bowl or bag and pass them out to the children one at a time until all the pieces are distributed. Have the children trade pieces until they get all their pieces back.

Game: Obstacle Course

You will need the following:

- A simple obstacle course

- A blindfold

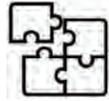
Set up a simple obstacle course in the room or outside. It should require the children to do simple tasks such as to climb under a desk, to weave around chairs or trees, to jump over a book or a log, or to navigate through a playground. Arrange the children in pairs. One child in each pair will wear a blindfold, and the other child will serve as the guide. The guide will use only his or her voice to lead the blindfolded child through the obstacles. The guide cannot touch the blindfolded child.

One pair at a time, send the children through the obstacle course.

Say, **You could not navigate your way through the obstacle course without the help of a guide. Without your guide, you would tumble, trip, or**

hurt yourself. Throughout our biblical studies, we learned that Saul did not ask for God's guidance in the choices he made. So, God did

not help Saul. David asked for God's guidance when he was in trouble. God guided David, and he kept David safe from Saul.



ACTIVITY FOR OLDER CHILDREN

Acts of Encouragement

Say, **Jonathan encouraged David and helped him find strength in God.** Talk about some ways that your children could encourage others.

Maybe write a note or card, visit a shut in, take flowers to someone, or just tell someone that they are loved and appreciated. Ask them about a time when someone encouraged them and how it made them feel.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

TO KILL OR NOT TO KILL

1 SAMUEL 24:1-22

MEMORY VERSE

Do not be overcome by evil, but overcome evil with good. Romans 12:21

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God wants us to respect those in authority even when we disagree with them.
- God does not want us to seek revenge on others.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God does not want us to take revenge on others. God wants us to respect those in authority.

1. Saul went to the cave where David was hiding, but he didn't know David was there.
2. David cut off a corner of Saul's robe. He then rebuked his men for wanting to kill Saul.
3. David held up the corner of Saul's robe to show Saul that he had spared his life.
4. Saul said that David was more righteous than he. He asked David to spare his life and his family's lives.

**BIBLICAL BACKGROUND**

For a while, Saul respected David. He needed David but he feared and resented him. He wanted to remain king, but he realized that David was now God's chosen replacement. Despite the consequences, Saul decided to hunt for David.

Saul went with 3,000 men to look for David. Even though his army was vastly superior to David's, he ended up at David's mercy.

David quietly crept up to Saul, and he cut off a piece of Saul's robe. David's men thought this success was a sign from God that he should kill Saul. David resisted the temptation because he knew that it would violate a principle that God already established: to kill a person anointed by God was a serious offence. Even though Saul

was no longer faithful to God, David would not violate the principle.

When David chose to spare Saul's life, David honored God. David also exhibited godly behavior by honoring Saul, his leader, even in the midst of conflict with him. Saul realized that God chose David to be the next king of the Israelites.



DID YOU KNOW?

The Desert of En Gedi was actually an oasis on the western shore of the Dead Sea. It was about 35 miles from Jerusalem. It contained trees, water, and many places to use as hideouts.



VOCABULARY

People

The Lord's anointed is a person selected by God. Saul was anointed by God to be the king.

Descendants are a person's children, grandchildren, great-grandchildren, etc.

Places

The Crag of the Wild Goats is a steep, rocky cliff in the Desert of En Gedi.

Things

An **oath** is a promise or vow.

A **stronghold** is a secure place.

To **prostrate** oneself is to lay flat on the ground, with one's face toward the ground. David prostrated himself to demonstrate his respect for Saul.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Robe
4. Scissors

Before class

1. Read 1 Samuel 24:1-22
2. Gather today's story items. You may substitute a picture for any unavailable items.

3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 1 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Say, **Saul took 3,000 men to look for David. He went into a cave but did not realize David and his men were hiding in the cave.**
2. Robe and scissors. Say, **David's men told him this was his chance to kill Saul. David crept up on him and cut off a corner of his robe. David felt guilty for treating his master, the Lord's anointed with disrespect.**
3. Make a motion like you are bowing. **David bowed to the ground in front of Saul. He asked him "Why do you believe I'm determined to harm you? I spared your life even though others told me to kill you."**
- 4 **Saul confessed that he had treated David badly. He asked David to let his family and descendants live.**
5. Memory motion. Have students hold out their right hands and move the middle finger and pointed finger in a scissors motion. Say, **David cut off a portion of Saul's robe.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/represents. Or they may choose

to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that God will never ask his people to violate his principles. David knew this and chose not to kill Saul even when it would have been easy. He waited on God to solve the problem.

Read the Scripture

Say, **God wants us to respect those in authority even when we disagree with them.**

Read 1 Samuel 24:1-22 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **If you were David, how would you respond if you had the opportunity to hurt Saul?**
2. **David's men told him that God promised that he would deliver Saul into David's hands. The Bible does not say that God said**

this. Why do you think the men said this to David?

3. **What influenced David's decision not to hurt Saul? How did David feel after he cut off a corner of Saul's robe? Why do you think that he felt this way?**
4. **How did Saul respond to David when he showed him a piece of his robe? How do you think you would respond in Saul's situation?**
5. **Do you think it would be easy to obey someone in authority over you who treated you badly? What would you do?**

Final thoughts

This is the thought that you want the children to remember.

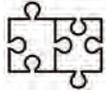
Say, **A person in authority is someone who has power. Why is it important to respect people in authority? What might happen if we do not respect them? We might disagree with someone who is in authority, but God still wants us to respect them.**



MEMORY VERSE PRACTICE

Do not be overcome by evil, but overcome evil with good. Romans 12:21

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Read these passages about authority: Romans 13:1-7; Hebrews 13:7; Matthew 22:15-22; Daniel 6:1-28. Ask, **Why does God command us to obey those in authority? How can we show respect for those in authority? What will happen if we do not obey those in authority? Does God ever ask anyone to disobey those in authority? Why did Daniel disobey the authorities?**

Game: Hide and Seek

Before the children arrive, cut a small piece of cloth for each child. Choose a place to play a game of hide and seek.

Give each child a piece of cloth and place a container in a central location. Select a different place for the base.

Choose one child to seek. The other children will hide. The goal for the children who hide is to place their cloth in the container and then return safely to the base. The seeker will slowly count to 20 while the other children hide. The seeker will look for the other children and cannot guard the container or the base.

Anyone tagged by the seeker must sit down and is out for that round. When all the children return to base or get tagged by the seeker, the game is over. Play the game again with a new seeker for as long as you have time.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

ABIGAIL SAVES THE DAY

1 SAMUEL 25:1-42

MEMORY VERSE

If it is possible, as far as it depends on you, live at peace with everyone.

Romans 12:18

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God wants us to be peacemakers.
- God blesses those who show kindness to others.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God encourages us to be peacemakers. We can help others when they are in difficult situations. We can seek God's help to make wise decisions when we help others to make peace.

1. After Samuel died David moved to the Desert of Maon.
2. David sent his men to ask Nabal for food. When Nabal refused, David prepared to fight him.
3. Abigail, Nabal's wife, provided food for David and his men.
4. Nabal died. David asked Abigail to be his wife, and she agreed.

**BIBLICAL BACKGROUND**

David sent messengers to Nabal, a rich man, to ask Nabal for food and supplies for David and his men. David had been kind and protected Nabal's shepherds when David was in Carmel. He believed Nabal would honor his request. Since it was the time to shear the sheep, there was typically extra food and supplies available.

However, Nabal refused David's request. Nabal showed that he was ungrateful, greedy, and disobedient to God's commands regarding hospitality. He did not respect David as God's anointed

one. When David received the news about Nabal, he prepared to kill every male servant who belonged to Nabal.

Nabal's wife, Abigail, was not like her husband. Abigail was wise, polite, and generous. Abigail's prompt and humble action stopped David's rash plan. David accepted Abigail's gifts, and

he blessed Abigail because she prevented him from committing a terrible sin. David and Abigail agreed to put the situation in God's hands. Nabal died, and Abigail became David's wife. Abigail's actions as a peacemaker brought blessings from God.



DID YOU KNOW?

In Bible times many people believed that a meaning of a person's name showed how a person would act. Nabal's name meant "fool," and he proved to be true to his name.



VOCABULARY

People

Nabal was a wealthy sheep owner.

Abigail was the widow of Nabal. She became David's wife.

Places

Ramah was the birthplace, home, and burial place of Samuel.

Maon was a city in Judah. It was near Carmel.

Carmel was a city about 21 kilometers west of the Dead Sea.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Bread or food
4. Raisins

Before class

1. Read 1 Samuel 25:1-42
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 1 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Make a sad face. Say, **Samuel died, and the Israelites were very sad.**
2. Bread or food. Say, **A wealthy man, named Nabal, and his wife, Abigail, lived in Maol. Nabal was foolish and mean, but his wife was intelligent and beautiful. David’s men had protected and been kind to Nabal’s shepherds. So, David had his men ask Nabal for food. Nabal refused to help and told them he did not know David, even though David was to be the next king.**
3. Ball your hands up and make two fists. **David’s men told him about their meeting with Nabal. It made David angry. David decided to kill all the males in Nabal’s family.**
4. Raisins. **One of Nabal’s servants told Abigail about Nabal’s response to David. Abigail took 200 cakes of pressed figs, 200 loaves of bread, five sheep, 100 cakes of raisins, and other provisions to David and his men. She did not tell Nabal. When Abigail saw David, she took the blame for what her husband had done. She gave David the provisions. David was grateful and decided not to kill Nabal and his men. Abigail stopped David from committing an awful sin. Abigail told Nabal what she had done.**

He became sick and died 10 days later. After that David and Abigail married.

5. Memory motion. Have students hold out their right hands as if they are giving something to someone else. Say, **Abigail gave David what he needed.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remind the children that they interact with their friends and family members every day. Often, they will find opportunities to help others resolve problems.
- Encourage children to seek God's guidance when they help others to make peace. God wants us to be peacemakers with his help.
- There are some problems that children are not able to resolve. However, children can pray for God to help those people.

Read the Scripture

Say, **God blesses peacemakers. A peacemaker tries to help people who are angry or upset with other.**

Read 1 Samuel 25:1-42 aloud. You may choose to use the items and the motions to emphasize the main points.

turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Nabal's name meant "fool." What decision in this story did he make that was foolish?**
2. **Abigail was a peacemaker. A peacemaker is someone who helps people resolve their disagreements. How did Abigail make peace in this biblical story?**
3. **How does today's memory verse, Romans 12:18, relate to this story?**

Final thoughts

This is the thought that you want the children to remember.

Say, **God wants his people to be peacemakers. When you try to be a peacemaker, you might find that some disagreements are too difficult to resolve on your own. When that happens, find a wise person to help you to make peace.**

You can start to be a peacemaker today. Think of some disagreements that you can help

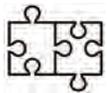
people to solve. Do not forget to ask God for his wisdom and help.



MEMORY VERSE PRACTICE

If it is possible, as far as it depends on you, live at peace with everyone. Romans 12:18

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Say, **Abigail was a hero. She helped David during a time of need. Who is your hero? Your hero might be someone in your life who has shown compassion and helped others.** Help the children to write a thank-you note or make a poster about this person to show their appreciation.
2. Abigail was a peacemaker between David and her family. Read Acts 9:26-31. Ask, **How was Barnabas like Abigail?** Read Acts 6:1-7. Ask, **How did the twelve disciples solve the problem with the widows.**

Be a Peacemaker

Say, **A peacemaker is someone who helps people resolve their disagreements. Abigail was**

a peacemaker between David and her family. Today we will learn about peacemakers.

Encourage the children to think of some problems that they face in their relationships. Some examples might be a friend who spreads rumors about you or a best friend who is mad at you because you spend more time with a new person at school.

Ask the children to role play the scenarios. Then, ask the class to help determine how a child could be a peacemaker in each situation. Act out the resolution. Talk about ways to be peacemakers. Emphasize that some problems are too difficult for a child to handle without an adult’s help. Provide examples of times children should ask for the help of an adult.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

KING AT LAST

..... 1 SAMUEL 31:1-6; 2 SAMUEL 2:1-17; 3:1; 5:1-5

MEMORY VERSE

“Sovereign Lord, you are God! Your covenant is trustworthy, and you have promised these good things to your servant.”

2 Samuel 7:28

TRUTHS ABOUT GOD*

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God does what he says he will do.
- God rewards those who obey him.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God always fulfills his promises.

1. The Philistines killed Saul’s three sons. Saul killed himself when the Philistines came after him.
2. God directed David to move to Hebron. There he was anointed king over Judah and reigned seven years and six months.
3. The house of Saul fought the house of David. David won.
4. David was anointed king over Israel and Judah. He reigned in Jerusalem for 33 years.



BIBLICAL BACKGROUND

The Philistines attacked and defeated the Israelites. In the fight, the Philistines killed Jonathan and two of his brothers, and they injured Saul. To avoid further pain, Saul committed suicide. It is ironic that after being so paranoid about others betraying him, Saul ended up being his own murderer.

The tribe of Judah anointed David as their king, but the tribes in the north of Israel did not accept David as their king. Abner, the commander of Saul’s army, appointed Saul’s son, Ish-Bosheth, to be the king over the Israelites. David was able to fight Ish-Bosheth for the right to be the king over all the Israelites because God did not anoint Ish-Bosheth.

After the death of Ish-Bosheth, the northern tribes asked David to be their king. David became the king over all the Israelites. Despite

the trials David faced, he persevered, and God fulfilled the promise that he made to David.



DID YOU KNOW?

Ish-Bosheth was Saul's last remaining son. He was forty years old when he became king in the North and reigned for two years. It took a long time for God's promise to David to be fulfilled.



VOCABULARY

People

Abner was the commander of Saul's army.

Ish-Bosheth was Saul's son. Abner named him king of Israel.

Joab was the commander of David's army.

Places

Mount Gilboa was a ridge of mountains about 30 kilometers west of the Jordan River.

Hebron was a city southwest of Jerusalem.

David lived there while he was king over Judah for seven years and six months.

The house of Judah was one of the two nations that the tribes of Israel formed. The nation of Judah recognized David as the king. The other nation recognized Ish-Bosheth.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Sword or a stick
4. Crown

Before class

1. Read 1 Samuel 36:1-6; 2 Samuel 2:1-17; 3:1; 5:1-5
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

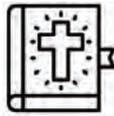
Main points in order

Say, **Today, we continue our study in 1 Samuel and 2 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the sword or a picture of a sword. Say, **Three of Saul’s sons died in a battle against the Philistines. After Saul became injured, he committed suicide.**
2. Say, **David moved to Hebron. The men of Judah anointed him king over Judah. He reigned over Judah 7 years and 6 months.**
3. **Ish-Bosheth, son of Saul, became king over Israel. The house of Saul and the house of David battled. The house of David won.**
4. Crown. Say, **After Ish-Bosheth’s death, the northern tribes accepted David as king. So, the elders anointed him king over all Israel in Jerusalem. He reigned over Israel and Judah 33 years. Together, David was king for a total of 40 years.**
5. Memory motion. Have students make a circle with their hands and put it on top of their head, as though putting on a crown. Say, **David became king.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose to review one of the memory motions and

explain what it represents. After the children remove all the items and explain them, ask a



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Be aware that some aspects of David's story may confuse the children. The important thing for the children to know is that God kept his promise to David. Through David's patience and obedience, God fulfilled his promise that David would be the next king. Remind the children that God also fulfills his promises today.

Read the Scripture

Say, **God does what He says He will do. God promised David that he would be king. Finally, David did become king. He obeyed God, waited patiently, and trusted God to keep His word.**

Read 1 Samuel 31:1-6; 2 Samuel 2:1-17; 3:1; 5:1-5 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Who died in the battle on Mount Gilboa? Why did Saul decide to commit suicide?**
2. Read 2 Samuel 2:1. **What does David's question to God say about his relationship**

volunteer to place them in the correct story order.

with him? How is David's response to God different than Saul's previous responses to God?

3. **The tribes in the north did not support David as their king. Whom did Abner appoint as the king? Why do you think Abner chose him to be the king? Do you think Abner made the correct decision when he chose Ish-Bosheth to be the king?**
4. **When the house of Saul and the house of David fought, who won? Why do you think they won?**

Final thoughts

This is the thought that you want the children to remember.

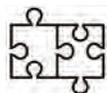
Say, **God promised David that he would be the king. David waited patiently, and he trusted God to keep his word. Eventually, David did become the king. Sometimes your friends or family might not keep their promises. However, God always keeps his promises. Trust God and be patient. You will see that God does what He says He will do.**



MEMORY VERSE PRACTICE

”Sovereign Lord, you are God! Your covenant is trustworthy, and you have promised these good things to your servant.” 2 Samuel 7:28

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

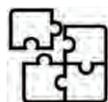
1. Study these passages that describe David: 1 Samuel 13:14, 15:28, 16:11-13, 16:18, and 17:33-40. Help the children to draw a picture of what they think David looked like. Then, write characteristics of David around the picture.

Game – Wait and Go

Instruct the children to line up about 100 meters away from you. If you play in a large room, instruct the children to line up along one wall.

You will stand against the opposite wall. While you stand facing the children, they must remain in their place. When you turn your back to the children, they may move toward you. However, as soon as you turn to face the children again, they must immediately stop. If you see any of the children moving, you will send the moving children back to the starting line. Continue to turn back and forth until a child touches your arm. Repeat the game as time allows.

Say, During the game, you waited for me to turn around so that you could come to me. David waited, too. David waited for God to fulfill his promise to make David the king.



ACTIVITY FOR OLDER CHILDREN

God kept his promise to David that he would be the king of Israel.

Break the older children into smaller groups and assign each one a story about other promises that God kept: Genesis 9:8-17, 21:1-7, Exodus 3:7-8, Jeremiah 32:20-23, and Acts 13:21-37.

Ask each group to respond to these questions:
How long did some of these people wait for God

to fulfill his promise? How do you think they felt while they waited for God? Instruct the groups to make a summary of God’s promise and write it on a piece of paper. Help them decorate the paper as they desire. Say, **We will keep these promises in a special place. Remember that God always keeps his promises.** Post the papers in the room and leave them up for a few weeks.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

OBEDIENCE BRINGS BLESSINGS

2 SAMUEL 5:6-6:19

MEMORY VERSE

The Lord is my shepherd, I lack nothing.
He makes me lie down in green
pastures, he leads me beside quiet
waters, he refreshes my soul. He guides
me along the right paths for his name's
sake.

Psalm 23:1-3

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God blesses our obedience to him.
- God sometimes does things that we do not understand.
- God expects us to respect as well as to obey his commands.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God wants us to obey him and honor him.

1. David conquered Jerusalem and called it the City of David.
2. David defeated the Philistines in two major battles.
3. David started to bring the ark of the covenant to Jerusalem. Uzzah touched it to keep it from falling, and he died.
4. David was afraid of the ark and sent it to the house of Obed-Edom. Later he brought the ark to Jerusalem.

**BIBLICAL BACKGROUND**

Jerusalem was perfect for a capital city. It was in a central location. It would be easy for David's armies to defend it. David travelled to Jerusalem, and he took control of the city from the Jebusites.

Hiram, king of Tyre, honored David as the legitimate king of the Israelites, and he built David a palace. This was important, because now Israel was recognized as a legitimate nation by a wealthy, foreign power. David realized that the blessings he received from God were for the sake of the Israelites.

David decided to bring the ark of God to Jerusalem. The Israelites did not honor God in how they treated the ark. The Israelites chose to put the ark on a cart rather than carry the ark as God instructed (see 1 Chronicles 15:13-

15). When the cart jostled, Uzzah reached out to steady it, and he immediately died. God reminded David and the Israelites that he expected them to obey his commands.



DID YOU KNOW?

The Bible has over 70 names for the city of Jerusalem, including City of David, Zion, and City of the Great King.



VOCABULARY

Faith words

A blessing is an action or words that bring pleasure, contentment, or good fortune.
God

blessed David because of his obedience to God.

People

The **Jebusites** were the people of the city of Jebus. Jebus was the ancient name of Jerusalem.

Abinadab kept the ark at his house after the Philistines returned it (1 Samuel 7:1).

Uzzah and Ahio were the sons of Abinadab. Uzzah died because he touched the ark.

Obed-Edom kept the ark at his house for three months before David moved it to Jerusalem.

Places

Jerusalem was the city David chose to be the capital of Israel.

The City of David is another name for Jerusalem.

The **Valley of Rephaim** was the valley between Jerusalem and Bethlehem.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Picture or map of Jerusalem
4. Two pieces of paper
5. Box or popsicle sticks to represent the ark

Before class

1. Read 2 Samuel 5:6-6:19

2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.

3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

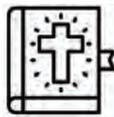
Main points in order

Say, **Today, we continue our study in 2 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Picture of Jerusalem. Say, **David and his men attacked the Jebusites. They conquered their city and named it Jerusalem, the City of David. The Lord was with David and he became more and more powerful.**
2. Hold up the two pieces of paper. Say, **Twice the Philistines came to attack David. Both times David asked the Lord what to do, followed his instructions, and defeated them. The Lord helped David because David obeyed the Lord.**
3. Reach out your hand as if to touch something. **The people were celebrating while they were bringing the ark from Abinadab's house to Judah. But they put the ark on a cart instead of carrying it as God commanded. When an ox stumbled, Uzzah reached out and touched the ark. God struck him down because he did not show respect to the ark or to God.**

4 Ark. Say, **David was afraid of God, and he did not want to bring the ark to the City of David. So, they took the ark to the house of Obed-Edom. The ark remained there for three months and Lord blessed Obed-Edom and his family. When David heard this, he went there and brought the ark to the City of David. He rejoiced and sacrificed offerings before the Lord.**

5. Memory motion. Have students raise their hands in praise. Say, **David rejoiced when the ark came to Jerusalem.**



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

Remember that many children struggle with obedience. They sometimes find it difficult to obey teachers, parents, and other authorities. Likewise, it is very important for them to obey God.

- Some children may have a difficult time accepting the harshness of the Israelites punishment for mishandling the ark of God. Remind them that the ark was one of the few objects mentioned in the Bible that commanded such a high level of respect.
- Encourage children to talk to you or another adult if they have doubts about obeying God in a specific situation.

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.

Read the Scripture

Say, **We can expect God's blessings only when we obey Him. God wants us to obey and respect Him all that time. If you ask Him to, He will help you do just that.**

Read 2 Samuel 5:6-6:19 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. Read 2 Samuel 5:10. Ask, **How is this description of David's relationship with God different than the descriptions we know of Saul's relationship with God?**
2. **Why did Uzzah die? How do you think the Israelites responded to God after Uzzah's death? How did David respond? What does**

irreverent mean? Why was what Uzzah did irreverent?

3. Why did David want to bring the ark from Obed-Edom's house to his palace? What did he do while he brought the ark to Jerusalem?

Final thoughts

This is the thought that you want the children to remember.

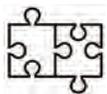


MEMORY VERSE PRACTICE

The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul. He guides me along the right paths for his name's sake. Psalm 23:1-3

Say, **The Israelites experienced many blessings from God. They had a capital city and a new palace for King David. David was eager to bring the ark of God to Jerusalem. The ark was the symbol of God's presence. However, the Israelites did not obey God's commands about the ark, so they failed to honor God. God wants us to obey Him and show Him honor at all times. If you ask God, He will help you to honor Him.**

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The memory verses for the next three studies will come from Psalm 23. Provide poster board and markers for the children. Encourage the children to create an illustration of Psalm 23 using pictures in place of the words where it is appropriate.

Game – Easy Does It

Instruct You will need the following:

- Two of any small objects such as feathers, marbles, coins, cotton balls, inflated balloons, rocks, or books

Organize the children into two teams of the same size. Indicate a start line and finish line

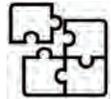
for this race. Give each team one of the small objects.

Say, **When I tell you to begin, the first runner in each line must balance the object on the back of one hand and race to the finish line. Then the runner will turn around and race back to the start line. The object must stay balanced on the back of the hand until the runner gets back to the start line. If the object falls, the runner must pick up the object and start over at the start line. Once the runner has successfully returned to the start line, the next runner in line will balance the object on one hand and complete the race.**

Allow every child to complete the race. Encourage teammates to cheer for their team. When the race is completed, teams will shake hands and congratulate each other. Everyone is a winner for completing the race!

Say, **It was difficult for some of you to balance the object on the back of your hand. Imagine**

that the object you balanced today was a special treasure. You would carefully and respectfully handle it. The Israelites carried a treasure, the ark of God. Today, we will learn about a time when one of the Israelites did not respect the ark of God.



ACTIVITY FOR OLDER CHILDREN

David captured Jerusalem, and he called it the City of David. Using an encyclopedia or the internet, research the population, land mass, the terrain, the common occupations, and the typical

housing arrangements of Jerusalem. Create a comparison chart between what the city was like during the time of David and what it is like today.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

TEMPLE TALK

2 SAMUEL 7:1-29

MEMORY VERSE

Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff, they comfort me.

Psalm 23:4

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God is faithful to his people.
- God deserves our praise and gratitude for his goodness and faithfulness.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God blesses us when we seek to honor him. He deserves our praise and our gratitude for his goodness and faithfulness.

1. David wanted to build a temple for God.
2. God sent Nathan, the prophet, to tell David he should not build a temple.
3. God promised David that his kingdom would endure.
4. David praised God for the promises he made to him.



BIBLICAL BACKGROUND

David thought that the ark of God should rest in a temple rather than in a tent. The ark was God's throne, and God was the supreme king of the Israelites. David wanted God to receive greater honor.

The move from a mobile tabernacle to a fixed location was appropriate because Israel's days of wandering were over. Now, Israel was an established kingdom. David intended to lead the Israelites in ways that were faithful to their covenant with God. A permanent temple for God's ark would be a sign to the Israelites that David desired God to be a permanent presence in their lives.

God was pleased by David's desire to honor him. God promised to give more blessings to David. God, however, did not permit David to build the temple. Instead, God planned to give David a son, Solomon, who would build it.

God promised never to take away his love from David and his offspring. God promised David that the kingdom that God established through David would be an everlasting kingdom.



DID YOU KNOW?

Though David did not build the temple, he did collect materials for it (see 1 Chronicles 22:14).



VOCABULARY

People

Nathan was a prophet who gave David many messages from God.

Things

A **palace of cedar** was the palace that Hiram king of Tyre built for David. Cedar is a tree that

grows 30 meters tall. It was perfect for building projects because the wood did not rot.

A **tent as my dwelling** means the tabernacle the Israelites built after they left Egypt. It contained the ark of God.

Establish a house for David means that God would establish a royal dynasty through David.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Hammer
4. Thank-you card

Before class

1. Read 2 Samuel 7:1-29
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 2 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Hammer. Say, **David lived in a palace. Now he wanted to build a Temple for the ark of God.**
2. **That night the Lord told Nathan to tell David not to build a Temple for Him. Then the Lord told Nathan to remind David of all that God had done for him.**
3. **Through Nathan the Lord gave David this promise: David’s name would continue to endure and be great. His family would continue to be on the throne. The Lord said David’s son would build a Temple for the ark.**
4. Thank you card. **David prayed to the Lord and thanked Him. David was honored that God had made him king and humbled that God would tell him the future of his family. In his prayer, David asked God to keep his promises, so God would be honored and praised in generations to come.**
5. Memory motion. Have students bow their heads and fold their hands in prayer. Say, **David prayed to God.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain

what it means/ represents. Or they may choose to review one of the memory motions and explain what it represents. After the children

remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remember that many children do not understand what war is. Although there were times when war was necessary, God's desire is for peace. God wanted a peaceful king to build his temple. See 1 Chronicles 22:7-10 for details.

Read the Scripture

Say, **God blesses us when we seek to honor Him. God is pleased when we love Him and seek to honor Him because we want to, not just because we have to.**

Read 2 Samuel 7:1-29 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why did God not ask the Israelites to build a temple for him?**
2. **What did God say he did for David? Why do you think God lists the things he did for David?**

3. **Why do you think it meant so much to David that God was going to bless his descendants? Why did David feel humble when God told him the future of his descendants?**
4. **David succeeded because God was at work in his life. What successes has God helped you achieve?**
5. **How did God keep his promise to put one of David's descendants on the throne forever.**

Final thoughts

This is the thought that you want the children to remember.

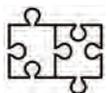
Say, **Have you ever done something nice for someone to express your appreciation and love for that person? That is what David wanted to do for God. God gave David many blessings. David wanted God to have the highest honor of all. David wanted to build a temple for Him. He had other plans for the building of the temple, but He was pleased with David's attitude. It is not necessary to do great things to please God. We please Him when we love Him and try to honor Him.**



MEMORY VERSE PRACTICE

Even though I walk through the darkest valley,
I will fear no evil, for you are with me; your rod
and your staff, they comfort me. Psalm 23:4

See the “Memory Verse Activities” for
suggestions to help the children learn the
memory verse.



ADDITIONAL ACTIVITIES

The Lord told Nathan that he did not dwell
in a house from the day that he brought the
Israelites out of Egypt. Read about the ark of
the covenant, the table, the lampstand, and
the tabernacle in Exodus 25:1-26:37. Help the
children to draw a picture of one or more of
these items.

Game: Teacher, May I?

Play a game of “Teacher, May I?” Instruct the
children to line up behind a starting line. The
object of the game is to reach the finish line
on the opposite side of the room. To do this,
the children must always remember to ask the
teacher’s permission before completing the
teacher’s command.

To the first child, the teacher will give a
command, such as “Take two giant steps.” The

child must first ask, “Teacher, may I?” When the
teacher says, “Yes, you may,” the child follows
the command. If the child fails to ask, “Teacher,
may I?” and moves ahead, he or she must go
back to the starting line.

Continue the game by giving the next child a
command. Vary the commands and the number
of steps. Be creative in your commands, such
as, giant steps, baby steps, jumping steps, or
hopping steps. Vary the tone of your voice and
how quickly you give the commands. Play until at
least one child reaches the finish line. If the time
permits, play the game until all of the children
reach the finish line.

Say, **You listened carefully to my instructions,
and you asked for my permission before you
moved. In this study, we see David looking to
God for guidance and instruction.**



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

KEEPING PROMISES

2 SAMUEL 9:1-13

MEMORY VERSE

You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. Surely your goodness and love will follow me all the days of my life, and I will dwell in the house of the Lord forever.

Psalm 23:5-6

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God keeps his promises and he wants his people to do the same.
- God cares about all people, and he wants us to care about all people.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that it is important to keep promises. God expects us to keep our promises.

1. David wanted to show kindness to Saul's household for Jonathan's sake.
2. Mephibosheth, one of Jonathan's sons, was still living. He was crippled.
3. David gave Mephibosheth all the land that belonged to Saul and allowed him to eat at his table.
4. David commanded Saul's servant Ziba to work the land for Mephibosheth and produce crops for him.

**BIBLICAL BACKGROUND**

Throughout Israel's history, God is seen as one who keeps his promises. God was faithful to the covenant he made with the Israelites, even when the Israelites were not.

David fought against Saul to gain control over all the Israelite tribes. As the new king, David could have punished all the living members of Saul's family. Some kings did this to prevent any of the living members of a former king's family from challenging the current kingship. David, however, remembered the covenant of loyalty he made with Jonathan (see 1 Samuel 20:42).

David chose

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1 & 2 Samuel

to honor that covenant when he provided for the one remaining member of Saul's family, Mephibosheth. He was Jonathan's son and Saul's grandson. David took a risk when he permitted a member of Saul's family to live.

David's actions toward Mephibosheth showed that David chose to rule in a way that pleased God. David was a man after God's own heart. David kept his promise to Jonathan.



DID YOU KNOW?

Mephibosheth became crippled at the age of five. When his nurse heard that Jonathan and Saul had been killed, she was afraid

Mephibosheth would be killed too. When they were running away, Mephibosheth fell and injured his foot.



VOCABULARY

People

Jonathan was the oldest son of King Saul.

Ziba was a servant of King Saul.

Mephibosheth was Jonathan's son and Saul's grandson.

Things

A dead dog is an expression that was common in Bible times. It expresses the most extreme self-humiliation. It was also an insult.



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Crutches
4. Fresh vegetable, crop.

Before class

1. Read 2 Samuel 9:1-13

2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the

leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the “Memory motion” described below. Demonstrate this motion any time you mention what it represents.

Main points in order

Say, **Today, we continue our study in 2 Samuel.**

So, I packed our travel bag with the tools that we will need. Today we begin with...

Unpack the items as you tell the story.

1. **David wanted to know if any relatives from the house of Saul were still living. He wanted to show kindness in honor of Jonathan. David’s servants brought Ziba to him. Ziba was a servant from Saul’s household.**
2. Crutches. **Ziba told David there was a son of Jonathan still living. His name was Mephibosheth and he was lame in both feet. He had been injured when he was just a small boy. David had Mephibosheth brought to him.**
3. If there is a table in the room, point to the table. **Though Mephibosheth was afraid when he came to David, but David spoke kindly to him. When David told Mephibosheth that he would always eat at the king’s table, Mephibosheth bowed down to David.**
4. Vegetables / crops. **David told Ziba that he had given Mephibosheth everything that belonged to Saul and his family. Ziba and his sons were to farm the land and bring in the crops for Mephibosheth to provide for his needs. Ziba obeyed David’s command, and Mephibosheth always ate at the king’s table.**
5. Memory motion. Have students cup one hand as if it is a bowl and spoon food from the bowl to their mouth. Say, **David was kind to Mephibosheth. Mephibosheth always ate at the king’s table.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/ represents. Or they may choose

to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, emphasize these ideas.

- Remember that, unfortunately, many children have experienced broken promises from adults. When an adult fails to keep a promise, a child often feels betrayed. If a child repeatedly experiences broken promises, he or she may doubt that God will keep his promises. Be a positive role model for the children in your class. Model what it means to make a promise and keep it.
- Point out that David remembered his promise to Jonathan and fulfilled it.
- Remind the children that God always keeps his promises.

Read the Scripture

Say, **God keeps his promises, and his people must do the same. David was like God. David kept his promises. That is what God expects from all of us.**

Read 2 Samuel 9:1-13 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. Read 1 Samuel 20:14-15, 42. **Why did David want to help Jonathan's son?**
2. **If you were Mephibosheth, how would you feel if you were invited to meet with the king? Why was Mephibosheth nervous?**
3. **Why was Mephibosheth surprised that David helped him?**
4. **What did David promise to do for Mephibosheth?**

Final thoughts

This is the thought that you want the children to remember.

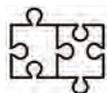
Say, **Have you ever made a promise? It is not always easy to keep a promise. Long ago, David and Jonathan made a covenant of friendship. David kept his promise to Jonathan when he cared for Mephibosheth. David made the right choice when he kept his promises. God keeps his promises, and He expects us to keep our promises.**



MEMORY VERSE PRACTICE

Even though I walk through the darkest valley,
I will fear no evil, for you are with me; your rod
and your staff, they comfort me. Psalm 23:4

See the “Memory Verse Activities” for
suggestions to help the children learn the
memory verse.



ADDITIONAL ACTIVITIES

What do you think the food was like at the King’s
table? Say, Let’s play a game and talk about
the richest, greatest food. I will start and say a
food that has only one word, like pizza. The next
person says a food that begins with the letter the
last food ended with. For example, if I say Pizza,
the next student’s word must begin with an “a”.
Continue until everyone has had a chance.

Game: Help a Friend Out!

Organize the children into groups of three.
Indicate a start line and finish line for this race.
In each group, two children will serve as medical
personnel, and one child will be the injured
patient. The two medical personnel will create
a gurney with their arms to carry the injured
patient.

Familiarize yourself with the following
instructions so that you can demonstrate the
actions.

The two medics face each other. Both extend
their right arms straight out in front of them.
Then, they bend their left arm and grab the
elbow of their right arm. Then, they grab the

left arm of their partner with their right hands.
This will form a square with their arms, and it will
serve as the gurney for the injured patient. The
medics will bend down so that the injured
patient can sit on the gurney.

Say, **When I tell you to begin, each team will
form a gurney and carry the injured teammate
to the finish line. Then the team will turn
around and race back to the start line. The
injured patient must stay balanced on the
gurney until the team gets back to the start
line. If the injured patient falls or the gurney
breaks, the team must start over at the start
line.**

Conduct the race multiple times so that every
child has an opportunity to be the injured
patient.

Say, **It was fun to pretend that we were medics,
but I’m glad no one was really hurt! When
someone is hurt or in need, we help them.
Today, we will learn about someone who needed
help and about someone who risked his career
and life to help him.**



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

SINS, SORROW, SALVATION

2 SAMUEL 11:1-17, 26-27; 12:1-10, 13-25

MEMORY VERSE

Create in me a pure heart, O God, and
renew a steadfast spirit within me.”

Psalm 51:10

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God punishes sin but forgives and restores those who repent.
- Our sins, even though God forgives them, have consequences.

LESSON FOCUS AND SUMMARY

In this study, the children will learn God does not protect us from the consequences of our sins, but he forgives us when we repent.

1. David didn't go to war with his army like he should have.
2. David sinned with Bathsheba. Then he ordered her husband, Uriah, to be killed. David married Bathsheba.
3. Nathan rebuked David for his sin. David repented.
4. David and Bathsheba's baby son died. Later, they had another son, Solomon.

**BIBLICAL BACKGROUND**

It was common for armies to take a break from war during the winter. When the spring came and weather conditions improved, the battles resumed. Kings typically led their armies into battle. However, this time, David sent his soldiers to battle without leading them.

David made some choices that did not honor God. He failed to resist temptation, and he committed adultery and murder. God sent Nathan, the prophet, to confront David concerning the choices that David made.

When Nathan confronted David, David repented for the choices he made. God accepted David's repentance, and he forgave David. However, God still punished David for his actions. David and his descendants felt the effects of David's punishment. Nathan told David that the first son of David and Bathsheba would die.

The death of this child was an example to the Israelites that kings also were accountable for

their actions. David showed the depths of his repentance by fasting and praying. He knew that God's judgment was merciful and just. God gave David and Bathsheba another son, and they named him Solomon. God sent word through Nathan that this son should also be called Jedidiah, which means "loved by God." Because of David's repentance, God showed mercy to David and restored their relationship.



DID YOU KNOW?

Bathsheba is one of only four women mentioned in the genealogy of Jesus (Matthew 1:1-16). All four were examples of God's grace: Tamar posed as a prostitute, Rahab was a prostitute, Ruth was a Gentile, and Bathsheba was an adulteress.



VOCABULARY

Faith words

To **repent** is to turn away from sin and to turn to God. This means that the one who repents

feels sorry for the sin, asks for forgiveness, and decides to live for God.

People

Bathsheba was the wife of Uriah.

Uriah the Hittite was Bathsheba's husband.

Solomon was the second son of David and Bathsheba. He became the next king of Israel.

Jedidiah was the name that God gave to Solomon when he was born. It means "loved by the Lord."

Things

A **ewe** is a female lamb.

To **fast** is to give up something for a time, usually food, in order to pray and focus on God



STORYTELLING

Each week you will need the following items.

1. A carrier like a small travel bag
2. A storage container for each week's story items (It can be a bag, basket, or box.)

For today's story, you will also need the following items.

3. Sword or stick
4. Stuffed animal or a picture of a sheep

Before class

1. Read 2 Samuel 11:1-17, 26-27; 12:1-10, 13-25
2. Gather today's story items. You may substitute a picture for any unavailable items.
3. Transfer all previous lesson items from the travel bag to the storage container. Place this container beside the storytelling area.
4. Place today's story items inside the travel bag. Place the travel bag in the storytelling area.

Follow the leader

Tell the children to stand in a straight line, one behind the other. Choose a child to be the leader. Tell the children that they must watch the leader and mimic everything that he or she does. The leader leads the group around the room. He or she uses different hand gestures, sounds, or motions for the children to imitate. For example, the leader walks with baby steps, large steps, or skips. End the game at the storytelling area.

Optional Lesson Review

Ask a volunteer to select an item from the storage container and explain what it represented in the previous lesson.

Story time

Read these instructions before you begin.

1. Focus on the main points as you tell the story in your own words. Remove an item from the bag as you illustrate each point. If you are comfortable, include more details. If needed, you may use the suggested script.
2. As you tell the story, display each item in order. Place the item where the children can see it.
3. After you tell the story, place all the items inside the bag again.
4. To review the story, ask a volunteer to remove an item from the bag and then tell what it represents. Repeat this process with all the items until the children can retell the story completely.
5. Review the "Memory motion" described below. Demonstrate this motion any time you mention what it represents.

Main points in order

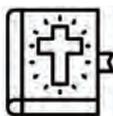
Say, **Today, we continue our study in 2 Samuel. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Sword or stick. Say, **David did not go off to war when his army did. While at home, David saw a woman named Bathsheba, bathing. He slept with Bathsheba and she became pregnant.**
2. Bathsheba's husband Uriah was away at war. David brought him back from war for two nights, but Uriah refused to go home. Finally, David told Joab, an army leader, to put Uriah at the front of the battle so he would die. Joab obeyed, and Uriah died.
3. Sheep or lamb picture. **Nathan the prophet told David a story about a rich man who had many cattle and sheep. A poor man in town had one lamb. The lamb was like a child to him. The rich man decided that he wanted the poor man's lamb to prepare for dinner. David was angry at the rich man for taking the poor man's only lamb. Nathan told David that he was like the rich man. He took Uriah's wife when he could have had**

anything else. David confessed his sin and was very sorry.

4. Cradle your arms as if rocking a baby. **David and Bathsheba's baby son died. Later, they had another son and named Solomon. Solomon became king after David died. He was another great king. He was very wise and wealthy.**
5. Memory motion. Have students cover their faces as if crying. Say, **David was sorry for his sins and repented.**

Say, **Now it is your turn to tell the story.** Return the items to the bag. Invite the children to take turns. Choose a volunteer to choose an item from the bag without looking and then explain what it means/represents. Or they may choose to review one of the memory motions and explain what it represents. After the children remove all the items and explain them, ask a volunteer to place them in the correct story order.



BIBLICAL LESSON

Tips for the teacher

As you lead the Bible study, keep in mind these ideas.

- Before the lesson, you may want to inform the children's parents and guardians that this story is about David and Bathsheba. Consider inviting the parents to participate. As you lead the Bible study,
- Be prepared to answer tough questions about adultery or Bathsheba's pregnancy. Keep the answers brief and matter-of-fact.

- Encourage students to ask their parents if they have further questions.

Read the Scripture

Say, **God punishes sin but forgives and restores those who repent. Our sin hurts us, others, and God too. The good news is that if we repent, God will forgive us just like He forgave David.**

Read 2 Samuel 11:1-17, 26-27; 12:1-10, 13-25 aloud. You may choose to use the items and the motions to emphasize the main points.

Discussion questions

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why did the writer mention that David did not go off to war? Why do you think David stayed home?**
2. **How did David try to cover up his sin with Bathsheba? What are some sins that children often cover up with another sin?**
3. **How did David respond when Nathan said, “You are the man”? How would you respond if someone told you that you sinned?**
4. **What did David do while his son was sick? What did he do when his child died? What does this say about his relationship with God?**
5. **The Lord told Nathan to give Solomon the name Jedidiah, which means “loved by the Lord.” Why do you think the Lord wanted Solomon to have this name?**



MEMORY VERSE PRACTICE

Create in me a pure heart, O God, and renew a steadfast spirit within me. Psalm 51:10

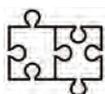
Final thoughts

This is the thought that you want the children to remember.

Say, **Do you know what temptation is? Temptation is anything that leads you to want to disobey God. Have you ever submitted to temptation? Did your sin hurt you or others in some way?**

David took Uriah’s wife, and then he planned a way for Uriah to die. When Nathan confronted David, David repented. David asked God to forgive him, and David promised to live for God.

When David sinned, it hurt David, but it also hurt the people around him. His sin did not please God. Sin destroys relationships with others and with God. The good news is that if we repent, God will forgive us just as He forgave David.



ADDITIONAL ACTIVITIES

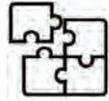
Read the three parables of Jesus in Luke 15. Ask, **Who was Jesus talking to in his parables? How are the parables like the story that Nathan told David?**

Game: The King’s food

What do you think the food was like at the King’s table? Say, Let’s play a game and talk about the richest, greatest food. I will start and say a

food that has only one word, like pizza. The next person says a food that begins with the letter the last food ended with. For example, if I say Pizza,

the next student's word must begin with an a. Continue until everyone has had a chance.



ACTIVITY FOR OLDER CHILDREN

Point to the poster you created in Lesson 6. Say, **Over the past several weeks we learned about King David. What are some of the qualities that David possessed?** Ask a student to draw a star next to any qualities that matched the original list of ideal qualities for a king.

Say, **Was David a good leader? Even though David committed sins and made other major**

mistakes, he asked for forgiveness and for God to give him a clean heart. God can forgive your sins, too, if you will ask for forgiveness. God did many wonderful things through David. He can do wonderful things through you too. Offer to pray with any student who would like to pray the prayer of salvation.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.



03

Memorization

Activities to memorize Bible verses

MISSING WORDS

You will need a chalkboard, white board or paper for this activity. You will also need chalk, marker, and eraser.

Write the memory verse on a chalkboard or marker board. Ask the children to recite the verse. Choose a volunteer to erase one word. Lead the children as they recite the verse again (include the missing word). Continue this until all the words disappear. If a chalkboard or marker board is not available, write each word of the verse on a separate piece of paper, and ask the children to remove one word at a time.

BIBLE WAVE

Ask the children to sit in a straight line. Tell the first child to stand, to say the first word of the verse, to wave both hands excitedly in the air, and to sit down. Ask the second child to stand, to say the second word of the verse, to wave both hands excitedly in the air, and to sit down. Continue until the verse is complete. If a child forgets a word or says the wrong word, let the other children tell the correct word. Encourage the children to say the verse quickly so that their motions look like an ocean wave.

BIBLE PASS

You will need a Bible and a source of music for this activity.

Have the children sit in a circle. Give one child the Bible. When the music starts, tell the children to pass the Bible around the circle. When the music stops, the child holding the Bible says the Bible verse. Strategically stop the music so each child has an opportunity to say the verse.

BIBLE VERSE RACE

Before the lesson, write each word or phrase of the Bible verse and the reference on a piece of paper. Make two sets.

Divide the class into two teams. Scramble the cards so that the words are out of order. Place a set of word cards on the floor in front of each team. At your signal, the first child on each team will find the first word of the verse and run to a goal line. He or she places the card on the floor and races back to the second player. The second child finds the second word of the verse and races with it to the goal line, placing it in order next to the first word. Continue until one team completes the verse in perfect order. Allow time for the second team to complete its verse. Then have both teams recite the verse together.

BIBLE VERSE LINE

Before the lesson, write each word or phrase of a Bible verse on a separate piece of paper.

Distribute the words to different children, and scatter them throughout the room. Choose one child to arrange the words in order by tagging each individual child holding the words. Then have the class read the verse together.

HIDE AND SEEK

Before the lesson, write each word or phrase of a Bible verse on a separate piece of paper. Then hide the pieces of paper around the room before the children arrive.

Have the children search the room for the pieces of paper and bring them back to the front. Have the children arrange the words in order, and then ask the class to recite the verse together.

STAND UP VERSES

Arrange the children in a circle, and have everyone sit down. Ask one child to stand and say the first word of the verse and then sit down. The next child stands and says the second word and then sits down. Continue until the children complete the verse. Play the game several times, encouraging the children to finish faster than the previous time.

CHAMPION & CHALLENGER

Choose two children who think that they know the memory verse. Stand them back to back in front of the group. One child will start by saying the first word of the verse. Then, the other child will say the second word. Continue back and forth until one child makes a mistake. The other child is the “champion.” Ask the whole class to say the memory verse. Then, select a new “challenger,” and repeat the game. Soon, both children will be able to complete the memory verse without error.

BLINDFOLD CHALLENGE

You will need a blindfold for this activity. Ask the children to stand and arrange themselves in a large circle.

Select one child to stand in the center of the circle. Place a blindfold on this child. Ask the children in the circle to join hands and walk around the circle as they repeat the phrase, “God’s Word helps me each day” a few times. This will prevent the child in the middle from remembering where each child

in the circle stood. Stop the children and ask the child in the middle to point to a child in the circle. The child will recite the verse in a disguised voice (high pitch voice, squeaky voice, low voice, etc.). The child in the center then tries to guess who said the verse. If the child fails to guess correctly, he or she will point to another child who will say the verse. Continue until the child in the center guesses the correct child or the child guesses wrong three times. Then choose another child to go into the center.

MEMORY VERSE TOSS

You will need a small ball for this activity. Ask the children to stand and arrange them in a large circle. Tell the children that whoever catches the ball has to say the next word in the memory verse. Toss the ball to one child to start. He or she recites the first word and then tosses the ball to another child until the entire verse is recited correctly. Repeat the game and encourage the children to complete the verse faster each time.

WORD IN ACTION

Before the lesson, write a different action on separate pieces of paper or index cards, such as “turn in a circle,” “lie on the floor,” “pat your head,” “stand one foot,” “skip,” “stand in a corner,” “whisper,” and so on.

Ask each child to choose one of the index cards and to do the activity listed on it while he or she recites the memory verse.

THE REPEATER

Before the lesson, write one or two words of the verse on a small piece of paper. Make more than one set if you want to work in groups, one set per group.

Instruct students to sit in a circle, and distribute the papers around the circle in the correct verse order. The student with the first word of the verse says the first word. Then the next student says the first word and the new word. The third student says the first, second, and third words. Repeat this process, adding a new word each time. After you complete the verse, have students pass their card to the person on their left and begin the game again.

SPIDER WEB REVIEW

You will need a ball of yarn for this activity.

Instruct the children to stand in a circle. Toss the ball of yarn to one child and ask him or her to say the first word of the verse. The child will wrap the yarn around his or her hand and toss the ball of

yarn to another child across the circle. This child will say the second word of the verse and wrap the yarn around his finger. Continue playing and saying words of the verse until every child has a turn. The back and forth motion of the yarn will produce a spider web.

BALLOON POP

You will need balloons, a permanent marker, and tape.

Blow up the balloons. Write one word of the Bible verse on each balloon. Attach the balloons to the wall in correct order. Let the children read the verse together. Select one child to pop one balloon. Have the children recite the verse again, and remember to say the missing word. Select another child to pop a balloon. Let the children say the verse again. Continue until all the balloons are gone, and the children can recite the verse from memory.

HAPPY FACES MEMORY GAME

Write each word or phrase of a Bible verse on a paper plate or a circular piece of paper.

Distribute the plates to the children, and ask them to draw a happy face on the blank side of the plate (circle). Attach the plates to the wall so the children can see the words of the verse. Read the verse together. Select one child to turn over one of the plates so the happy face shows. Then have the children read the verse. Select another child to turn over another plate. Say the verse again. Continue until all of the plates show happy faces, and children can recite the verse from memory.

BIBLE VERSE UNSCRAMBLE

Write each word or phrase of a Bible verse on a piece of paper or index card.

Distribute the word cards in mixed order. Let the children arrange themselves in a circle in the correct order according to the portion of the verse they received. Have the children say the verse together. Then ask one child to turn the card around, so the other children cannot see his or her word. Have the children say the verse again. Continue in this manner until all the cards are turned around and no words are visible.

This could also be played as a race between two or more teams to see which one is the first to arrange themselves with the words of the verse in the correct order.



04

Quizzing

Method of Questions and Answers

Method of Games and Activities

NOTE: It's important that you work with only one type of quizzing for competitions.

Method of Questions and Answers



GUIDE FOR CHILDREN'S BIBLE QUIZZING USING QUESTIONS AND ANSWERS

Children's Bible Quizzing is an optional part of Bible Studies for Children. Each church and each child decides whether to participate in a series of competitive events.

Quizzing events follow the rules outlined in this book. Children do not compete against each other to determine a single winner. Churches do not compete against each other to determine a winner.

The purpose of Quizzing is to help the children to determine what they learned about the Bible, to enjoy the competitive events, and to grow in the ability to display Christian attitudes and Christian behaviors during competitive events.

In Quizzing, each child challenges himself or herself to attain an award level. In this approach, children quiz against a base of knowledge, not against each other. Quizzing uses a multiple-choice approach that allows every child to answer every question. Multiple choice questions offer several answers, and the child chooses the correct one. This approach makes it possible for every child to be a winner.

QUIZZING SUPPLIES

Each child uses a quiz box (see picture) to answer questions during events. The quiz box contains four tab inserts that are numbered 1, 2, 3, and 4. The numbers represent possible answer choices. Participants pull one numbered insert to indicate the correct answer. Children can also use the quiz box to answer multiple-choice review questions in the classroom. The quiz box is 30 cm wide X 13 cm deep X



28 cm high. Quiz boxes may be purchased from The Foundry (www.gokidsquiz.com), or a local team may make their own. For instructions to make quiz boxes, visit kidzfirstpublications.net

Each group of children will need a person to score their answers. There is a reproducible score sheet at the end of the book. Use this score sheet to keep track of the answers of each child.

If possible, provide some type of an award for the performance of the children in each Quizzing event. Suggested awards are certificates, stickers, ribbons, trophies, or medals.

Please follow these rules. Competitions that do not operate in accordance with the Children's Quizzing Official Competition Rules and Procedures will not qualify for other competition levels.

AGES AND GRADES

Children in grades 1-6 may participate in Children's Quizzing competitions. Seventh graders, regardless of age, participate in Teen Quizzing. (For countries other than the United States, grades 1-6 are generally ages 6-12).

BASIC LEVEL COMPETITION

This competition level is for younger or beginning quizzers. Older quizzers who prefer an easier level of competition may also participate in the Basic Level. The questions for the Basic Level are simpler. There are three answers for each question, and there are fifteen questions in each round. The district or regional Children's Quizzing director

determines the questions and the number of rounds at each Quizzing competition. Most competitions have two or three rounds.

ADVANCED LEVEL COMPETITION

This competition level is for older quizzers or experienced quizzers. Younger quizzers who want a greater challenge may participate in the Advanced Level. The questions for the Advanced Level are more comprehensive. There are four answers for each question, and there are twenty questions in each round. The district or regional Children's Quizzing director determines the questions and the number of rounds at each Quizzing event.

SWITCHING BETWEEN LEVELS

Children may switch between Basic Level and Advanced Level only for invitational Quizzing competitions. This helps the leaders and the children determine the best level for each child.

For the zone/area, the district, and the regional competitions, the local director must register each child for either Basic Level or Advanced Level. The child must compete at the same level for zone/area, district, and regional competitions.

TYPES OF COMPETITION

Invitational Competition

An invitational competition is between two or more churches. Local Children's Quizzing directors, zone/area Children's Quizzing directors, or district Children's Quizzing directors may organize invitational competitions. Individuals who organize an invitational competition have the responsibility to prepare the competition questions.

Zone/Area Competition

Each district may have smaller groupings of churches that are called zones. If one zone has more quizzers than another zone, the district Children's Quizzing director may separate or combine the zones to create areas with a more equitable distribution of quizzers. The term area means combined or divided zones.

The churches located in each zone/area compete in that zone/area. The district Children's Quizzing director organizes the competition. Questions for the zone/area competitions are official questions.

E-mail ChildQuiz@nazarene.org to request these questions from the General Children's Quizzing Office.

District Competition

Children advance from the zone/area competition to the district competition. The district Children's Quizzing director determines the qualifications for the competition and organizes the competition.

Questions for district competitions are official questions. E-mail ChildQuiz@nazarene.org to request these questions from the General Children's Quizzing Office.

Regional Competition

The regional competition is a competition between two or more districts.

When there is a regional Children's Quizzing director, he or she determines the qualifications for the competition and organizes the competition. If there is not a regional director, the participating district directors organize the competition.

Questions for the regional competitions are official questions. To request these questions from the General Children's Quizzing Office, e-mail ChildQuiz@nazarene.org.

WORLD QUIZ COMPETITION

Every four years, the General Children's Quizzing Office in conjunction with Sunday School and Discipleship Ministries International sponsors an international World Quiz. The Global Children's Quizzing Office determines the dates, the locations, the costs, the qualifying dates, and the overall qualifying process for all World Quiz competitions.

E-mail ChildQuiz@nazarene.org for more information.

DISTRICT CHILDREN'S QUIZZING DIRECTOR

The district Children's Quizzing director operates all competitions according to the Children's Quizzing Official Competition Rules and Procedures.

He or she has the authority to introduce additional Quizzing procedures on the district as long as the procedures do not conflict with the Children's Quizzing Official Competition Rules and Procedures. The district Children's Quizzing director contacts the General Children's Quizzing Office, when necessary, to request a specific change in the

Children's Quizzing Official Competition Rules and Procedures for a district. The district Children's Quizzing director makes the decisions and solves the problems within the guidelines of the Children's Quizzing Official Competition Rules and Procedures. The district Children's Quizzing director contacts the General Children's Quizzing Office for an official ruling on a specific situation, if necessary.

REGIONAL CHILDREN'S QUIZZING DIRECTOR

The regional Children's Quizzing director creates a regional Children's Quizzing leadership team that consists of all of the district Children's Quizzing directors on the region. The regional Children's Quizzing director remains in contact with this team to keep the procedures consistent across the region. He or she operates and organizes the regional competitions according to the Children's Quizzing Official Competition Rules and Procedures. The regional Children's Quizzing director contacts the General Children's Quizzing Office to request any changes in the Children's Quizzing Official Competition Rules and Procedures for a specific region. He or she resolves any conflicts that arise with the help of the guidelines of the Children's Quizzing Official Competition Rules and Procedures. The regional Children's Quizzing director contacts the General Children's Quizzing Office for an official ruling on a specific situation, if necessary. He or she contacts the General Children's Quizzing Office to place the regional quiz date on the general church calendar.

In the United States and Canada, the regional Children's Quizzing director is a developing position. Currently that person does not preside over district Children's Quizzing directors on the region.

QUIZMASTER

The quizmaster reads the competition questions at a Quizzing competition. The quizmaster reads the question and the multiple-choice answers two times before the children answer the question. He or she follows the Children's Quizzing Official Competition Rules and Procedures established by the General Children's Quizzing Office and the district Children's Quizzing director/regional

coordinator. In the event of a conflict, the final authority is the district/regional Children's Quizzing director who consults the Children's Quizzing Official Competition Rules and Procedures. The quizmaster may participate in discussions with scorekeepers and the district/regional Children's Quizzing director about a challenge. The quizmaster may call a time-out.

SCOREKEEPER

The scorekeeper scores a group of children's answers. He or she may participate in discussions with scorekeepers and the district/regional Children's Quizzing director about a challenge. All scorekeepers are to use the same method and the same symbols to insure correct tabulation of the scores.

SYNOPSIS OF HOW THE QUESTIONS ARE READ AND ANSWERED

The quizmaster reads the question and all answer choices twice. After the quizmaster reads the second time, he or she will call the children to respond. The quizmaster never reads questions once.

- The quizmaster says, "QUESTION" and then reads the question and all answer choices.
- The quizmaster repeats this sequence.
- The quizmaster says, "ANSWER," which prompts the participants' to respond.

Example: The quizmaster says, "**QUESTION: What did Mary name her baby? Answer number one, Joseph. Answer number two, John. Answer number three, Jesus.**" The quizmaster briefly pauses and starts again and says, "**QUESTION: What did Mary name her baby? Answer number one, Joseph. Answer number two, John. Answer number three, Jesus.**" The quizmaster briefly pauses and calls for the answer and says, "**ANSWER.**" The children then indicate their answer choice by removing the number from their box that corresponds to their answer.

The quizmaster *may* read a question a third time for especially difficult or long questions or if a mistake was made when the question was initially read. However, this practice should be the exception, and the participants should be notified of a third repeat in advance to avoid premature responses after the second question and answer sequence.

After the answers are indicated, the quizmaster pauses and watches for the scorekeepers to record all the scores. When the scores are recorded, the quizmaster instructs the children to return their answer numbers to their boxes.

For bonus questions, the quizmaster instructs the team representatives who will answer the bonus question for each team to stand and all the other children to place their hands in their laps. The quizmaster reads the question two times. The child who is ready to answer the bonus question steps to the scorekeepers and quietly gives their answer. The child speaks carefully and quietly so that they do not reveal their answer to other teams. When everyone completes their answer, the quizmaster asks the scorekeepers to raise their hand to reveal who correctly answered. The quizmaster affirms the correct answer or invites a participant to share the correct answer.

When possible, use PowerPoint or other visual media to project questions onto a screen that is visible to all quizzers.

The projected presentation will only include the questions. All answers will be read.

OFFICIAL COMPETITION QUESTIONS

The district Children's Quizzing director is the only individual on the district who may obtain a copy of the official zone/area and district competition questions.

The regional Children's Quizzing director is the only individual on the region who may obtain a copy of the official regional competition questions. If there is not a regional Children's Quizzing director, one participating district Children's Quizzing director may obtain a copy of the official regional competition questions.

Order forms for annual official questions will be sent by E-mail each year. Contact the General Children's Quizzing Office at ChildQuiz@nazarene.org to update your E-mail address. The official questions will arrive by Email to the people who request them.

COMPETITION METHODS

There are two methods of competition.

Individual method

In the individual method of competition, the children compete as individual children. The score of each child is separate from all other scores. Children from the same church may sit together, but do not add together the individual scores to obtain a church or a team score. There are no bonus questions for individual quizzers.

The individual method is the only method to use for the Basic Level competition.

Combination Method

The combination method combines individual and team Quizzing. In this method, churches may send individual quizzers, the teams, or a combination of these to a competition.

The district Children's Quizzing director determines the number of children needed to form a team. All teams must have the same number of quizzers. The recommended number for a team is four or five children.

The children from the churches that do not have enough quizzers to form a team can compete as individual quizzers.

In the combination method, teams qualify for bonus questions. The bonus points awarded for a correct answer to a bonus question become part of the total score of the team, instead of a score for an individual quizzer. There are bonus questions with the official questions for zone/area, district, and regional competitions. Bonus questions typically involve the recitation of a memory verse.

The district Children's Quizzing director selects either the individual method or the combination method for the Advanced Level of the competition.

TIE SCORES

Ties between individual quizzers or the teams remain as tied scores. All individual children or teams who tie receive the same recognition, the same award, and the same advancement to the next level of competition.

BONUS QUESTIONS

Bonus questions are part of the Advanced Level, but only with teams, not individuals. Teams must qualify for a bonus question. Bonus questions occur after questions 5, 10, 15, 20.

To qualify for a bonus question, a team may have only as many incorrect answers as there are members on the team. For example, a team of four members may have four or fewer answers that are incorrect. A team of five members may have five or fewer answers that are incorrect.

The bonus points for a correct answer become part of the total score of the team, not of the individual score of a child.

The district Children's Quizzing director determines the way that the children answer bonus questions. In most situations, the child verbally gives the answer to the scorekeeper.

Prior to the reading of the bonus question, the local Children's Quizzing director selects one team member to answer the bonus question. The same child may answer all of the bonus questions in a game, or a different child may answer each bonus question.

TIME-OUTS

The district Children's Quizzing director determines the number of time-outs for each church. Each church receives the same number of time-outs, regardless of the number of individual quizzers or teams from that church. For example, if the district director decides to give one time-out, each church receives one timeout.

The district Children's Quizzing director determines if an automatic time-out will occur during the game and the specific point at which the time-out will occur in each game.

The local Children's Quizzing director is the only individual who may call a time-out for a local church team.

The district Children's Quizzing director or quizmaster may call a time-out at any time.

The district Children's Quizzing director, prior to the start of the competition, determines the maximum length of the time-outs for the competition.

SCORING

There are two methods for scoring. The district Children's Quizzing director selects the method.

Five Points

- Award five points for every correct answer. For example, if a child answers 20 questions correctly in an Advanced Level round, the child earns a total of 100 points.
- Award five points for every correct bonus answer in an Advanced Level team Quizzing round. For example, if every member of a team with four persons answers 20 questions correctly in an Advanced Level round and the team answers four bonus questions correctly, the team earns a total of 420 points. Basic Level points will be lower as there are only 15 questions per round, and it is individual competition only.

One Point

Award one point for each correct answer as follows:

- Award one point for every correct answer. For example, if a child answers 20 questions correctly in an Advanced level round, the child earns a total of 20 points.
- Award one point for every correct bonus answer in an Advanced Level team Quizzing round. For example, if every member of a team with four persons answers 20 questions correctly in an Advanced Level round and the team answers four bonus questions correctly, the team earns a total of 84 points.

Basic Level points will be lower as there are only 15 questions per round, and it is individual competition only.

CHALLENGES

Challenges are to be an exception and are not common during a competition.

Request a challenge only when the answer marked as correct in the questions is actually incorrect according to the Bible reference given for that question. Challenges issued for any other reason are invalid.

A quizzer, a Children's Quizzing director, or any other competition participant may not request a challenge because they dislike the wording of a

question or answer or think a question is too difficult or confusing.

The local Children's Quizzing director is the only person who may issue a challenge to a competition question. If an individual other than the local Children's Quizzing director attempts to issue a challenge, the challenge is automatically ruled as "invalid."

Individuals who issue invalid challenges disrupt competition and cause the children to lose their concentration. Individuals who consistently issue invalid challenges or create some problems by arguing about a challenge ruling will lose their privilege of challenging the questions for the remainder of the competition.

The district Children's Quizzing director, or the quizmaster in the absence of the district Children's Quizzing director, has the authority to remove the privilege of challenging questions from any or all individuals who abuse the privilege.

The district Children's Quizzing director determines how to challenge a competition question prior to the start of the competition.

- Will the challenge be written or verbal?
- When can a person challenge (during a game or at the end of a game)?

The district Children's Quizzing director should explain the procedure for the challenges to local Children's Quizzing directors at the beginning of the quiz year.

The quizmaster and district Children's Quizzing director follow these steps to rule the challenge.

- Determine if the challenge is valid or invalid. To do this, listen to the reason for the challenge. If the reason is valid, the answer given as the correct answer is incorrect according to the Bible reference, follow the challenge procedures outlined by the district.
- If the reason for the challenge is invalid, announce that the challenge is invalid, and the competition continues.

If more than one person challenges the same question, the quizmaster or district Children's Quizzing director selects one local quiz director to explain the reason for a challenge. After a question has one challenge, another person may not challenge the same question.

If a challenge is valid, the district Children's Quizzing director, or quizmaster in the director's absence, determines how to handle the challenged question. Select one of the following options.

Option A: Eliminate the question, and do not replace it. The result is that a game of 20 questions becomes a game of 19 questions.

Option B: Give every child the points he or she would receive for a correct answer to the challenged question.

Option C: Replace the challenged question. Ask the quizzers a new question.

Option D: Let the children who gave the answer that was listed as the correct answer in the official questions keep their points. Give another question to the children who gave an answer that was an incorrect answer.

AWARD LEVELS

Children's Quizzing has the philosophy that every child has an opportunity to answer every question, and every child receives recognition for every correct answer he or she gives. Therefore, Children's Quizzing uses multiple-choice competition, and ties are never broken.

Children and churches do not compete against each other. They compete to reach an award level. All of the children and all of the churches who reach the same award level receive the same award. Ties remain as tied scores.

Recommended Award Levels:

Bronze Award = 70-79% correct

Silver Award = 80-89% correct

Gold Award = 90-99% correct

Gold All Star = 100% correct

Resolve all scoring and challenge decisions before presenting awards. The quizmaster and scorekeepers should be sure that all final scores are accurate prior to the presentation.

Never take an award from a child after the child receives an award. If there is a mistake, children may receive a higher award but not a lower award. This is true for individual awards and team awards.

COMPETITION ETHICS

The district Children's Quizzing director is the person on the district who has the responsibility to conduct the competitions in accordance with the Children's Quizzing Official Competition Rules and Procedures.

- **Hearing Questions Before the Competition.**

Since competitions use the same questions, it is not appropriate for the children and the workers to attend another zone/area, district, or regional competition prior to their participation in their own competition of the same level. If an adult Quizzing worker attends another competition, the district Children's Quizzing director may choose to disqualify the church from participation in their competition. If a parent and/or child attends another competition, the district Children's Quizzing director may choose to disqualify the church from participation in their competition.

- **Worker's Conduct and Attitudes.** Adults are to conduct themselves in a professional and in a Christian manner. The discussions about disagreements with the district Children's Quizzing director, quizmaster, or scorekeepers are to be private. Adult Quizzing workers should not share information about the disagreement with the children. A cooperative spirit and good sportsmanship are important. The decisions and the rulings of the district Children's Quizzing director are final. Relay these decisions in a positive tone to the children and to the adults.

CHEATING

Any cheating is serious. Treat the cheating seriously.

The district Children's Quizzing director, in discussion with the district Children's Ministries Council, determines the policy to follow in the event that a child or an adult cheats during a competition.

Make sure that all local children's ministries directors, children's pastors, and local Children's Quizzing directors receive the policy and the procedures of the district. Before accusing an adult or a child of cheating, have some evidence or a witness that the cheating occurred.

Ensure that the quiz continues and that the person accused of cheating does not suffer embarrassment in front of other people. Here is a sample procedure.

- If you suspect that a child cheated, ask someone to serve as a judge to watch the areas, but do not point out any child whom you suspect. After a few questions, ask the opinion of the judge. If the judge did not see any cheating, continue with the quiz.
- If the judge saw a child who was cheating, ask the judge to affirm it. Do not act until everyone is sure.
- Explain the problem to the local Children's Quizzing director, and ask the director to talk with the accused person privately.
- The quizmaster, the judge, and the local Children's Quizzing director should watch for continued cheating.
- If the cheating continues, the quizmaster and the local Children's Quizzing director should talk with the accused person privately.
- If the cheating continues, the quizmaster should tell the local Children's Quizzing director that he or she will eliminate the score of the child from official competition.
- In the case that a scorekeeper cheated, the district Children's Quizzing director will ask the scorekeeper to leave, and a new scorekeeper will take his or her place.
- In the case that someone in the audience cheated, the district Children's Quizzing director will handle the situation in the most appropriate manner.

UNRESOLVED DECISIONS

Consult with the General Children's Quizzing Office regarding unresolved decisions.

Additional Resources

Additional resources can be downloaded at:
www.NdiResources.MesoamericaRegion.org

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON ONE: 1 SAMUEL 1:1-28; 2:11)

1. How many wives did Elkanah have? (1:2)

1. Four
2. Three
3. **Two**

2. Which of Elkanah's wives could not have children? (1:2, 5)

1. Peninnah
2. **Hannah**
3. Neither of them could have children

3. Where did Elkanah go to worship and sacrifice to the Lord? (1:3)

1. Ramah
2. **Shiloh**
3. Zuph

4. What were the names of Eli's two sons? (1:3)

1. Elkanah and Samuel
2. **Hophni and Phinehas**
3. Phinehas and Levi

5. Why did Elkanah give a double portion of meat to Hannah? (1:5)

1. He wanted to make Peninnah mad.
2. **He loved her and she had not children.**
3. All the answers are correct.

6. What did Hannah do when she was in Shiloh? (1:10)

1. **She prayed to the Lord.**
2. She got mad at Peninnah.
3. She baked bread.

7. What did Hannah tell God that she would do if he gave her a son? (1:11)

1. Take good care of him.
2. **She would give the son back to the Lord.**
3. She would cut his hair each month.

8. Who said to Hannah, "Go in peace, and may the God of Israel grant you what you have asked of him?" (1:17)

1. Elkanah
2. **Eli**
3. Peninnah

9. What did Hannah name her son? (1:20)

1. Hophni
2. Peninnah
3. **Samuel**

10. How long did Hannah say Samuel would be given over to the Lord? (1:28)

1. Until he was 18
2. Until he was 12
3. **His whole life**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON ONE: 1 SAMUEL 1:1-28; 2:11)

1. What did Elkanah do year after year in Shiloh? (1:3)

1. Visited family
2. Farmed his brother's land
- 3. Offered sacrifices and worshiped the Lord**
4. Slept in a tent and cooked his dinner over a fire

2. How many portions of meat did Elkanah give Hannah? (1:5)

1. Half of a portion
2. A single portion
- 3. A double portion**
4. A triple portion

3. Why did Hannah's rival provoke her? (1:6)

1. She wanted a double portion.
2. She did not like the way Hannah spoke.
- 3. Because Hannah could not have children**
4. All the answers are correct.

4. What did Eli think as he watched Hannah pray? (1:12-13)

1. That Hannah was too quiet
2. That Hannah was being too loud
3. That Hannah was sleeping
- 4. That Hannah was drunk**

5. How was Hannah praying? (1:13)

1. Loudly
- 2. In her heart**
3. She was walking in circles and praying.
4. All the answers are correct.

6. What did Hannah tell Eli after he accused her of being drunk? (1:15-16)

1. "I have been drinking."
2. "I was just calling for my husband."
- 3. "I am pouring out my soul to the Lord."**
4. "I was asking for some food."

7. Why did Hannah name her son Samuel? (1:20)

1. Because Eli told her to name him Samuel
- 2. Because she asked the Lord for him**
3. Because it was the name of Elkanah's father
4. Because it was Elkanah's middle name

8. When was Hannah going to present Samuel before the Lord? (1:22)

1. When he was 12
- 2. After he was weaned**
3. When he was walking
4. When he turned 18

9. What sacrifice did Hannah take with her and Samuel? (1:24)

1. A donkey
- 2. A bull, flour, and wine**
3. Corn and barley
4. Vegetables

10. Under whom did Samuel minister? (2:11)

- 1. Eli the priest**
2. Elkanah
3. Hophni
4. Phinehas

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TWO: 1 SAMUEL 2:12-29, 34-35; 3:1-4:1)

1. What kind of men were Eli's sons? (2:12)

1. Kind
2. Friendly
3. Scoundrels

2. What did Hannah do for Samuel each year? (2:19)

1. She brought him a home-cooked meal.
2. She gave him a robe she made for him.
3. She brought him a new blanket.

3. How did Samuel continue to grow? (2:26)

1. In inches
2. In stature and in favor with the Lord and people
3. All the answers are correct.

4. Who did the Lord tell Eli he would raise up? (2:35)

1. Eli
2. A faithful priest
3. Eli's sons

5. How many times did Samuel think Eli was calling him? (3:4-8)

1. Two
2. Three
3. Four

6. Who finally realized that the Lord was calling Samuel? (3:8)

1. Eli
2. Hophni
3. Phinehas

7. What did Samuel say the fourth time the Lord called him? (3:10)

1. "Eli did you call me again?"
2. "Speak, for your servant is listening."
3. "Who is calling me?"

8. How long was the Lord going to judge Eli and his family? (3:13)

1. For three months
2. Forever
3. For one year

9. Who recognized Samuel as a prophet of the Lord? (3:20)

1. All the world
2. All Egypt
3. All Israel

10. At what place did the Lord continue to reveal himself to Samuel? (3:21-4:1)

1. Ephraim
2. Ramah
3. Shiloh

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW

(LESSON TWO: 1 SAMUEL 2:12-29, 34-35; 3:1-4:1)

1. What did Eli's sons have their servant do when someone offered a sacrifice? (2:15-16)

1. Rob them when they came in
2. Tell them the sacrifice was not big enough
- 3. Threaten to take the sacrifice by force**
4. All the answers are correct.

2. How were Eli's sons treating the Lord's offering? (2:17)

1. With respect
2. With honor
- 3. With contempt**
4. With love

3. When did Hannah give Samuel a robe she had made for him? (2:19)

1. On his birthday
2. On the day the Lord told her to
- 3. When she went with Elkanah to offer the annual sacrifice**
4. All the answers are correct.

4. What did Eli do for Elkanah and Hannah when they came annually to Shiloh? (2:20)

1. Give them a sacrifice
2. Cook them dinner
3. Share his wine with them
- 4. Bless them**

5. Who was Eli speaking to when he said, "I hear from all the people about these wicked deeds of yours"? (2:22-23, 25)

1. Hannah
- 2. His sons, Hophni and Phinehas**
3. Eli
4. Samuel

6. Who grew in stature and favor with the Lord and people? (2:26)

1. Hophni
2. Phinehas
- 3. Samuel**
4. Eli

7. Who did the Lord say he would raise up? (2:35)

1. Eli's sons
- 2. A faithful priest**
3. Eli
4. More servants

8. What word describes the word of Lord when Samuel was ministering under Eli? (3:1)

1. Common
- 2. Rare**
3. Obeyed
4. Heard

9. What was Samuel afraid to tell Eli? (3:15)

1. The sins of Phinehas
- 2. The vision from the Lord**
3. That he slept in the Tabernacle
4. That the sacrifices were gone

10. Who recognized that Samuel was a prophet of the Lord? (3:20)

- 1. All Israel from Dan to Beersheba**
2. The Egyptian army
3. A small group of Eli's friends
4. The village that Hannah lived in

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON THREE: 1 SAMUEL 4:1–5:12)

1. Who brought the ark of the covenant from Shiloh to the Israelite camp? (4:4)

1. Hophni
2. Phinehas
3. Both answers are correct

2. What happened when the ark of the covenant came into the Israelite camp? (4:5)

1. All Israel shouted and the ground shook.
2. A thunderstorm came on the camp.
3. The Israelite leaders cried.

3. What did the Philistines capture from the Israelites? (4:11)

1. All the Israelites' provisions
2. All the Israelites' cattle
3. The ark of God

4. What happened when Eli found out that the Philistines had captured the ark? (4:18)

1. He died.
2. He prayed.
3. He sobbed.

5. How long did Eli lead Israel? (4:18)

1. 30 years
2. 40 years
3. 50 years

6. Who went into labor, gave birth, and then died when she heard the bad news about the battle with the Philistines? (4:19-20)

1. Hannah
2. The wife of Hophni
3. The wife of Phinehas

7. What did the Philistines place beside Dagon in Dagon's temple? (5:2)

1. A large stone
2. Silver and gold
3. The ark

8. What did the Lord bring to the people of Ashdod? (5:6)

1. Devastation
2. Good news
3. A new leader

9. Where did the ark go after it was moved from Ashdod? (5:8)

1. Gath
2. Ramah
3. Ephraim

10. What filled the city of Ekron with panic? (5:11)

1. The Israelites
2. Tumors and bugs
3. Death

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON THREE: 1 SAMUEL 4:1–5:12)

1. After the Philistines defeated the Israelites, who asked for the ark to be brought from Shiloh to the Israelite camp? (4:2-3)

1. The Egyptian priests
2. The elders of Israel
3. The Benjamite soldier
4. The servants of Eli

2. What happened when the ark was brought into the Israelite camp? (4:5)

1. A thunderstorm came on the camp.
2. All Israel was afraid.
3. All Israel shouted and the ground shook.
4. All of Israel ran and hid.

3. What did the Philistines say when they heard the uproar from the Israelite camp? (4:6-7)

1. "They are coming to attack us."
2. "This is going to mean something bad for us."
3. "We should run."
4. "What is all this shouting in the Hebrew camp?"

4. How did the Benjamite soldier look when he came to Shiloh to tell the ark had been captured? (4:12-13)

1. His face was dirty.
2. His clothes were torn.
3. He was missing shoes.
4. He was sad and had been crying.

5. Why was Eli sitting on a chair by the road when the Benjamite soldier arrived? (4:13)

1. He was waiting for news about the battle.
2. His wife told him to wait there.
3. He wanted to see his neighbors.
4. His heart feared for the ark of God.

6. What did the town of Shiloh do when they heard what had happened in the battle with the Philistines? (4:13)

1. They were very angry.
2. They had no reaction.
3. They sent up a cry.
4. They rejoiced.

7. What did Eli do when he heard that the ark of God had been captured? (4:17-18)

1. He tore his clothes and wept.
2. He fell backward off his chair and died.
3. He sent for his sons.
4. He called the Benjamite soldier a spy.

8. What happened when Phinehas's wife heard that her husband and Eli were dead and that the ark had been captured? (4:19-20)

1. She cried all night long.
2. She asked if Hophni was still alive.
3. She did not believe them.
4. She gave birth to a son and then died.

9. What did the people of Ashdod say when the Lord afflicted them with tumors? (5:6-7)

1. "The ark of the God of Israel must not stay with us."
2. "We are not giving the ark away."
3. "Send the soldiers to guard the door."
4. "Please forgive us and have mercy on us."

10. What happened after the Philistines moved the ark to Gath? (5:9)

1. The people of Gath rejoiced.
2. The people of Gath were afflicted with tumors.
3. All the people of Gath died.
4. All the men of Gath died.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FOUR: 1 SAMUEL 6:1–7:1)

1. How long was the ark in Philistine territory when they decided to send it back to Israel? (6:1-2)

1. Six months
2. Seven months
3. One year

2. What were the Philistines to include in the guilt offering? (6:4)

1. Five gold tumors
2. Five gold rats
3. All the answers are correct.

3. Where was the guilt offering to go on the cart? (6:8)

1. In a chest beside the ark
2. Inside the ark
3. In a bag next to the ark

4. What kind of animal led the cart with the ark on it? (6:10)

1. Cows
2. Deer
3. Donkeys

5. Where did the cart with the ark travel? (6:12)

1. To Ebenezer
2. To Bezer
3. To Beth Shemesh

6. Who followed the cart to the border of Beth Shemesh? (6:12)

1. People from Beth Shemesh
2. Philistine rulers
3. Israelite priests

7. What did the people of Beth Shemesh do when they saw the ark coming toward them? (6:13)

1. They rejoiced.
2. They hid.
3. They were afraid.

8. What did the people of Beth Shemesh do with the cart holding the ark? (6:14)

1. They used it to carry their wheat.
2. They chopped it up.
3. They sent it back to the Philistines.

9. Who took the ark off the cart? (6:15)

1. The Philistines
2. The Jebusites
3. The Levites

10. What did the people do when the Lord killed the 70 people for looking into the ark? (6:19)

1. They mourned.
2. They rejoiced.
3. They hid in fear.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FOUR: 1 SAMUEL 6:1–7:1)

1. What kind of offering did the priests and diviners tell the Philistines to send back with the ark? (6:3)

1. Guilt offering
2. Burnt offering
3. Fellowship offering
4. Peace offering

2. What were the Philistines to include in the guilt offering? (6:4)

1. Four cats
2. Five gold cats and five gold rats
3. Five gold rats and five gold tumors
4. Five gold birds

3. What kind of animals were to lead the cart with the ark? (6:7)

1. Donkeys
2. Cows that had calves that had never been yoked
3. Deer that had horns
4. Mules with calves

4. Where did the cart with the ark on it travel? (6:12)

1. Toward Bezer
2. Toward the Jordan River
3. Toward Beth Shemesh
4. Toward Jerusalem

5. What did the people of Beth Shemesh do when they saw the ark? (6:13)

1. They ran and thanked the Philistines.
2. They rejoiced.
3. They untied the cows and let them go.
4. They were afraid and ran.

6. What did the people of Beth Shemesh do with the cows that led the ark? (6:14)

1. They sent them back to the Philistines.
2. They let them go.
3. They gave them to widows.
4. They sacrificed them as a burnt offering.

7. Where did the Levites place the ark and the chest of gold objects? (6:15)

1. On the ground
2. On another cart
3. On a large rock
4. In Joshua's house

8. Why were there five gold rats given to the Lord in the guilt offering? (6:18)

1. There were five cities affected with a plague of rats.
2. There were five Philistines affected with tumors.
3. There were five Philistine towns belonging to the five rulers.
4. They had to travel over five miles.

9. How many people did the Lord put to death for looking in the ark? (6:19)

1. 25
2. 70
3. 100
4. 700

10. Where did the men of Beth Shemesh decide to send the ark? (6:20-21)

1. The house of Obed-Edom
2. Jerusalem
3. Ebenezer
4. Kiriath Jearim

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FIVE: 1 SAMUEL 7:2–8:22)

1. What did Samuel tell the people to do to return to the Lord? (7:3)

1. Make an altar of stones
2. Get rid of foreign gods
3. Travel to Bethlehem

2. Where did Samuel want all Israel to assemble? (7:5)

1. Mizpah
2. Ramah
3. Ebenezer

3. What did the Israelites do when they assembled at Mizpah? (7:6)

1. They made a big meal.
2. They shouted at the Philistines.
3. They fasted and confessed their sin.

4. To whom did the Israelites say, “Do not stop crying out to the Lord our God for us?” (7:8)

1. Eli
2. Samuel
3. Saul

5. Why did Samuel set up a stone and name it Ebenezer? (7:12)

1. In case they got lost
2. To hide behind in case the Philistines came
3. Because the Lord had helped them

6. Who were Joel and Abijah? (8:2)

1. Samuel’s sons
2. Egyptian kings
3. Philistine rulers

7. What is one sinful thing Samuel’s sons did? (8:3)

1. They were mean to Saul.
2. They killed a man.
3. They turned aside for dishonest gain.

8. What did the elders of Israel tell Samuel in Ramah? (8:5-6)

1. “Your sons do not follow your ways.”
2. “Give us a king to lead us.”
3. All the answers are correct.

9. Why did the people of Israel want a king? (8:20)

1. So that they would be like other nations.
2. So that Samuel could rest and retire.
3. All the answers are correct.

10. What did the Lord say to Samuel when Samuel told Him what the people said? (8:22)

1. “Listen to them and give them a king.”
2. “Do not give them a king.”
3. “Appoint your son as king.”

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FIVE: 1 SAMUEL 7:2–8:22)

1. What were the people of Israel to do to return to the Lord with all their hearts? (7:3)

1. Be kind to Samuel's sons.
2. Appoint a Philistine as their king.
- 3. Commit themselves to the Lord and serve the Lord only.**
4. Offer all their animals as sacrifices.

2. What did Samuel say he would do at Mizpah when all Israel assembled there? (7:5)

1. He would hurt them.
- 2. He would intercede with the Lord for them.**
3. He would give them the plans for the battle.
4. He would find them oil and new grain.

3. What did the Lord do when Samuel cried out on Israel's behalf? (7:9)

1. The Lord scolded them for being disobedient.
- 2. The Lord answered him.**
3. The Lord did not listen.
4. The Lord sent rain to them.

4. What did Samuel say when he named the stone Ebenezer? (7:12)

1. "Thus far the Lord has killed all the Philistines."
2. "We have come a long way in our travels."
- 3. "Thus far the Lord has helped us."**
4. "It is here we remember our ancestors."

5. How long did Samuel continue to lead Israel? (7:15)

1. For 30 more years
2. For 40 more years
- 3. All the days of his life**
4. Only a short time

6. What did Samuel's sons do that was sinful? (8:3)

1. They were mean to their parents.
2. They hid the gold and silver coins.
3. They slept in the temple.
- 4. They accepted bribes.**

7. Who had the people of Israel rejected as their king? (8:7)

1. The Lord
2. Samuel
3. Samuel's sons
4. Saul

8. What had the Israelites done since the day the Lord brought them out of Egypt? (8:8)

1. Followed the Lord in every way
- 2. Forsook the Lord and served other gods**
3. Listened to the word of the Lord
4. Ate meat that was forbidden

9. What would a king take from the Israelites? (8:14)

1. Their houses
- 2. Their best fields, vineyards, and olive groves**
3. Their shops and tents
4. The children and servants

10. What did the people say when Samuel warned them about the king? (8:19)

1. "We want a king over us."
2. "We do not believe you."
3. "You are just trying to scare us."
4. "We don't want you to lead us."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SIX: 1 SAMUEL 9:1-10:1, 17-24)

1. Who does the Bible describe as handsome and a head taller than anyone else? (9:2)

1. The servant of Saul
2. Samuel
3. **Saul**

2. What were Saul and his servant looking for? (9:3)

1. Cows
2. Goats
3. **Donkeys**

3. What did Saul say to his servant at Zuph? (9:5)

1. "Let's go back, my father might worry about us."
2. "The donkeys are dead. Let's go home."
3. "Let's stop and rest here."

4. How did Saul's servant describe the man of God? (9:6)

1. **Highly respected.**
2. Smartest man in the land
3. Short and old

5. Who came toward Saul and his servant as they entered the town? (9:14)

1. Saul's father
2. **Samuel**
3. A large crowd

6. What did the Lord tell Samuel about Saul? (9:15-16)

1. "Do not anoint this man ruler."
2. "This man will not listen to you."
3. **"Anoint him ruler over my people Israel."**

7. What did Samuel tell Saul to do when he first met him? (9:19)

1. "Turn around and go back and you will find the donkeys."
2. "Your donkeys are lost. You should go home."
3. **"Go up ahead of me to the high place."**

8. What did Samuel do with the flask of olive oil? (10:1)

1. Sold it for money
2. Gave it to Saul's servant
3. **Poured it on Saul's head**

9. Who was chosen to be the first king of Israel? (10:21)

1. Solomon
2. **Saul**
3. David

10. What did the people say when Samuel announced Saul as the new king? (10:24)

1. **"Long live the king!"**
2. "Thank you for giving us what we asked for."
3. "This is not the king we wanted."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SIX: 1 SAMUEL 9:1-10:1, 17-24)

1. How does the Bible describe Saul? (9:2)

1. Loyal to this servant
2. Handsome and a head taller than anyone else
3. Very loved by his father
4. All the answers are correct.

2. Who did Saul's servant say was "highly respected and everything he says comes true?" (9:6)

1. The man of God
2. Saul's father
3. The king of Egypt
4. The rulers at the city gate

3. What did Saul and his servant ask some young women who were going out to draw water? (9:11)

1. "Will you share your water with us?"
2. "Where do you live?"
3. "Who is the seer?"
4. "Is the seer here?"

4. What did the Lord want Samuel to do to Saul? (9:15-16)

1. Help him find his donkeys
2. Anoint him to be a priest
3. Anoint him ruler over Israel
4. Take him back to his father who was worried about him

5. What did the Lord say to Samuel when he saw Saul? (9:17)

1. "This man will be your new friend."
2. "This is the man I spoke to you about."
3. "This man is wise, and you will like him."
4. All the answers are correct.

6. What did Saul say when Samuel said that all the desire of Israel was turned toward him and his whole family line? (9:20-21)

1. "Am I not a Benjamite?"
2. "Is not my clan the least of all the clans of the tribe of Benjamin?"
2. "Why do you say such a thing to me?"
3. All the answers are correct.

7. At the banquet who did Saul bring into the hall and sit at the head of those who were invited? (9:22)

1. Saul and his servant
2. The servant girl from the well
3. Saul's father
4. The leaders of the other tribes

8. What did the cook set in front of Saul at the banquet? (9:23)

1. Bread and water
2. The choicest of meats and fruits
3. The meat Samuel told the cook to set aside
4. A plate of olives

9. What did Samuel do when he said, "Has not the Lord anointed you ruler over his inheritance?" (10:1)

1. He poured a flask of olive oil on Saul's head and kissed him.
2. He poured water on Saul's head.
3. He hugged Saul.
4. All the answers are correct.

10. Why did Samuel tell the people they were doing to God? (10:19)

1. They followed him.
2. They rejected him.
3. They obeyed him.
4. They served him.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SEVEN: 1 SAMUEL 12:1–13:15)

1. What did the Israelites want when they saw Nahash moving against them? (12:12)

1. A king to rule over them
2. God to save them
3. More land

2. What did the Israelites do when God sent thunder and rain? (12:18)

1. They “did not know what to do.”
2. They “stood in awe of the Lord and of Samuel.”
3. They “were excited about the rain.”

3. Who said, “Do not turn away from the Lord, but serve the Lord with all your heart”? (12:20)

1. Samuel
2. David
3. Saul

4. How did Samuel describe idols? (12:21)

1. They cannot hear you.
2. They do not like you.
3. They cannot rescue anyone.

5. In his farewell speech, what did Samuel tell the men of Israel to do? (12:24)

1. “Go outside and search for a place to bury me.”
2. “Fear the Lord and serve him faithfully.”
3. “Go and find me a new wife.”

6. What happened when Saul was 30 years old? (13:1)

1. His servant was killed.
2. His brothers moved away.
3. He became king.

7. What did some of Saul’s men do when Samuel did not come to Gilgal on time? (13:8)

1. They started fighting Philistines.
2. They began to scatter.
3. They said bad things about them.

8. What did Samuel say to Saul about the burnt offering Saul offered? (13:13-14)

1. “You are in big trouble.”
2. “You have not kept the command the Lord your God gave you.”
3. “You did not give enough.”

9. How did Samuel describe the man the Lord had sought out to lead Israel? (13:14)

1. A man who is tall and handsome
2. A man who is strong
3. A man after God’s own heart

10. Why did Samuel say that Saul’s kingdom would not endure? (13:14)

1. Because he had not kept the Lord’s command
2. Because he lost too many battles
3. Because he was old

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SEVEN: 1 SAMUEL 12:1–13:15)

1. When did Samuel start leading Israel? (12:2)

1. When his sons were born
2. When he became an adult
3. **In his youth**
4. When he turned 30

2. What did the Israelites say after the Lord sold them into the hands of their enemies? (12:10)

1. "We have sinned."
2. "Deliver us from the hands of our enemies."
3. "We will serve you."
4. **All the answers are correct.**

3. What did the Israelites want when they saw Nahash king of the Ammonites moving against them? (12:12)

1. God to save them
2. Samuel to fight for them
3. A place to hide
4. **A king to rule over them**

4. What did Samuel say it would be good for the Israelites to do? (12:14)

1. Fear the Lord
2. Serve and obey the Lord
3. Follow the Lord
4. **All the answers are correct.**

5. What did the Israelites say to Samuel when the Lord sent thunder and rain? (12:18-19)

1. "We don't know what to do."
2. "We will start to follow the Lord."
3. **"Pray to the Lord so that we won't die."**
4. "Don't kill us, Samuel."

6. What did Samuel tell the people he was going to do for them? (12:23)

1. Become their king
2. Follow in their footsteps
3. Appoint Saul as the priest
4. **Teach them the way that was good and right**

7. How long did Saul reign over Israel? (13:1)

1. **42 years**
2. 20 years
3. 10 years
4. 5 years

8. What did the Philistines have when they fought the Israelites at Geba? (13:5)

1. **Soldiers as numerous as the sand on the seashore**
2. 100 swords
3. Donkeys
4. Tents

9. How did Samuel describe the man the Lord sought out to lead Israel? (13:14)

1. A man who is tall
2. A man who is handsome
3. **A man after God's own heart**
4. A man who is strong

10. Why did Saul's kingdom not endure? (13:14)

1. He lost too many battles.
2. **He had not kept the Lord's commands.**
3. He was old.
4. He was not an Israelite.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON EIGHT: 1 SAMUEL 14:1-23)

1. When Saul and his men were in Migron where did they sit? (14:2)

1. Under a pomegranate tree
2. In a tent
3. Under a peach tree

2. Who said, "Nothing can hinder the Lord from saving, whether by many or by few"? (14:6)

1. Saul
2. Jonathan's armor bearer
3. Jonathan

3. What did Jonathan use to climb the cliff? (14:13)

1. Ropes
2. His hands and feet
3. His soldiers helped him.

4. About how many Philistines did Jonathan and his armor bearer kill? (14:14)

1. 50
2. 5
3. 20

5. What happened to the Philistine army after Jonathan and his armor bearer killed 20 of them? (14:15)

1. They killed Jonathan.
2. They all ran the other direction.
3. Panic struck the whole army.

6. What did Saul ask Ahijah to do? (14:18)

1. Bring the ark to him
2. Kill Philistines
3. Be his armor bearer

7. What did the Philistines do when they were in total confusion? (14:20)

1. They struck each other with their swords.
2. They started fighting the Israelites.
3. They killed Jonathan and Saul.

8. What did the Hebrews who had previously been with the Philistines do? (14:21)

1. Fled to the hills
2. Joined the Israelites in the battle
3. Fought the Israelites

9. What did the Lord do for Israel on the day the Philistine army panicked? (14:23)

1. He did not help them.
2. He told the Israelites where to move.
3. He saved them.

10. Where did the battle move next after the Philistines panicked? (14:23)

1. Golan
2. Hebron
3. Beth Aven

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON EIGHT: 1 SAMUEL 14:1-23)

1. How many men were with Saul while he was staying under a pomegranate tree? (14:2)

1. 30
2. **600**
3. 6,000
4. 6

2. Who did Jonathan tell that the Lord might act on their behalf? (14:6)

1. The king
2. David
3. Saul
4. **His armor bearer**

3. Who said, "Nothing can hinder the Lord from saving, whether by many or by few"? (14:6)

1. Saul
2. David
3. **Jonathan**
4. Jonathan's armor bearer

4. What did Jonathan's armor bearer say to him? (14:7)

1. "I want you to kill the Philistines."
2. "I do not want to follow you."
3. **"Go ahead; I am with you heart and soul."**
4. Let's go back to Saul.

5. What did the man at the outpost shout to Jonathan and his armor bearer? (14:10)

1. "Get away from here."
2. "Bring us the rest of your men."
3. **"Come up to us and we'll teach you a lesson."**
4. "We are not afraid of you."

6. When did Jonathan's armor bearer climb up the cliff? (14:13)

1. **Right behind Jonathan**
2. He climbed up before Jonathan.
3. He climbed up the next day.
4. He did not climb up with Jonathan.

7. Who sent panic to the Philistine camp? (14:15)

1. Saul
2. **God**
3. David
4. Eli

8. What did Saul ask Ahijah to bring to him? (14:18)

1. **The ark of God**
2. A map
3. His sword
4. All the answers are correct.

9. What did Saul say to Ahijah when the confusion continued in the Philistine camp? (14:19)

1. "Help the men fight."
2. **"Withdraw your hand."**
3. "Take the ark with you and hide."
4. "Run and hide in the cave."

10. What did the Lord do for Israel on the day the Philistines were in a panic? (14:23)

1. **He saved them.**
2. He did not help them.
3. He told the Israelites where to move.
4. He took Saul away as their king.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON NINE: 1 SAMUEL 15:1-35)

1. What did the Lord want Saul to do to the Amalekites? (15:3)

1. Totally destroy them and all they owned.
2. Be kind to them
3. Offer them donkeys

2. How many men did Saul have to fight the Amalekites? (15:4)

1. 1,000 foot soldiers
2. 200,000 foot soldiers and 10,000 from Judah
3. 10,000 men from Moab

3. What had the Kenites done for the Israelites? (15:6)

1. Helped them fight the Canaanites
2. Gave the Israelites jobs
3. Showed kindness to the Israelites when they left Egypt

4. What did Samuel do after God told him He regretted making Saul king? (15:11)

1. He wrote Saul a letter.
2. He told Saul he could no longer be king.
3. He cried out to the Lord all that night.

5. What did Saul's army bring back from the Amalekites? (15:15)

1. Gold
2. The best sheep and cattle
3. Wine and grain

6. How did Saul respond when Samuel asked, "Why did you not obey the Lord?" (15:19-20)

1. "But I did obey the Lord."
2. "I completely destroyed the Amalekites."
3. All the answers are correct.

7. Who said, "Does the Lord delight in burnt offerings and sacrifices as much as in obeying the Lord"? (15:22)

1. Saul
2. Samuel
3. David

8. What did Saul reject that made the Lord reject him as king? (15:23)

1. The word of the Lord
2. Help from Samuel
3. All the answers are correct.

9. Why did Saul give in to the people at the battle with Amalek? (15:24)

1. He wanted to make them happy.
2. He believed them.
3. He was afraid of them.

10. What did Samuel do with King Agag? (15:33)

1. Killed him
2. Sent him home
3. Put him in prison

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON NINE: 1 SAMUEL 15:1-35)

1. What did the Lord want Saul to do to the Amalekites? (15:3)

1. Be kind to them
2. **Attack them**
3. Give them cattle
4. Give them land

2. During the battle with the Amalekites, who did Saul and his army spare? (15:9)

1. Agag
2. The best of the cattle and sheep
3. The fat lambs and calves
4. **All the answers are correct.**

3. What does Samuel hear even though Saul said, "I have carried out the Lord's instructions"? (15:14)

1. Fighting
2. **The bleating of sheep and lowing of cattle**
3. Farmers in the field
4. People shouting

4. Why did Saul's army bring the best sheep and cattle back from the Amalekites? (15:15)

1. So that they could have food
2. So that the animals could work the land
3. **To sacrifice them to the Lord**
4. So that they could sell them for money

5. What did Samuel say is better than the fat of rams? (15:22)

1. Many servants and friends
2. A trustworthy king
3. Cattle
4. **To heed the Lord**

6. Why did the Lord reject Saul as king? (15:23)

1. Saul killed too many people.
2. Saul was not brave.
3. **Saul rejected the word of the Lord.**
4. Saul spoke God's Word.

7. What did Saul do to Samuel as Samuel turned to leave? (15:27)

1. Saul took him prisoner.
2. Saul spoke to him.
3. Saul made him fall.
4. **Saul tore the hem of his robe.**

8. How did Samuel describe God to Saul? (15:29)

1. **He is not a human being that he should change his mind.**
2. He is kind.
3. He is watching you all the time.
4. All the answers are correct.

9. Why did Saul want Samuel to go back with him after the battle with the Amalekites? (15:30)

1. So that he would look courageous
2. **So that he could worship the Lord**
3. So that he would be respected
4. So that the people would trust him

10. What did King Agag think when he was brought to Samuel? (15:32)

1. "I hope he does not kill me."
2. **"Surely the bitterness of death is past."**
3. "I want to be king over the Israelites."
4. "I need to kill Saul."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TEN: 1 SAMUEL 16:1-23)

1. Who was the father of Israel's second king? (16:1)

1. Jesse
2. David
3. Saul

2. What did the elders of Bethlehem ask Samuel when he arrived? (16:4)

1. "Do you come in peace?"
2. "Who did you want to see?"
3. "Where are you staying?"

3. What did the Lord say when Samuel thought Eliab should be the next king? (16:6-7)

1. "Do you think he is the best choice?"
2. "People look at the outward appearance, but the Lord looks at the heart."
3. All the answers are correct.

4. What did the Lord say he looks at? (16:7)

1. The heart
2. Outward appearance
3. All the answers are correct

5. What did Jesse say when Samuel asked, "Are these all the sons you have?" (16:11)

1. "I do not have any more sons."
2. "There is still the youngest."
3. "I only have daughters left."

6. What did David look like? (16:12)

1. Small but strong
2. Glowing with health and had a fine appearance and handsome features
3. Young and short

7. What did the Lord say when David came to Samuel? (16:12)

1. "Do not anoint him."
2. "He would make a fine priest."
3. "Rise and anoint him; this is the one."

8. What did Saul's servants hope would happen if they brought a lyre player to him? (16:16)

1. They hoped Saul would feel better.
2. They hoped Saul would give them more money.
3. They hoped Saul would let them go free.

9. How did Saul's servants describe David? (16:18)

1. He is a brave man and a warrior.
2. He is weak.
3. He is not as big as his brothers.

10. What would happen to Saul when David would play the lyre? (16:23)

1. Saul would dance.
2. Saul would feel better, and the evil spirit would leave.
3. Nothing would happen.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON TEN: 1 SAMUEL 16:1-23)

1. What animal did the Lord want Samuel to take when he met Jesse? (16:2)

1. A heifer
2. A sheep
3. A young goat
4. A bird

2. What did the elders of Bethlehem do when they saw Samuel? (16:4)

1. Prayed
2. Welcomed him
3. Trembled
4. Bowed to him

3. What did the Lord say when Samuel thought Eliab should be king? (16:6-7)

1. "What do you think of him?"
2. "People look at the outward appearance, but the Lord looks at the heart."
3. "He would make a good priest."
4. "I think he is strong and honest."

4. What did David look like? (16:12)

1. He had a fine appearance.
2. He had shiny hair.
3. His arms had muscles.
4. He looked happy.

5. What did the Lord say when David was brought in to see Samuel? (16:12)

1. "This is not the one I have chosen."
2. "Chose one of Jesse's other sons."
3. "Rise and anoint him; this is the one."
4. "Tell David to honor me."

6. What did Samuel do to David in the presence of his brothers? (16:13)

1. He told him he did not want him to be king.
2. He took the horn of oil and anointed him.
3. He laughed at him.
4. He sent him back to the field.

7. Who did Saul's servants suggest they would search for? (16:16)

1. Someone who could play the lyre
2. Someone who could tell the future
3. Someone who could be the next king
4. Someone who could lead the army

8. Which of Jesse's sons did Saul want to be brought to him? (16:19)

1. Eliab
2. Shammah
3. David
4. Abinadab

9. What did Jesse send with David when he went to Saul? (16:20)

1. Bread, a young goat, and a skin of wine
2. Fruit and vegetables
3. Grain and new clothing
4. Cows and sheep

10. David came to Saul and entered his service. How did Saul respond to David? (16:22)

1. He told him to leave and not come back.
2. He liked him very much.
3. He would become angry when David would play the lyre.
4. He told his servants to have him removed.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON ELEVEN: 1 SAMUEL 17:1-51)

1. What did Goliath tell the Israelites to do? (17:8)

1. Choose a man to fight him
2. Go home
3. Prepare for battle

2. What did Jesse tell David to do? (17:17)

1. Go and fight Goliath
2. Go back and take care of the sheep
3. Take grain and bread to his brothers

3. What did David say after he saw Goliath? (17:26)

1. "What will be done for the man who kills this Philistine?"
2. "Who is this uncircumcised Philistine that he should defy the armies of the living God?"
3. All the answers are correct.

4. What did Saul say to David about fighting Goliath? (17:33)

1. "You are only a young man."
2. "He is very big and very tough."
3. "You should not fight him."

5. What did Saul dress David in? (17:38)

1. His own tunic
2. His armor and a bronze helmet
3. All the answers are correct.

6. What did David take into battle against Goliath? (17:40)

1. A bow and arrow
2. A sword and shield
3. A sling, five stones and a staff

7. What did Goliath say when he saw David? (17:43)

1. "You are no match for me."
2. "Am I a dog that you come at me with sticks?"
3. "What are you going to do with those stones?"

8. What did David say to Goliath before he slung the stone? (17:45, 47)

1. "My brothers are afraid of you."
2. "I have killed bears I am not afraid."
3. "I come against you in the name of the Lord Almighty."

9. Where did the stone that David slung hit Goliath? (17:49)

1. His forehead
2. His chest
3. His leg

10. What did the Philistines do when they saw that Goliath was dead? (17:51)

1. They charged the Israelites.
2. They turned and ran.
3. They cried out to their gods.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON ELEVEN: 1 SAMUEL 17:1-51)

1. Who drew up their battle line to meet the Philistines? (17:2)

1. The Amalekites
2. Samuel and the priests
3. Saul and the Israelites
4. The Amorites and priests

2. What did Goliath say about the man Israel should choose to fight him? (17:9)

1. "If I kill him, then we will feast in your Tabernacle."
2. "If he is able to kill me, we will become your subjects."
3. "I am afraid of the one you have chosen to fight against me."
4. "You can pick 4 men to fight against me."

3. How many sons did Jesse have? (17:12)

1. 8
2. 9
3. 10
4. 12

4. What did the Israelites say the king would give to the man who killed Goliath? (17:25)

1. The whole countryside
2. Great wealth and the king's daughter in marriage
3. All the sheep that belonged to the king
4. All the answers are correct.

5. Why did Saul say that David would not be able to fight Goliath? (17:33)

1. "You know nothing about war."
2. "You are only a young man."
3. "You are too small."
4. "You are just a shepherd."

6. How did David reply to Saul when Saul told him he could not fight Goliath? (17:34-37)

1. "I have killed both the lion and the bear."
2. "I have been keeping my father's sheep."
3. "The Lord will rescue me from the hand of the Philistines."
4. All the answers are correct.

7. What did David take to battle against Goliath? (17:40)

1. A staff, a sling and five stones
2. A sword
3. A spear
4. All the answers are correct.

8. What did Goliath say when he saw David coming to fight him? (17:43)

1. "Am I a dog that you come at me with sticks?"
2. "You are too small for me to fight."
3. "Where is your armor?"
4. "Tell your brothers to come help you."

9. What did David say to Goliath before he slung the stone at him? (17:46-47, 49)

1. "It is not by sword or spear that the Lord saves."
2. "This day the Lord will deliver you into my hands."
3. "The battle is the Lord's and he will give all of you into our hands."
4. All the answers are correct.

10. What happened when David slung the stone at Goliath? (17:49-50)

1. The stone hit Goliath's forehead and he died.
2. Goliath laughed at David.
3. The stone missed Goliath.
4. Goliath ran away.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TWELVE: 1 SAMUEL 18:1-16, 28-30; 19:1-18)

1. Why didn't David return to his family after he killed Goliath? (18:2)

1. David loved life at the palace.
2. It was too dangerous to travel that far.
3. Saul would not let David return.

2. Who made a covenant with David because he loved him as himself? (18:3)

1. Jonathan
2. Saul
3. Samuel

3. What did Saul give David because of David's success? (18:5)

1. Lots of money
2. A high rank in the army
3. Cattle

4. Who was pleased about David's high rank? (18:5)

1. David's brothers
2. David's father
3. All the troops and Saul's officers

5. What was David doing when Saul tried to pin him to the wall with a spear? (18:10-11)

1. Talking to Samuel
2. Playing the lyre
3. Fighting the enemy

6. Whom did Saul realize was in love with David? (18:28)

1. Saul's daughter, Michal
2. Saul's wife
3. Saul's best friend

7. Who did Saul tell to kill David? (19:1)

1. David's brothers
2. His daughter
3. His son Jonathan

8. What did Saul do after Jonathan spoke well of David to him? (19:4-6)

1. He asked for Jonathan's forgiveness.
2. He took an oath he would not kill David.
3. He wept because he had been mean to David.

9. What did Michal, David's wife, say to him? (19:11)

1. "Do not be afraid of Saul."
2. "David will come and help us."
3. "If you don't run for your life tonight, tomorrow you will be killed."

10. After David fled, what object did Michal lay on the bed to trick Saul's men? (19:12-13)

1. A brick with lamb's wool
2. A jar with dried grass
3. An idol with goat's hair

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW

(LESSON TWELVE: 1 SAMUEL 18:1-16, 28-30; 19:1-18)

1. What did Jonathan give to David? (18:4)

1. A sheep
2. **His robe and tunic, his sword, his bow, and his belt**
3. All the gold in the palace
4. All the answers are correct.

2. What did the women do when the men were returning home after David killed Goliath? (18:6)

1. They were sad for Goliath
2. **They sang and danced.**
3. They asked if they could see Saul.
4. They asked David if he was hurt.

3. Why was Saul afraid of David? (18:12)

1. **Because the Lord was with David but had departed from Saul**
2. Because David was strong and cunning
3. Because Samuel approved of David but not of Saul
4. All the answers are correct.

4. What did Saul realize about his daughter Michal? (18:28)

1. She was mad at Saul.
2. She was upset with her mother.
3. She did not want to get married.
4. **She loved David.**

5. Who convinced Saul to let David live? (19:4-6)

1. Samuel
2. The Lord
3. Michal
4. **Jonathan**

6. What did Jonathan do after Saul took an oath to let David live? (19:6-7)

1. He sent David away.
2. He ran away from Saul.
3. **He told David his conversation with Saul.**
4. He prepared a feast for David.

7. What did Saul do when an evil spirit from the Lord came on him? (19:9-10)

1. He sang songs.
2. He yelled at his priests.
3. **He tried to pin David to the wall with his spear.**
4. He threw a spear at Jonathan.

8. What did Michal do when Saul's men came to look for David? (19:11-13)

1. She warned David.
2. She helped David escape through a window.
3. She put an idol with goat's hair in David's bed.
4. **All the answers are correct.**

9. What did Michal tell Saul's men when they came for David? (19:14)

1. **"He is ill."**
2. "You may not visit him."
3. "He is not here."
4. "He is hiding on the roof."

10. Who did David flee to after Michal helped him escape? (19:18)

1. Jonathan
2. **Samuel**
3. Jesse
4. His brothers

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON THIRTEEN: 1 SAMUEL 21:1-9; 22:6-23; 23:14-18)

1. Who trembled when he met David at Nob? (21:1)

1. Saul
2. Samuel
3. Ahimelek the priest

2. What object did Ahimelek tell David to take if he wanted it? (21:9)

1. Goliath's sword
2. Saul's spear
3. Jonathan's shield

3. What had Saul heard about David and his men when he was sitting under the tamarisk tree? (22:6)

1. They had been discovered.
2. They could not be found.
3. They wanted to make peace.

4. What did Saul say to his men after he heard David had been discovered? (22:8)

1. "I thought I ordered you to kill him."
2. "None of you is concerned about me."
3. All the answers are correct.

5. What did Saul do after Doeg told him Ahimelek had helped David? (22:9-11)

1. He threw his spear at Doeg.
2. He wept because he was sad.
3. He sent for Ahimelek and all the men of his family.

6. What did Saul order his guards to do to the priests of Nob? (22:17)

1. Thank them
2. Kill all of them
3. Rebuke them

7. Who did not want to kill the priests of Nob? (22:17)

1. Doeg
2. Saul
3. The king's officials

8. Who escaped from Nob and fled to join David? (22:20)

1. Doeg the Edomite
2. Abiathar, son of Ahimelek
3. Jonathan

9. What did David say to Abiathar after he told David about the priests' murder? (22:22-23)

1. "Stay with me; don't be afraid."
2. "We should hide."
3. "We are not safe."

10. Who went to David at Horesh and helped him find strength in God? (23:16)

1. Samuel
2. Jonathan
3. Michal

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON THIRTEEN: 1 SAMUEL 21:1-9; 22:6-23; 23:14-18)

1. What weapon did David ask Ahimelek for? (21:8)

1. An ax
2. A strong rope with three strands
3. A bow and arrow
4. A spear or a sword

2. What did David say about the sword Ahimelek gave him? (21:9)

1. "I do not want it if it belonged to Goliath."
2. "There is none like it; give it to me."
3. "I would rather have a bow and arrow."
4. "I cannot use this sword."

3. What did Saul accuse his men of doing after he heard that David had been discovered at Nob? (22:8)

1. Not doing their job
2. Being in the wrong place
3. Not being concerned about Saul
4. Getting lost

4. What did Saul do after Doeg told him that Ahimelek had helped David? (22:10-11)

1. He threw his spear at Ahimelek.
2. He sent for Ahimelek and all the men of his family.
3. He told his men to go home.
4. He told Jonathan to kill Ahimelek.

5. What did Saul tell Ahimelek would happen to him and his whole family? (22:16)

1. They would die.
2. They would have to live somewhere else.
3. They would become slaves.
4. They would be rewarded.

6. Who was not willing to follow Saul's orders and strike the priests? (22:17)

1. Doeg
2. Saul's officials
3. David
4. Jonathan

7. Who killed 85 priests and everyone in Nob? (22:18-19)

1. Doeg
2. David
3. Saul
4. Saul's officials

8. Who told David about the killing of the priests? (22:20-21)

1. Jonathan
2. Saul
3. Abiathar, son of Ahimelek
4. Saul's officials

9. What did David say to Abiathar? (22:22-23)

1. "You should hide they will try to kill you also."
2. "You will be safe with me."
3. "I do not believe what you are saying."
4. "Go and bring me some food."

10. What did Jonathan do for David at Horesh? (23:16)

1. Found him a cave to sleep in
2. Found him a wife
3. Helped him find strength in God
4. Brought supplies to him

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FOURTEEN: 1 SAMUEL 24:1-22)

1. How many men did Saul take to look for David near the Craggs of the Wild Goats? (24:2)

1. 3,000
2. 12
3. 300

2. Who came into the cave where David and his men were hiding? (24:3)

1. Jonathan
2. Saul
3. Samuel

3. What did David's men say to David when they saw Saul come into the cave? (24:4)

1. "Let's attack him."
2. "This is the day the Lord spoke of."
3. "We are afraid. We should leave."

4. How did David feel after cutting Saul's robe? (24:5)

1. Fearful
2. Happy
3. Conscience-stricken

5. What did David say to his men after he cut Saul's robe? (24:6)

1. "We need to save this for later."
2. "I am glad he came into the cave."
3. "The Lord forbid that I should do such a thing to my master."

6. How did David show respect to Saul after Saul left the cave? (24:8)

1. He called him holy.
2. He bowed with his face to the ground.
3. He gave him a new robe.

7. What did David say to Saul after Saul left the cave? (24:10)

1. "You were lucky. My men could have harmed you."
2. "You have seen with your own eyes how the Lord delivered you into my hands in the cave."
3. "Did you not know that we were there in the cave with you?"

8. Who said, "May the Lord judge between you and me"? (24:12)

1. Saul
2. Samuel
3. David

9. Who said, "You have treated me well, but I have treated you badly"? (24:17)

1. David
2. Saul
3. Samuel

10. What promise did David make to Saul? (24:21-22)

1. David would not try to become king.
2. David would not kill Saul's family or wipe out his name.
3. David would hide and Saul would never see him again.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FOURTEEN: 1 SAMUEL 24:1-22)

1. Where did Saul go that was also a hiding place for David and his men? (24:3)

1. A cave
2. A shepherd's hut
3. The sheep pens
4. Under a row of bushes

2. What did David's men say to him when they saw Saul in the cave? (24:4)

1. "We should attack him."
2. "This is the day the Lord spoke of when he said to you, 'I will give your enemy into your hands.'"
3. "Be quiet so he does not hear you."
4. "We are afraid, we should leave now."

3. What did David do in the cave that Saul did not notice? (24:4)

1. Stole Saul's tunic
2. Signaled his men
3. Cut off a corner of Saul's robe
4. Left the cave and ran away

4. What did David do to his men after he cut off a corner of Saul's robe? (24:5-7)

1. He ordered them to attack Saul.
2. He rebuked them and did not allow them to attack Saul.
3. He asked them what they thought he should do.
4. He told them to leave the cave.

5. What did David do after he went out of the cave and called to Saul? (24:8)

1. Wept aloud
2. Promised to serve Saul always
3. Bowed down with his face to the ground
4. Asked him where Jonathan was

6. Who did David say would avenge the wrongs Saul had done to him? (24:12)

1. The Lord
2. David himself
3. David's servants
4. Jonathan

7. How did David say the Lord would help him? (24:15)

1. By making Saul disappear
2. By delivering him from Saul's hand
3. By sending someone to kill Saul
4. By asking Saul's servants to drive him from the land

8. Who said, "The Lord delivered me into your hands, but you did not kill me?" (24:18)

1. David
2. Saul
3. Saul's men
4. Jonathan

9. Who did Saul say David would surely become in the future? (24:20)

1. A hunted man
2. King
3. A beggar
4. Owner of many heads of cattle

10. What did Saul ask David to promise, after Saul told him that he would become king? (24:21)

1. That he would give him a seat in the palace
2. That he would not kill Saul's descendants or wipe out his name
3. That he would treat his daughter kindly
4. That he would give him the choicest of land

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FIFTEEN: 1 SAMUEL 25:1-42)

1. How does the Bible describe Nabal? (25:2-3)

1. Poor
2. Not intelligent
3. **A wealthy man who was mean**

2. Who does the Bible say was intelligent and beautiful? (25:3)

1. **Abigail**
2. David's servant girl
3. Saul's mother

3. While David was in the wilderness, what did he hear that Nabal was doing? (25:4)

1. Threshing wheat
2. **Shearing sheep**
3. Herding goats

4. What did David tell 10 young men to say to Nabal? (25:5-8)

1. "When your shepherds were with us, we did not mistreat them."
2. "Please give your servants and our son David whatever you can find for them."
3. **All the answers are correct.**

5. How many men strapped on their swords to go with David to meet Nabal? (25:13)

1. 40
2. 100
3. **400**

6. What did Abigail take with her to meet David? (25:18)

1. Clothes and blankets
2. **Bread, sheep, cakes of raisins and pressed figs**
3. Gold and silver

7. What did David say about Nabal just before he met Abigail? (25:21)

1. **"He has paid me back evil for good."**
2. "May God deal justly with this evil man!"
3. "I will forgive him."

8. Who told David to pay no attention to Nabal? (25:25)

1. **Abigail**
2. Abigail's servants
3. David's men

9. What did David say to Abigail after she begged for forgiveness for Nabal? (25:28, 32-33, 35)

1. "Why did Nabal not come to me himself?"
2. "Nabal is a mean man. I cannot forgive him."
3. **"I have heard your words and granted your request."**

10. What did David ask Abigail to do after Nabal was dead? (25:39)

1. Go and shear the sheep
2. Draw water for the camels
3. **Become his wife**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FIFTEEN: 1 SAMUEL 25:1-42)

1. Who had just died when David moved into the Desert of Paran? (25:1)

1. Samuel
2. Nabal
3. Abigail
4. Saul

2. Who owned property in Carmel? (25:2-3)

1. Saul
2. Samuel
3. Jonathan
4. Nabal

3. How many goats and sheep did Nabal own? (25:2)

1. 10 goats
2. 100 sheep
3. 10 goats and 10 sheep
4. 1,000 goats and 3,000 sheep

4. Who was described as “surly and mean in his dealings”? (25:3)

1. David
2. Nabal
3. Samuel
4. Saul

5. How did Nabal respond to David’s request? (25:10-11)

1. He said he would help them.
2. He asked, “Who is this David?”
3. He said he would consider their request.
4. He told his servant to give David 4 goats.

6. What did Abigail do when she learned what Nabal had done to David? (25:18-20)

1. She yelled at Nabal.
2. She told her servants they needed to leave Nabal because he was mean.
3. She loaded food on donkeys and took it to David.
4. She thanked Nabal.

7. What was the first thing Abigail said to David? (25:24)

1. “I have always wanted to meet you.”
2. “Pardon your servant, my lord, and let me speak to you.”
3. “Nabal told me to come and apologize to you.”
4. “Please do not kill my husband. He is sorry.”

8. Who said to David, “Please forgive your servant’s presumption?” (25:28)

1. Saul
2. Abigail
3. Jonathan
4. Samuel

9. What was the first thing David said to Abigail? (25:32)

1. “Praise be to the Lord, the God of Israel, who has sent you today to meet me.”
2. “Does Nabal know that you are here?”
3. “What gifts did you bring with you?”
4. “I do not see any servants with you.”

10. What did David ask Abigail after he heard that Nabal was dead? (25:39)

1. If she would become his wife.
2. If she wanted help with the sheep.
3. If she was sad.
4. If she needed more servants.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW

(LESSON SIXTEEN: 1 SAMUEL 31:1-6; 2 SAMUEL 2:1-17; 3:1; 5:1-5)

1. What did the Philistines do to Saul's sons, Jonathan, Abinadab, and Malki-Shua? (31:2)

1. They gave them gifts.
2. They made them leaders over tribes.
3. **They killed them.**

2. After Saul was wounded in battle, what did he say to his armor bearer? (31:4)

1. "Kill me with your sword so the Philistines won't kill me and abuse me."
2. "Go and find help for me."
3. "Go and bring my sons to me."

3. How did Saul's armor bearer feel when Saul asked him to kill him? (31:4)

1. Happy
2. **Terrified**
3. Sad

4. Where did the Lord tell David to go when David asked if he should go to one of the towns of Judah? (2 Samuel 2:1)

1. **Hebron**
2. Jerusalem
3. Bethlehem

5. What did the men of Judah do when they came to Hebron? (2:4)

1. **They anointed David king over the tribe of Judah.**
2. They asked David to lead their armies.
3. They took all of David's animals.

6. Who said, "Now then, be strong and brave, for Saul your master is dead?" (2:7)

1. Benjamin
2. Jonathan
3. **David**

7. Even after Ish-Bosheth, son of Saul, became king, who did the tribe of Judah remain loyal to? (2:10)

1. Saul
2. **David**
3. Jonathan

8. When the tribes of Israel came to David at Hebron, what did they say? (5:1)

1. "We are your own flesh and blood."
2. "You are too young to be our king."
3. "We do not like you."

9. How old was David when he became king? (5:4)

1. 20 years old
2. **30 years old**
3. 50 years old

10. How long did David reign as king? (5:4)

1. Five years
2. **Forty years**
3. Six years

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW

(LESSON SIXTEEN: 1 SAMUEL 31:1-6; 2 SAMUEL 2:1-17; 3:1; 5:1-5)

1. What happened to Saul when the Philistine archers overtook him? (31:3)

1. Saul killed the captain of their army.
2. Saul asked them for forgiveness.
- 3. Saul was wounded very badly.**
4. They did not harm Saul.

2. Who did Saul tell to kill him with a sword? (31:4)

1. Saul's armor bearer
2. The Philistine Captain
3. His sons
4. David

3. What did Saul's armor bearer do when he saw that Saul was dead? (31:5)

1. He ran for help.
2. He hid in the cave.
- 3. He fell on his sword and died with Saul.**
4. He sent for Saul's sons

4. Who died on the same day as Saul? (31:6)

1. Saul's three sons
2. Saul's armor bearer
3. All of Saul's men
- 4. All the answers are correct.**

5. Who did David take with him after the Lord told him to go to Hebron? (2 Samuel 2:2-3)

1. The servants left from Saul's armies
2. Saul's three sons
- 3. The men who were with him and their families**
4. Abigail's servants and friends

6. What did David say to the men from Jabesh Gilead? (2:4-5)

1. "Where have you come from?"
- 2. "The Lord bless you for showing this kindness to Saul our master by burying him."**
3. "Would you help us move these animals?"
4. "Do you know where we can find Saul's sons?"

7. How long did the war between the house of Saul and the house of David last? (3:1)

1. Not very long
2. Just a few days
- 3. A long time**
4. One day

8. In the war between the house of Saul and the house of David, what happened to the house of David? (3:1)

1. They quit.
2. They were weak.
3. They became very sick.
- 4. They grew stronger and stronger.**

9. What did the tribes of Israel say to David at Hebron? (5:1)

1. "We do not want you to become our king."
- 2. "We are your own flesh and blood."**
3. "It is your fault Saul is dead."
4. "Find us another king."

10. How old was David when he became king? (5:4)

1. 18 years old
- 2. 30 years old**
3. 55 years old
4. 70 years old

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SEVENTEEN: 2 SAMUEL 5:6–6:19)

1. What was another name for the City of David? (5:7)

1. Bethlehem
2. **Zion**
3. Hebron

2. What did King Hiram send to David? (5:11)

1. Cedar logs, envoys, carpenters, and stonemasons
2. Weapons and food
3. Cattle

3. Who asked the Lord, “Shall I go and attack the Philistines?” (5:19)

1. Samuel
2. **David**
3. Nathan

4. Where did the Israelites set the ark of God when they were bringing it up from Baalah? (6:3)

1. **On a new cart**
2. In a tent
3. In the palace

5. Who took hold of the ark when the oxen stumbled? (6:6)

1. Ahio
2. **Uzzah**
3. Abinadab

6. Who did God strike down after he touched the ark? (6:6-7)

1. **Uzzah**
2. David
3. Michal

7. What noise was made when the ark of the Lord was brought to the City of David? (6:15)

1. **Shouting and the sound of trumpets**
2. Wailing
3. The sound of jars breaking

8. Where did the Israelites put the ark when it arrived in the City of David? (6:17)

1. In the palace
2. **In the tent David pitched for it**
3. In the countryside beside the water

9. What did David do after the ark of God had arrived in the tent? (6:17-18)

1. He sacrificed to the Lord.
2. He blessed the people in the name of the Lord Almighty.
3. **All the answers are correct.**

10. What did David give to each person when the ark of God came to the city of David? (6:19)

1. Gold
2. **A loaf of bread, a cake of dates and a cake of raisins**
3. Cattle

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SEVENTEEN: 2 SAMUEL 5:6–6:19)

1. Why did David become more and more powerful? (5:10)

1. The Lord God Almighty was with him.
2. He was a skilled fighter.
3. He made many friends.
4. People were afraid of him.

2. What did the Philistines do when they heard David had been anointed king? (5:17)

1. They searched for him.
2. They hid in the hills.
3. They killed him.
4. They fled to Jerusalem.

3. Why did David bring together 30,000 men from Israel and go to Baalah? (6:1-2)

1. To fight the Philistines
2. To overthrow the king
3. To help build a temple
4. To bring up the ark of God

4. How were David and all of Israel celebrating when the ark was being brought from the house of Abinadab? (6:3-5)

1. They were drinking wine.
2. With all their might
3. They were dancing.
4. They chose not to celebrate.

5. Who reached out and took hold of the ark when the oxen stumbled? (6:6)

1. Uzzah
2. Ahio
3. Adinadab
4. David

6. What happened when Uzzah reached out and took hold of the ark? (6:7)

1. God struck Uzzah down and he died.
2. The ark fell on Uzzah and hurt him.
3. The other men reached out and caught the ark before it fell.
4. David told those guiding the ark to stop.

7. Why did David decide to bring the ark from the house of Obed-Edom to the City of David? (6:12)

1. They were tired of it being there.
2. David saw how the Lord had blessed the house of Obed-Edom.
3. He was afraid they were going to damage it.
4. All the answers are correct.

8. What did David do when those carrying the ark took six steps? (6:13)

1. He told them to turn around because they were lost.
2. He sacrificed a bull and a calf.
3. He told them to rest.
4. He sacrificed a goat.

9. What did Michal do when she saw David dancing before the Lord? (6:16)

1. She rejoiced with him.
2. She yelled at him.
3. She despised him in her heart.
4. She threw stones at him.

10. What did David do after the ark of God arrived in the tent? (6:17, 18)

1. He sacrificed to the Lord.
2. He blessed the people in the name of the Lord Almighty.
3. He gave all the people bread, a cake of raisins, and a cake of dates.
4. All the answers are correct.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON EIGHTEEN: 2 SAMUEL 7:1-29)

1. When David first talked to Nathan about the ark of God, what did Nathan tell David? (7:3)

1. Do not worry about the ark.
2. Whatever you have in mind, go ahead and do it, for the Lord is with you.
3. You should move the ark to a different location.

2. What message for David did the Lord give to Nathan one night? (7:4)

1. Put the ark in the palace.
2. Keep the ark in the tent.
3. Are you the one to build me a house?

3. Who had been with David wherever he went and cut off his enemies before him? (7:4,9)

1. The Lord
2. Saul
3. Nathan

4. Where did the Lord say He had dwelt from the day He brought the Israelites out of Egypt? (7:5-6)

1. In the palace
2. In the country
3. In a tent

5. What did the Lord say He would provide for His people? (7:10)

1. Food and water
2. Wealth and power
3. A home of their own where they would no longer be disturbed

6. Who did the Lord say would no longer oppress the Israelites? (7:10)

1. Saul's children
2. Wicked people
3. Other kings

7. Who did the Lord say He would raise up to follow David? (7:11-12)

1. Saul's grandson
2. Jonathan's son
3. David's offspring

8. What did the Lord say would never be taken from David's offspring? (7:15)

1. His money
2. His house
3. The Lord's love

9. What did David ask the Lord to keep? (7:25)

1. His promise
2. Israel's gold
3. All Israel's food

10. What word did David use to describe the Lord's covenant? (7:27-29)

1. Trustworthy
2. Beautiful
3. Honorable

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON EIGHTEEN: 2 SAMUEL 7:1-29)

1. What had the Lord given David before David spoke to Nathan about the ark of God? (7:1)

1. Rest from all his enemies
2. A tent to dwell in
3. A temple
4. Sons and daughters

2. What did David say to Nathan about the ark of God? (7:2)

1. "The ark of God has been taken by the Philistines."
2. "I am living in a tent while the ark of God is in the Temple."
3. "Here I am, living in a house of cedar, while the ark of God remains in a tent."
4. "Where should I move the ark of God?"

3. What did the Lord say He had done for David? (7:8-9)

1. He had given him a nice house.
2. He had given him new swords to fight with.
3. He had been with David wherever he went.
4. All the answers are correct.

4. What did the Lord say would never be taken from David's offspring? (7:15)

1. Wealth
2. Power
3. Children
4. The Lord's love

5. After the Lord spoke to Nathan, what did Nathan tell David? (7:17-18)

1. Only a portion of what God had said.
2. All the words of the entire revelation.
3. He did not tell him anything God had said.
4. He told him God was mad at him.

6. What did King David do when Nathan told him the word of the Lord? (7:18)

1. He went to the pasture and cried.
2. He went in and sat before the Lord.
3. He gathered all his armies to his side.
4. He told Nathan he did not believe him.

7. How did David describe God's greatness? (7:22)

1. "How great are you, Sovereign Lord!"
2. "There is no one like you."
3. "There is no God but you."
4. All the answers are correct.

8. What did David say God had done for Israel? (7:23-24)

1. He had left them.
2. He had redeemed Israel as a people for himself.
3. He had treated them badly.
4. He had told their enemies where to find them.

9. What did David ask the Lord to keep? (7:25)

1. Israel's gold
2. All Israel's food
3. The ark of the covenant
4. His promise

10. What word did David use to describe the covenant of the Lord? (7:27-29)

1. Beautiful
2. Honorable
3. Trustworthy
4. Good

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON NINETEEN: 2 SAMUEL 9:1-13)

1. Who said, "Is there anyone left of the house of Saul to whom I can show kindness for Jonathan's sake?" (9:1)

1. Saul
2. David
3. Ziba

2. Who did Ziba say was still alive from the house of Saul? (9:3)

1. A brother of Saul.
2. A cousin of Saul.
3. A son of Jonathan.

3. How did Ziba describe Jonathan's son? (9:3)

1. He is very handsome.
2. He is very young.
3. He is lame in both feet.

4. Who was Mephibosheth? (9:6)

1. Jonathan's son
2. A friend of David's sons.
3. A servant of Saul's.

5. What did Mephibosheth do when he first came to David? (9:6)

1. He bowed down to pay David honor.
2. He yelled at him for making him leave his home.
3. He asked him what his name was.

6. What promises did David give Mephibosheth? (9:7)

1. David would restore Saul's land to him.
2. David would allow him to always eat at his table.
3. All the answers are correct.

7. Who said, "What is your servant, that you should notice a dead dog like me?" (9:8)

1. Ziba
2. David
3. Mephibosheth

8. What did David tell Ziba to do for Mephibosheth? (9:9-10)

1. Carry him back and forth from the palace to the field.
2. Farm the land for him and bring in the crops.
3. Find him a wife and a family.

9. What did Ziba say when David asked him to farm Mephibosheth's land? (9:11)

1. "Your servant will do whatever my lord the king commands his servant to do."
2. "I am sorry. I can't help you."
3. "How much will you pay me?"

10. Who were the servants of Mephibosheth? (9:12)

1. Mika and his sons
2. David's servants
3. All the members of Ziba's household

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON NINETEEN: 2 SAMUEL 9:1-13)

1. What did David want to show someone from the house of Saul? (9:1)

1. His land
2. The gold he had hidden
- 3. Kindness**
4. All the answers are correct.

2. What did Ziba say when David asked if anyone from the house of Saul were still alive? (9:3)

1. "There is no one."
2. "I do not know."
3. "I think Saul's cousin is still alive."
- 4. "There is still a son of Jonathan."**

3. How did Ziba describe Jonathan's son? (9:3)

- 1. He is lame in both feet.**
2. Handsome
3. He is shy.
4. He is lazy.

4. What did Mephibosheth do when he first came to David? (9:6)

1. He hugged him.
2. He played the lyre for him.
- 3. He bowed down to pay him honor.**
4. He asked if he could have some food.

5. What promises did David give to Mephibosheth? (9:7)

1. David was going to show him kindness for Jonathan's sake.
2. David was going to restore to him Saul's land.
3. David would allow him to always eat at his table.
- 4. All the answers are correct.**

6. Who said, "What is your servant, that you should notice a dead dog like me?" (9:8)

1. David
2. Ziba
3. Jonathan
- 4. Mephibosheth**

7. What did David tell Ziba to do for Mephibosheth? (9:9-10)

1. Carry him from the table to his bed
2. Find some friends for him
- 3. Farm the land for him and bring in the crops**
4. All the answers are correct.

8. What did Ziba say when David asked him to farm Mephibosheth's land? (9:11)

1. "How much money will you give me?"
2. "I cannot help you."
3. "I will find someone to do it."
- 4. "Your servant will do whatever my lord the king commands his servant to do."**

9. Who were the servants of Mephibosheth? (9:12)

1. Ziba only
2. David's friends
- 3. All the members of Ziba's household**
4. Only Jonathan

10. Who ate at David's table like one of the king's sons? (9:11)

1. Ziba
- 2. Mephibosheth**
3. Jonathan
4. Saul

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW

(LESSON TWENTY: 2 SAMUEL 11:1-17, 26-27; 12:1-10, 13-25)

1. While David stayed in Jerusalem, whom did he send out to lead the Israelite army? (11:1)

1. Nathan
2. Joab
3. Uriah

2. What did David tell Uriah to do when he arrived in Jerusalem from the war? (11:8)

1. Go home and see your wife.
2. Go back out to the battlefield.
3. Go down to your house and wash your feet.

3. What did Bathsheba do when she heard that Uriah had died? (11:26)

1. She mourned for him.
2. She was happy.
3. She yelled at the king.

4. In the story Nathan told David, how did the poor man feel about his ewe lamb? (12:3)

1. It was like a daughter to him.
2. It was just a pet.
3. It was just a lamb.

5. What did David do when he heard the story Nathan told him? (12:5)

1. He burned with anger.
2. He wept.
3. He told Nathan to bring the rich man to him.

6. What was going to happen to David's son because of David's sin? (12:14)

1. His son would be taken away to another land.
2. His son would die.
3. His son would be poor.

7. What happened to David's son after Nathan went home? (12:15)

1. He fell.
2. He ran away.
3. He became ill.

8. What did David do after his son became ill? (12:15-16)

1. He went back out to fight the battle.
2. He pleaded with God for the child and fasted.
3. All the answers are correct.

9. What did David do after his son had died? (12:20)

1. He went into the house of the Lord and worshipped.
2. He fasted and wept.
3. He held a feast.

10. What did David's attendants say to him when he ate food after his child had died? (12:20-21)

1. "While the child was alive you fasted and wept."
2. "Now that the child is dead you get up and eat."
3. All the answers are correct.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW

(LESSON TWENTY: 2 SAMUEL 11:1-17, 26-27; 12:1-10, 13-25)

1. Which woman did David send for while he was in Jerusalem and his army was off to war? (11:13)

1. Bathsheba
2. Abigail
3. Michal
4. Ruth

2. Where did Uriah sleep the first night he came back from war? (11:9)

1. At his house
2. In the woods
3. At the entrance to the palace
4. In a tent in the city

3. Where did Joab put Uriah in the battle? (11:16)

1. Where the strongest defenders were
2. At the back
3. In the safest place
4. Next to Joab

4. What did Bathsheba do once the time of mourning for Uriah was over? (11:27)

1. She moved away.
2. She moved into David's house, married him, and had a son.
3. She hid in her house and would not come out.
4. She fired her servants.

5. In the story Nathan told David, how did the poor man treat his ewe lamb? (12:3)

1. He raised it.
2. It grew up with his children.
3. It shared his food.
4. All the answers are correct.

6. Who did Nathan compare the rich man to in the story? (12:7)

1. Saul
2. David
3. Jonathan
4. Uriah

7. What did David say to Nathan after Nathan rebuked him? (12:13)

1. "I have sinned against the Lord."
2. "I have done nothing wrong."
3. "Why are you rebuking me?"
4. "Leave me alone."

8. What did David do after his son became ill? (12:15-16)

1. He spent the day on the battlefield
2. He pleaded with God for the child and fasted.
3. He worshipped the Lord.
4. All the answers are correct.

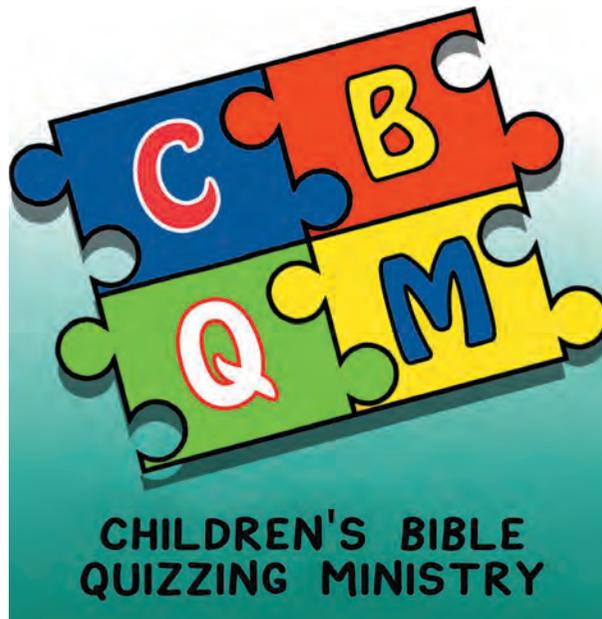
9. What did David do when he learned his son had died? (12:20)

1. He invited many people to his house.
2. He went into the house of the Lord and worshiped.
3. He refused to eat or drink.
4. He was sad and would not leave his room.

10. What did David and Bathsheba name their second son? (12:24)

1. Saul
2. Solomon
3. Jonathan
4. David

Method of Games and Activities



What is Children's Bible Quizzing Ministry (CBQM) Activity based quizzing?

The Church of the Nazarene has always set aside a special space for children. Jesus Christ himself did when he strongly told his disciples not to separate the children because theirs is the kingdom of heaven. "Starting children off on the way they should go" (Proverbs 22: 6) is a pressing mandate that the Lord gives us, especially in our convoluted societies in which our children are dying physically and spiritually. Children's Bible Quizzing Ministry - Activities, known by its acronym as CBQM, was derived from the need to deepen and energize Bible study for children. It is considered a powerful and effective tool for evangelism and children's discipleship in local churches .

Starting from the playful principle (learning by playing), CBQM - Activities consists of a series of games divided into the categories of memorization, reflection, arts and crafts, acting and music. (This is different than the traditional style of Children's Bible Quizzing using questions and answers.) Each game is related to, or has been adapted to, the subject of study. Each local church forms a team with 10 members between 7 and 12 years old. (They can be under 7 years old, but it is recommended that they be children who already know how to read and write.) This team will be prepared by a coach throughout the year. The head of the district Children's Ministries plans a demonstration (competition) in which each team demonstrates what they have learned from the Bible through the games that they participate in. The team that demonstrates greater preparation, by accumulating points, will represent their district in a national demonstration. However, it should be clear that the goal is to learn the Word of God, not to compete.

We trust that this attractive and experiential teaching will allow children to treasure the Word of God in their hearts and that "they will not depart from the right path" even if they leave childhood behind.

Mission:

To prepare children as disciples of Jesus by studying and treasuring God's Word in their hearts.

Vision:

To be an effective means of evangelism and a dynamic tool of discipleship.

Values:

We are moved by Christian values such as love, fellowship, and commitment. This ministry also promotes teamwork, collaboration, respect, among many others among children.

What Resources Do I Need?

- ✓ NIV Bible
- ✓ CBQM Manual (You can visit the Discipleship Ministries page for this and other resources: www.NdiResources.MesoamericaRegion.org)
- ✓ Teaching materials (paper, paint, glue, scissors, pens, crayons, colored paper, etc.)

How do I form a team in my local church?

The **local NDI President** must get the materials that are available for CBQM (physical copy or download electronic copies), and select a brother / sister who is helpful, dynamic and who loves working with children to work as a team coach.

Coach - his/her function is to prepare the team, motivating them to study the Word, giving or coordinating the Bible lessons, leading the learning activities and games, accompanying the team to all the quiz demonstrations organized by the district, etc.

Team - the team will consist of a maximum of 10 children from 7 to 12 years of age. (They may be younger, but they should be able to read and write.)

How Do We Prepare The Children?

A teaching and study time must be established with the team. The study must consider the theme assigned for the bible quizzing.

To study the subject better, it can be divided into chapters or specific events, for this use the coach's guide which will guide you in this process. Start with teaching about the events, and discuss with them by using questions and having them answer from memory about situations, characters, places and names. Explain facts that motivate the curiosity of the team in terms of customs, meaning of objects or rites and other interesting features that complement and clarify the text and context read. Create lists of words, names, places, objects, animals. Find out in which other books of the Bible the main characters are mentioned. Have the children memorize the key verses exactly. Help the children memorize events and sequences of the stories, in a non-textual way, so they can relate it as completely as possible. It is necessary to help them remember important data. Guide them to discover individually and as a team the teaching of God for their lives and perform the games that are related to the lesson studied.

THIS STUDY GUIDE CAN HELP WITH THE FOLLOWING THEMES:

- Where did this character(s) come from?
- Who are they related to?
- Where does the story unfold?
- How does God work in their lives?
- What is the reason why this story is found in the Bible?
- How does this passage relate to Christ and therefore to salvation?
- Take each story and bring it to the current time. How would you do it?
- What values are found in the story?
- What places are mentioned? Find them on a map.
- What are the characters like?
- What characteristics do they have?
- What things stand out in the culture and do you need to investigate (animals, crafts, rites or customs)?

IN ADDITION:

- Invite Sunday School teachers and / or people with theological studies to teach lessons about the topic and answer questions.
- Encourage people of the church to support the team.
- Practice each game only after having studied and clarified the subject considerably.
- Remember that it is important to establish the skills in which the child performs best.

Who are the officials in a Demonstration?

Moderator – He or she must be an impartial person. They can be a guest from another district or from a local church that is not participating in the demonstration.

- This is the person who chooses the games and prepares the material for them.
- Directs the competition.
- Reads the instructions for each category or game.
- Chooses the team of judges.

Judges - They must be impartial. They can be invited from another district or from a church that is not participating.

A judge will be assigned to each participating team. That is, if there are 5 teams participating, there must be 5 judges. They must:

- Ensure that the rules of each game are kept.
- Oversee the participant(s) from that team during each game.
- Let the moderator know if any rules are broken.

Time Judge – They must keep time for each game, giving the signal for the start and the end of the time allotted for the game.

ANNUAL STUDY CYCLE

- 1 & 2 SAMUEL: 2022–2023
- MATTHEW: 2023-2024
- ACTS: 2024-2025
- GENESIS: 2025-2026
- EXODUS: 2026-2027
- JOSHUA, JUDGES & RUTH: 2027-2028

NOTES

Remember that a competition is a demonstration, because each team demonstrates how much they have learned from the Word of God. We must ensure that competitiveness is healthy and creates bonds of friendship between the participating teams.

Team Name



Points	Time	Participants	Mode
100 points	5 minutes	The whole team	One team at a time

Instructions

1. In advance and with the help of the coach, each team must choose a name.
2. The name must be related to the subject of study.
3. It must have biblical support which will be explained by one or more participants.
4. At this time, the team members must also be presented.
5. Judges should consider the following aspects:
 - The relationship to the subject of study
 - Creativity of the name
 - Biblical reference
 - Creativity of presentation
 - Mention of the team members

Foul

Points are deducted from a team if anyone is talking while another team is presenting.

Uniform



Points	Time	Participants	Mode
50 points	5 minutes	The whole team	One team at a time

Instructions

1. In advance and with the help of the coach and parents, each team must carry/wear something that distinguishes them. It can be a shirt, cap, sports uniform, etc. It can include the name of the team, the member's name and a logo.
2. The judges evaluate according to the following scale:
 - Uniformity (all the same)
 - Badge Creativity
 - Presentation creativity

Foul

Points are deducted from a team if anyone is talking while another team is presenting.

Team Cheer



Points	Time	Participants	Mode
50 points	5 minutes	The whole team	One team at a time

Instructions

1. In advance and with the help of the coach, each team must prepare a team cheer.
2. It should be based on the subject of study and the name of the team.
3. It may not contain offensive ideas or words towards other teams.
4. The judges evaluate according to the following scale:
 - Relevance to the subject of study
 - Cheer creativity
 - Creativity in Presentation
 - Mention of team name

Foul

Points are deducted from a team if anyone is talking while another team is presenting.

Mascot



Points	Time	Participants	Mode
100 points	5 minutes	The whole team	One team at a time

Instructions

1. In advance and with the help of the coach, each team must have a mascot.
2. Preferably it should be an animal that is related to the subject of study.
3. It must contain a biblical teaching.
4. The judges evaluate according to the following scale:
 - Relevance to the subject of study
 - Costume Creativity
 - Creativity of Presentation
 - Biblical teaching

Foul

Points are deducted from a team if anyone is talking while another team is presenting.

Team banner



Points	Time	Participants	Mode
100 points	5 minutes	The whole team	One team at a time

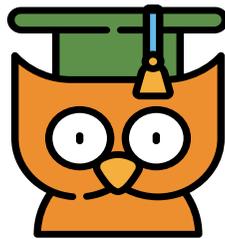
Instructions

1. In advance and with the help of the coach, each team must have a team banner.
2. It must be related to the name of the team.
3. It must be drawn and painted by the team participants and will serve to decorate their space at a demonstration.
4. It must be related to the subject of study and biblical support which will be explained by one or more participants.
5. The judges evaluate according to the following scale:
 - Relevance to the subject of study
 - Drawing creativity
 - Order and cleanliness
 - Biblical teaching
 - Creativity in the presentation

Foul

Points are deducted from a team if anyone is talking while another team is presenting.

Games and Activities



Memorization Category

Memorization and reasoning are fundamental for learning, and repetition is one of the keys to memorization. The objective of this category is to help children memorize and understand the Bible in a dynamic and attractive way.

In a demonstration, 3 games of this category are played.

Memory Verses

Eli answered, "Go in peace, and may the God of Israel grant you what you have asked of him."	1 Samuel 1:17
• So in the course of time Hannah became pregnant and gave birth to a son. She named him Samuel, saying, "Because I asked the Lord for him." •	1 Samuel 1:20
I prayed for this child, and the Lord has granted me what I asked of him.	1 Samuel 1:27
There is no one holy like the Lord; there is no one besides you; there is no Rock like our God.	1 Samuel 2:2
And the boy Samuel continued to grow in stature and in favor with the Lord and with people.	1 Samuel 2:26
The Lord came and stood there, calling as at the other times, "Samuel! Samuel!" Then Samuel said, "Speak, for your servant is listening."	1 Samuel 3:10
The Lord was with Samuel as he grew up, and he let none of Samuel's words fall to the ground.	1 Samuel 3:19
They said to Samuel, "Do not stop crying out to the Lord our God for us, that he may rescue us from the hand of the Philistines."	1 Samuel 7:8
Then Samuel took a stone and set it up between Mizpah and Shen. He named it Ebenezer,[a] saying, "Thus far the Lord has helped us."	1 Samuel 9:12
Then Samuel took a flask of olive oil and poured it on Saul's head and kissed him, saying, "Has not the Lord anointed you ruler over his inheritance?"	1 Samuel 10:1
Samuel said to all the people, "Do you see the man the Lord has chosen? There is no one like him among all the people." Then the people shouted, "Long live the king!"	1 Samuel 10:24
But be sure to fear the Lord and serve him faithfully with all your heart; consider what great things he has done for you.	1 Samuel 12:24
Nothing can hinder the Lord from saving, whether by many or by few.	1 Samuel 14:6
But Samuel replied: "Does the Lord delight in burnt offerings and sacrifices as much as in obeying the Lord? To obey is better than sacrifice, and to heed is better than the fat of rams."	1 Samuel 15:22
The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.	1 Samuel 16:7

Memory Verses

David said to Saul, "Let no one lose heart on account of this Philistine; your servant will go and fight him."	1 Samuel 17:32
David said to the Philistine, "You come against me with sword and spear and javelin, but I come against you in the name of the Lord Almighty, the God of the armies of Israel, whom you have defied.	1 Samuel 17:45
Reaching into his bag and taking out a stone, he slung it and struck the Philistine on the forehead. The stone sank into his forehead, and he fell facedown on the ground.	1 Samuel 17:49
As they danced, they sang: "Saul has slain his thousands, and David his tens of thousands."	1 Samuel 18:7
But all Israel and Judah loved David, because he led them in their campaigns.	1 Samuel 18:16
David stayed in the wilderness strongholds and in the hills of the Desert of Ziph. Day after day Saul searched for him, but God did not give David into his hands.	1 Samuel 23:14
He said to his men, "The Lord forbid that I should do such a thing to my master, the Lord's anointed, or lay my hand on him; for he is the anointed of the Lord."	1 Samuel 24:6
David said to Abigail, "Praise be to the Lord, the God of Israel, who has sent you today to meet me.	1 Samuel 25:32
Then the men of Judah came to Hebron, and there they anointed David king over the tribe of Judah.	2 Samuel 2:4a
When all the elders of Israel had come to King David at Hebron, the king made a covenant with them at Hebron before the Lord, and they anointed David king over Israel.	2 Samuel 5:3
While he and all Israel were bringing up the ark of the Lord with shouts and the sound of trumpets.	2 Samuel 6:15
He is the one who will build a house for my Name, and I will establish the throne of his kingdom forever.	2 Samuel 7:13
"Sovereign Lord, you are God! Your covenant is trustworthy, and you have promised these good things to your servant."	2 Samuel 7:28
And Mephibosheth lived in Jerusalem, because he always ate at the king's table; he was lame in both feet.	2 Samuel 9:13
Then David comforted his wife Bathsheba, and he went to her and slept with her. She gave birth to a son, and they named him Solomon. The Lord loved him;	2 Samuel 12:24

Bible Verse Bingo



Points	Time	Participants	Mode
30 points	The duration of reading the texts	2 per team	Simultaneous

Materials

- Bingo cards, one per team.
- One person per team can be the marker (make a dot or other mark) or use a highlighter.
- List of memory verses (suggested to be only from 1 Samuel)

Instructions

1. The moderator places the Bingo cards face down on a table or floor in front of each team, and hands each team the marker or highlighter.
2. The moderator gives the indication to turn over their cards and begins reading the biblical verses one by one, giving a few seconds after each verse. The moderator will only read the verses without saying the references.
3. Participants should listen carefully to the reading of each verse to identify the reference on the card and mark each one they recognize. The team that manages to do three in a row (horizontal, vertical or diagonal) yells "BINGO", and everyone stops.
4. If there is a tie between teams, 30 points are awarded to each one. If at the end of reading the verses, no team manages to do three in a row, no one gets any points.

Consultations

Only between the two team participants.

Foul

If the team interrupts or asks questions during the reading of the verses, the judges will deduct 2 points. If the audience says part of the verse or quote out loud, their team is disqualified and their participation in this game is canceled.

Example of Bingo Cards

Bible Bingo		
1 Samuel 1:17	1 Samuel 3:19	1 Samuel 10:24
1 Samuel 12:24	1 Samuel 23:14	1 Samuel 18:7
1 Samuel 3:10	1 Samuel 9:12	1 Samuel 17:32

Bible Bingo		
1 Samuel 10:24	1 Samuel 18:7	1 Samuel 9:12
1 Samuel 23:14	1 Samuel 17:45	1 Samuel 24:6
1 Samuel 25:32	1 Samuel 3:10	1 Samuel 12:24

Bible Bingo		
1 Samuel 14:6	1 Samuel 23:14	1 Samuel 24:6
1 Samuel 1:27	1 Samuel 2:2	1 Samuel 15:22
1 Samuel 16:7	1 Samuel 7:8	1 Samuel 9:12

Answer and Advance



Points	Time	Participants	Mode
5 point for each correct answer	5 minutes	2 per team	One team at a time

Materials

- A drawing with 15 points to connect for each team.
- Closed envelopes with sets of 15 questions (different for each team).
- A black marker (correct), and a red marker (incorrect).

Instructions

1. The moderator draws the order of participation, and then attaches on the board or wall a drawing to connect the dots, which must have 15 dots to connect. (see example).
2. The first team to participate stands three meters away from the drawing, one participant behind the other, the moderator allows them to choose an envelope with questions and gives them the markers.
3. The moderator reads the first question, immediately after which the five minutes start counting down. Each participant has 30 seconds to give their answer. If it is correct, they connect two dots with black color. If it is incorrect, they must connect the two dots with red color. Then the participant runs back to their team to hand the markers to the next person in line and the moderator reads the next question.
4. If the participant doesn't respond with the answer within 30 seconds, the judge indicates it, and the participant must draw a red line, and the moderator will say the answer.
5. The time does not stop nor can the questions be repeated.

Consultations

Only between the two team participants.

Foul

If one of the participants draws two lines of the drawing, the judge indicates it and cancels the question.

If the audience says any answer out loud, the judge indicates it and a red line must be drawn.

EXAMPLE OF DRAWING TO CONNECT WITH DOTS

The questions can be taken from the Practice questions from the Questions/Answers Quizzing. This drawing was taken from: <https://clubperlita.wordpress.com>



Crossword Puzzle



Points	Time	Participants	Mode
5 point for each correct answer	5 minutes	3 per team	Simultaneous

Materials

- A paper with the same crossword puzzle for each team.
- One pen per team

Instructions

1. Each team is given a crossword with the same number of questions (the same crossword for all teams). 3 crosswords with different difficulty are attached, 6 questions = ★, 8 questions = ★★, 10 questions = ★★★
2. Upon giving the start signal, the teams have five minutes to finish. Teams must turn in their crossword within that time. At the end of the five minutes, if they have not finished, points are awarded for correct answers. This means 10 point for each correct answer.

Consultations

Only among the three team participants.

Foul

If team members consult with the coach or other children of the team who are not participating, the judge will inform the moderator and the moderator will disqualify the crossword of that team, thereby eliminating their participation in this game only.

Suggestion

Since the category is memorization, it is suggested that the proposed crosswords be used in the competition.

Answers

Crossword 1: Vert: 1. Philistines, 2. heart, 5. Oil; Horiz: 3. anoint, 4. young women, 6. Kish

Crossword 2: H: 1. cheese, 3. Eliab, 6. Loaves, 7. Five, 8. Elah; V: 2. sling, 4. Bronze, 5. Lord Almighty

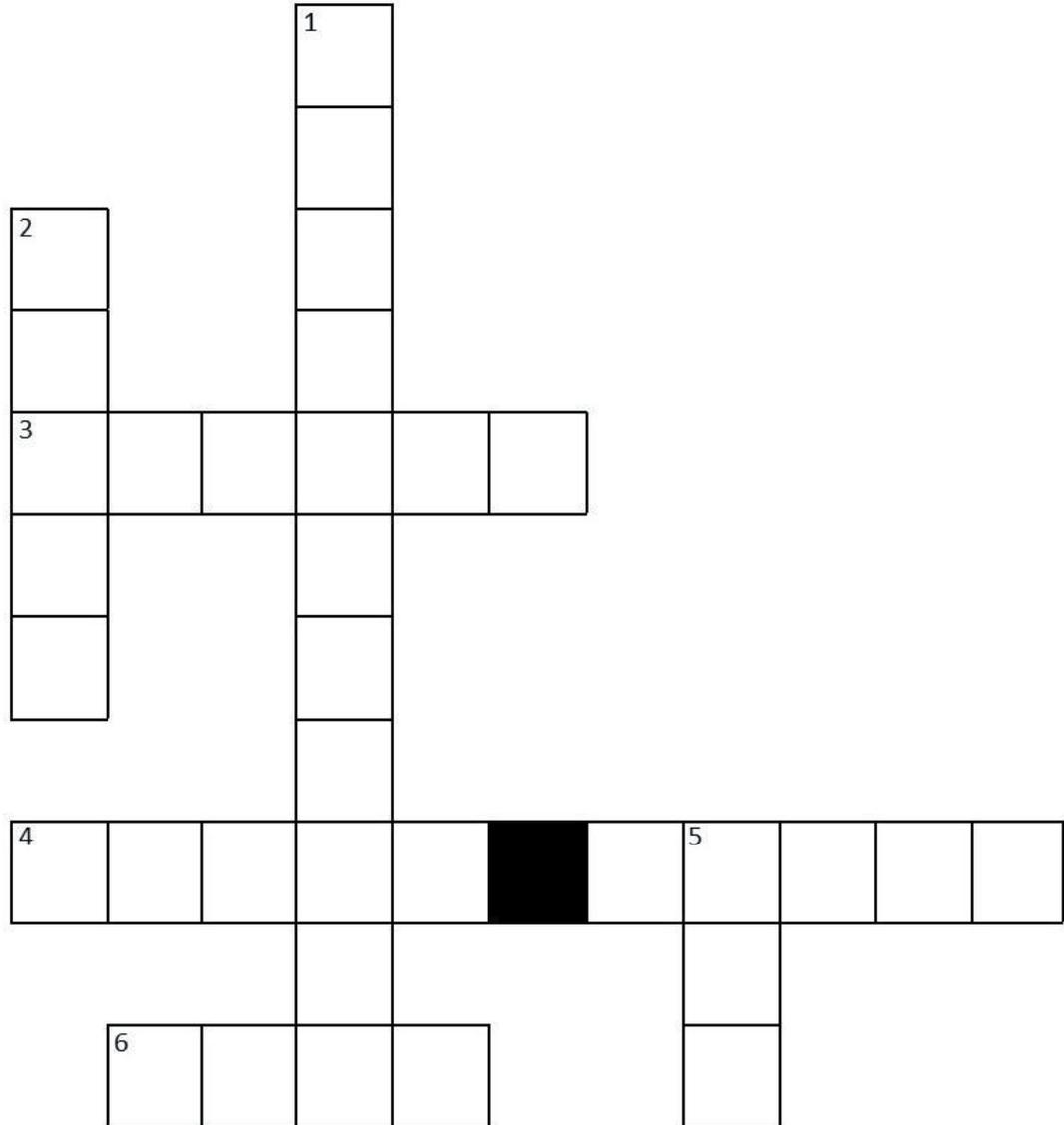
Crossword 3: V: 1. great, 3. forever, 6. trustworthy, 7. Saul; H: 2. Offspring, 4. pasture, 5. tent, 8 Nathan, 9. cedar, 10. throne

Crossword Puzzle 1

SAUL IS CHOSEN KING

1 Samuel 9-10

Difficulty ★



Vertical	Horizontal
1. Israel's enemy that God would save them from.	3. What Samuel should do to Saul.
2. When Saul turned to leave Samuel, God changed Saul's _____	4. Who did they find coming out for water.
5. What was the vial that Samuel took?	6. Who was Saul's father?

Crossword Puzzle 2

DAVID FIGHTS GOLIATH

1 Samuel 17

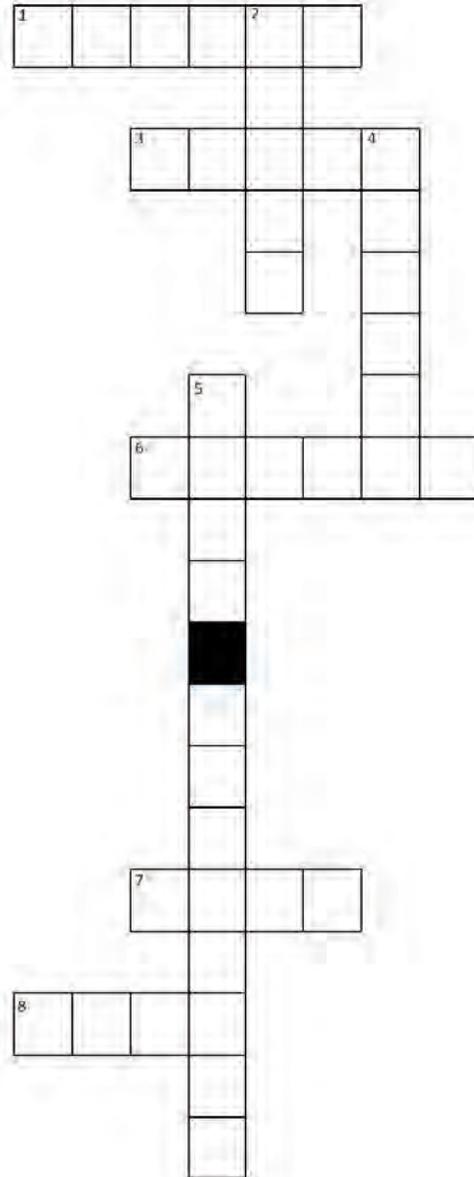
Difficulty ★★

Horizontal

1. Jesse asked David to bring ten pieces of what to the army commander?
3. Who was Jesse's firstborn who went to war?
6. What did Jesse ask David to take 10 of to his brothers?
7. How many smooth stones did David take from the brook?
8. In which valley did the Israelites camp?

Vertical

2. What David took in his hand to face Goliath.
4. What was the helmet made of that Goliath wore on his head?
5. In whose name did David go against Goliath?

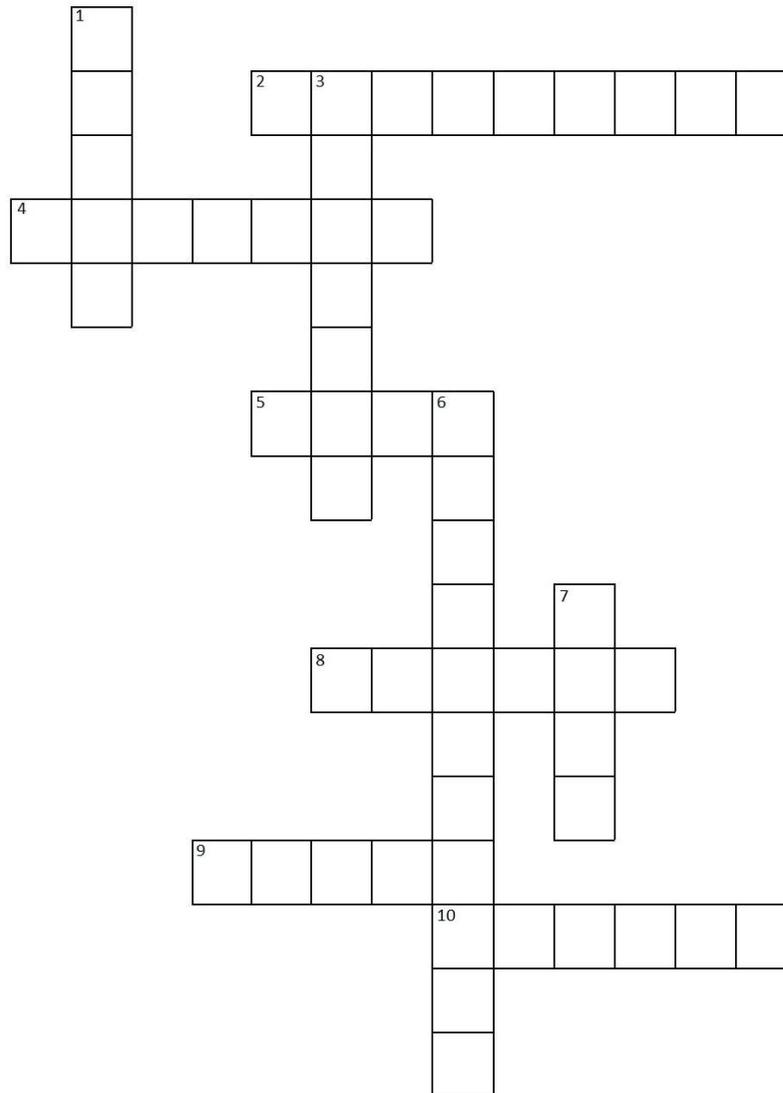


Crossword Puzzle 3

GOD'S COVENANT WITH DAVID

2 Samuel 7

Difficulty ★★☆☆



Horizontal	Vertical
<p>2. When David's days were over, the Lord would raise up one of his own _____ to succeed him.</p> <p>4. From where did Jehovah take David?</p> <p>5. Since the people had left Egypt, God's dwelling had been in what?</p> <p>8. What prophet gave God's message to David?</p> <p>9. What kind of house did David live in?</p> <p>10. God told David that he would establish the _____ of his kingdom forever.</p>	<p>1. What would the name of the Lord God be forever?</p> <p>3. David's house and kingdom will endure _____.</p> <p>6. God's covenant is _____?</p> <p>7. From whom had the mercy of the LORD departed?</p>

Discover the Verse

 Points	 Time	 Participants	 Mode
50 points	1 minute	1 per team	One team at a time alternating

Materials

- Bible memory verses written one letter per card on cards the size of $\frac{1}{4}$ letter size paper. Different verse for each team.
- You can also use digital medium such as PowerPoint, google slides or similar. In that case you also need a video projector or screen.

Instructions

1. The moderator chooses the order of participation at random.
2. The moderator must prepare as many memory verses as teams that will be participating. The verses must be different for each team, taken from the list of memory verses. The length of the verses chosen should be similar. Cards are presented with one letter of the verse on each card; the cards are to be the size of a quarter piece of letter size paper (4.25 x 5.5 inches) and the letter written proportionally to the size of the card. The cards are to be taped or hung on a board or wall with the letter facing the wall so that the participants can't see the letter. You can number the back side of the cards to locate the letters faster.
3. The participant stands two meters away from the verse and has the opportunity to choose four letters and/or numbers. The moderator will then flip over all the cards that have the chosen letters/numbers. (Similar to the American game show "Wheel of Fortune.")
4. The participant has 1 minute to discover the verse. If they are correct, the judge indicates it and 50 points are scored. If they do not discover it or do not say it during the first minute, then they don't accumulate any points.

Consultations

Are not permitted

Foul

If the participant consults with his team, or someone in the audience says a letter aloud, attention is called to the foul. If the foul is committed again, the judge will cancel the participant's participation in this game. If the team or a member of the audience says any part of the verse, the participation of the team in this game is canceled.

EXAMPLE OF DISCOVER THE VERSE

In this case, the text that the participant must discover is:

People look at the outward appearance, but the Lord looks at the heart.” 1 Samuel 16:7C

If the participant chooses, for example, the letters A, E, T and S, then the moderator turns over the cards that have those letters or writes them down. The moderator can make a guide or key in advance; the idea is to be guided by the numbers to make it easier and faster. From then on, the participant has a minute to discover the text.

	E				E						T
1	2	3	4	5	6	7	8	9	10	11	12

	T		E			T		A		
13	14	15	16	17	18	19	20	21	22	

A			E	A		A			E			T
23	24	25	26	27	28	29	30	31	32	33	34	35

T		E									S
36	37	38	39	40	41	42	43	44	45	46	47

	T			T		E			E	A		T
48	49	50	51	52	53	54	55	56	57			

Tell Me the Person



Points	Time	Participants	Mode
25 for each correct answer	1 minute	2 per team	One team at a time alternating

Materials

- Envelopes with the clues, two per team and some extras.

Instructions

This is a guessing game which is based on people from the book being studied. Each riddle must have three to four clues about a character in the book being studied.

1. The moderator must have two questions in an envelope for each participating team, with a participation number on the outside. The envelopes are then chosen by the teams.
2. Each participant must answer their question without consulting with his/her teammate. The participant has one minute to give the answer. If the answer is correct, the moderator says "CORRECT" and the judges award 20 points to the team (for each correct answer). If the answer is not correct or is not answered in the given time, the participant loses their chance and the moderator gives the correct answer. (No points are awarded to the team.)
3. The moderator continues with a participant from the other team, and alternates between each of the teams until each of the 2 participants from each team have been given the opportunity to answer a question.

Consultations

Are not permitted

Foul

If a judge observes that a participant consults with his/her team or someone else present, the moderator will cancel the question and ask a different question. If the participant has already been caught doing this before, the moderator will cancel the question and the team loses its opportunity.

Tell Me the Person

<p>I am a man from Ramataim, a Zuphite, from Mount Ephraim, my father is Jeroham, and I have two wives, one who is Hannah. Who I am?</p> <p>A/ Elkanah 1 Samuel 1</p>	<p>My name means: Because I asked the Lord for him, my parents are Ana and Elkanah and I was born in Ramah. Who I am?</p> <p>A/ SAMUEL 1 Samuel 1</p>	<p>I am a priest in Shiloh, I have two sons, young Samuel has grown up with me and I taught him to listen to the Lord. Who I am?</p> <p>A/ ELI 1 Samuel 1-3</p>
<p>I am from the tribe of Benjamin, young and handsome, my father is Kish and I was anointed as the first king of Israel. Who I am?</p> <p>A/ SAUL 1 Samuel 9-10</p>	<p>I live in the city of Bethlehem, my father is Jesse, I am his firstborn son and the prophet Samuel thought that I was the Lord's anointed Who I am?</p> <p>A/ ELIAB 1 Samuel 16</p>	<p>I live in the city of Bethlehem, my father is Jesse, I am the youngest of his children and I feed the sheep. Who I am?</p> <p>A/ DAVID 1 Samuel 16</p>
<p>I am a champion of the Philistines, I measure 6 cubits and a span, I have been a man of war since my youth. Who I am?</p> <p>A/ GOLIATH 1 Samuel 17</p>	<p>I am the son of Saul, I made a pact with David because I love him as myself. We both came up with a plan to find out if my father wanted to kill him. Who I am?</p> <p>A/ JONATHAN 1 Samuel 18 y 20</p>	<p>I am an intelligent and beautiful woman, I went out to meet David with provisions to prevent him from shedding blood. A/ ABIGAIL 1 Samuel 25</p>
<p>I stretched out my hand to the ark of God and held it up, because the oxen stumbled and the anger of the LORD broke out against me and I fell dead. Who I am?</p> <p>A/ UZZAH 2 Samuel 6</p>	<p>I am the son of Jonathan, I am crippled in both feet, I live in Lo Debar. David showed mercy to me and gave me back my father's lands. Who I am?</p> <p>A/ Mephibosheth 2 Samuel 9</p>	<p>I am the daughter of Eliam and the wife of Uriah the Hittite. King David killed my husband because I was pregnant with King David's child. After mourning my husband, I married King David. Who I am?</p> <p>A/ BATHSHEBA 2 Samuel 11</p>

Memory



Points	Time	Participants	Mode
10 points for each correct pair	5 minute	2 per team	One team at a time

Materials

- 16 cards (8 with the biblical texts and 8 with the respective biblical reference) for each team. The texts must be taken from the list of verses to be memorized.

Instructions

- The moderator randomly chooses the order in which the teams participate.
- The cards are placed on the floor or on a table face down and scrambled.
- When given the starting signal, the participants of the first team turn over all the cards and have a maximum of 5 minutes to match up the 8 verses with their biblical references.
- When all the pairs are connected, or at the end of the time period, the judge reviews the pairs and awards 10 points per correct pair.
- The cards are scrambled and put back on the floor or table for the next team.
- The judge must also record the time in which each team connects the 8 pairs. A bonus of 10 points is given to the team that completes all the pairs in the shortest time.
- The verses must be taken from the list of memory verses.

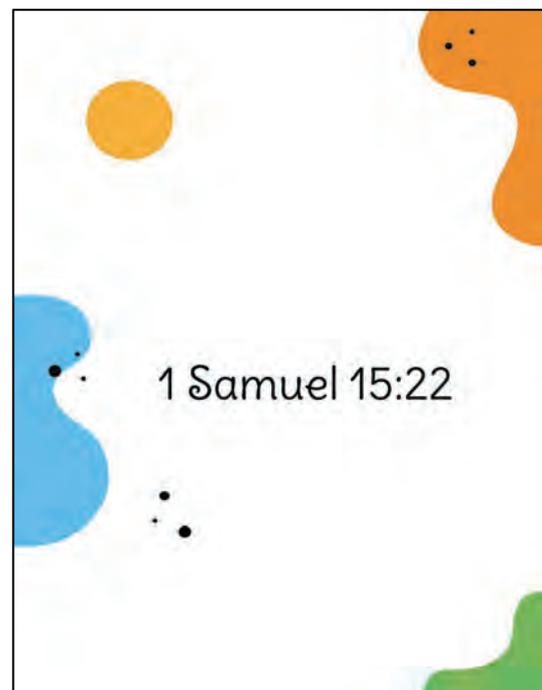
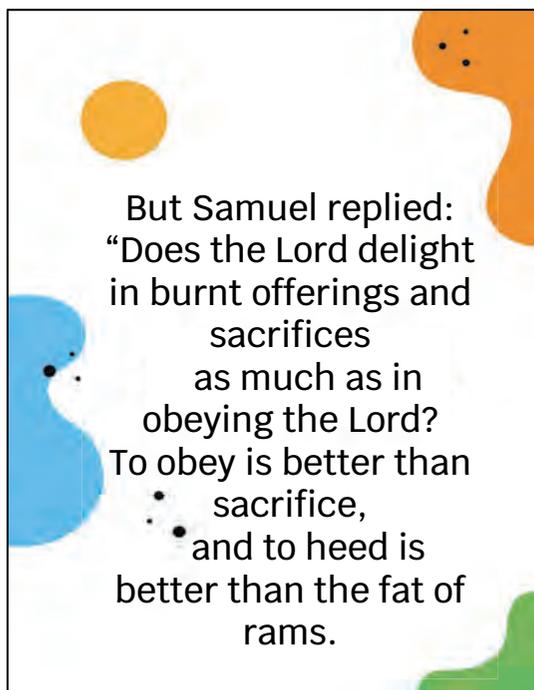
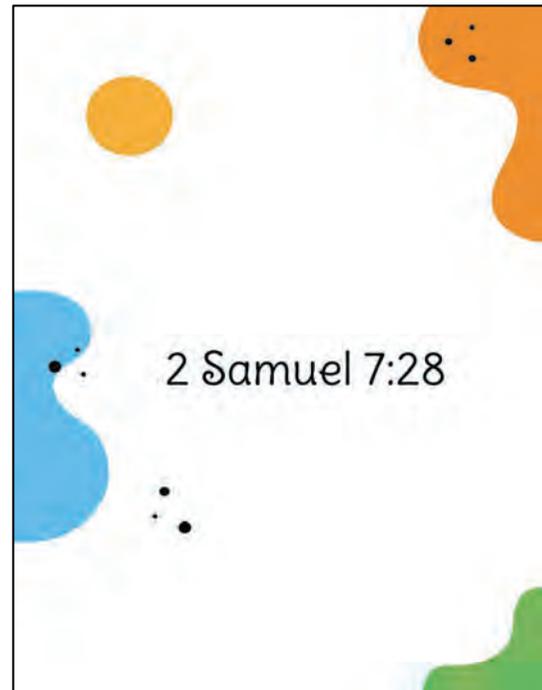
Consultations

The participants cannot consult with their coach or with other members of their team; only among themselves.

Foul

If someone from the audience says a verse or reference, the judge will subtract 10 points from the team.

EXAMPLE OF THE CARDS FOR THE MEMORY GAME



Magic Word



Points	Time	Participants	Mode
20 points	1 minute	2 per team	Simultaneous

Materials

- A puzzle with the word to decipher for each team (plus a few extras).
- A marker or pen/pencil for each team

Instructions

1. No team may see the puzzle before the competition is started. The game is played simultaneously by all participating teams. Each team will work on a different puzzle, but with the same number of letters. The search starts from the letter with the star, and the participants must draw a line in any direction, even diagonally, to join the letters and find the word. The letter must be adjacent horizontally, vertically, or diagonally to connect. When a participant finds the word, he must write it on the line below the puzzle and have a judge verify it.
2. Once the word puzzles are placed on the wall, blackboard or table, the game is started immediately. No team may see the puzzle before the competition is started.
3. The first participant to correctly discover and connect the letters for the word within the time limit wins. The judges must record the time that each puzzle is completed in case there is a disagreement of who finished first. If there is a tie, 10 points is awarded to each team. If a participant incorrectly does their puzzle, the judge who checks it indicates that it is incorrect, and the team is immediately disqualified, and the game continues with the rest of the participants.
4. If none of the teams discover the word, no team receives points.

Consultations

Only between the two team participants.

Foul

If anyone present says the word aloud, the judge will indicate it. This game is void, and no team gets points. The game is restarted with a new word game for each team if extra puzzles are available.

EXAMPLE OF THE CARDS FOR THE MAGIC WORD

Words to play:

- 5 letters: David, Dagon, spear, sheep, sword, horse
- 6 letters: Hannah, Samuel, arrows, Carmel, cheese, loaves, Nathan, Michal, desert
- 7 letters: Abigail, Hakilah, Solomon, Elkanah, Goliath
- 8 letters: Abinadab, Ammonite, Jonathan, Peninnah

Magic Word (5)		
I		V
	★	A
D		
DAVID		

Magic Word (6)		
H	★	
		A
A	N	N

Magic Word (7)		
G	A	★
A	B	I
	L	

Magic Word (8)		
H	A	N
★	T	A
	O	N

The Key Letter



Points	Time	Participants	Mode
5 points for each correct word	1 minute	3 per team	Simultaneous

Materials

- Sealed envelopes that contain a category (characters, places, objects, animals, miscellaneous) and a base vowel for each participating team
- Chalk boards, white boards, or large pieces of paper - enough for all teams to write on at the same time.
- A marker/chalk for each team

Instructions

1. The moderator will give a sealed envelope that will contain a category (characters, places, objects, animals, miscellaneous) and a base vowel to each participating team. The teams will participate simultaneously by writing a list of words related to the selected category containing the specific base letter they received in their envelope.
2. Each team will choose an envelope containing a category and base letter from the moderator.
3. The 3 participants will form a line three meters away from the board. When the moderator gives the signal, the first participant of each team goes to the board and writes a qualifying word, then returns to their team and hands the marker/chalk to the next participant of his team.
4. That second participant then goes to the board and writes the second word and so on until the time limit of one minute is over.
5. The participant can run or walk to and from the board.

Consultations

Are not permitted

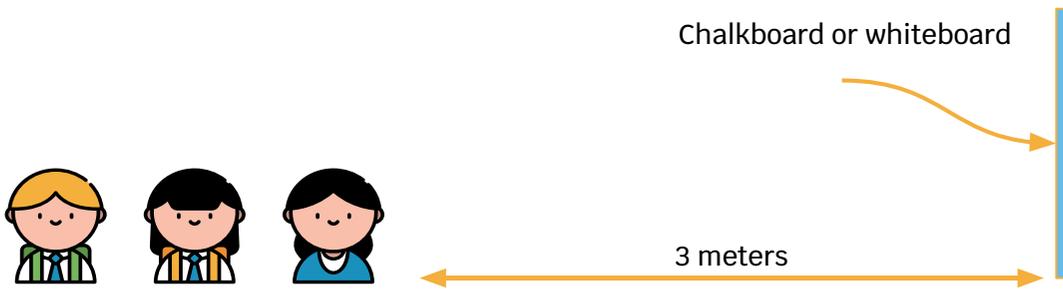
Foul

If the judge observes that the participants of a team are speaking among themselves, the value of a word is deducted. If someone from the audience says a word in a loud voice, a judge will indicate it and the value of a word is deducted from all teams.

Example of The Key Letter

In this example, the team “Samuel” chose the envelope that contained the category **PEOPLE** and the letter **E**.

They managed to spell 6 words correctly, so they score 30 points for their team.



People											
					E						
	S	a	m	u	e	l					
				P	e	n	i	n	n	a	h
					E	l	k	a	n	a	h
					E	l	i				
	P	h	i	n	e	h	a	s			
				M	e	r	a	b			

Alphabet Soup



Points	Time	Participants	Mode
5 points for each correct word	7 minutes	2 per team	Simultaneous

Materials

- A marker or pencil per team.
- Word-search puzzles with ten words to discover – sufficient number for each participating team to receive one copy.

Instructions

Each team will receive the same puzzle at the same time.

Each team must discover the words that appear horizontally, vertically, diagonally, top to bottom, left to right or vice versa.

1. The moderator places the puzzles face down on the table or floor in front of each team. The puzzles must have in the title a topic related to the search, for example: Moses' Birth, The Plagues, etc.
2. When the start signal is given, each team must turn over the puzzle and find the words. Words must be circled and written down on the side of the puzzle.
3. When a team finishes, they must take their completed puzzle to one of the judges for review (the time is recorded). (The other teams continue working on their puzzles.) If the judge observes that the team has found all of the correct words, he/she will inform the moderator. The competition stops and one of the participants reads the list aloud and that team wins 50 points.
4. If the word puzzle is incorrect on some word(s), the judge will simply say "Incorrect" and the team will continue to search for words

The maximum time for this competition is 7 minutes. If no team finishes during the set time, the competition is scored according to the correct answers (5 points per correct answer).

Consultations

Consultation on the puzzle will only be between the two participants of the team.

Foul

If a participant consults with someone other than their other participating teammate, the judge will indicate it and give them a 30-second penalty.

Alphabet Soup 1

THE VOICE IN THE NIGHT

1 Samuel 3

Difficulty ★

Directions to search: → ↓

Y	L	G	R	V	I	S	I	O	N	S	K	A
B	A	K	D	P	K	R	G	T	C	E	P	O
J	M	R	H	E	C	B	E	C	E	M	V	Z
G	P	A	D	O	O	R	X	A	M	P	O	K
J	R	O	A	B	I	W	N	L	D	N	I	I
E	N	J	L	O	R	D	T	L	L	C	C	S
D	V	B	N	S	V	C	E	B	M	E	E	L
A	O	F	F	E	R	I	N	G	P	W	O	D
R	K	A	T	R	T	A	U	W	R	O	O	M
S	A	M	U	E	L	N	O	X	F	E	L	Y

Words to find: Samuel, voice, Lord, room, lamp, call, vision, offering, door.

Alphabet Soup 2

A GOOD KING GONE BAD

1 Samuel 15

Difficulty ★★

Directions to search: → ↓ ↘

S	A	U	L	V	C	S	O	L	N	S	C	A
I	J	Q	U	P	K	D	A	T	C	E	A	O
N	M	R	H	G	C	B	E	M	E	M	R	Z
P	O	K	D	G	I	R	X	A	U	B	M	K
J	V	B	A	Z	I	L	N	L	D	E	E	I
D	N	J	E	O	R	L	G	J	L	C	L	S
I	V	B	N	Y	V	C	E	A	M	E	X	L
S	Y	N	F	E	M	I	U	Q	L	W	Z	D
C	K	A	S	A	C	R	I	F	I	C	E	S
A	C	A	O	G	L	N	Z	X	Q	E	L	Y
R	H	L	M	M	R	H	E	C	B	C	D	R
D	P	K	M	A	Q	M	A	N	T	L	E	W
E	I	W	N	F	L	C	B	I	W	N	M	D
D	R	D	T	E	O	E	O	Z	D	T	L	L
I	V	C	Z	B	R	S	K	L	Y	N	F	P

Words to find: Samuel, Saul, Carmel, obey, sacrifices, sin, discarded, mantle, Amalek, Gilgal.

Alphabet Soup 3

SINS, SADNESS AND SALVATION

2 Samuel 11

Difficulty ★★★

Direction to search: → ↓ ← ↑ ↘ ↗ ↖ ↙

Q	P	I	V	M	O	U	R	I	N	G	S	C	J
S	U	K	F	B	K	D	A	T	C	X	E	E	O
N	H	A	I	R	U	B	E	M	E	Y	R	R	Z
L	J	I	A	V	Q	D	X	A	U	U	B	M	R
O	U	A	N	A	M	O	L	O	S	G	T	E	O
B	Q	O	R	P	L	D	A	A	Z	Y	K	L	O
I	A	Z	V	C	K	J	L	E	H	N	S	X	F
S	F	T	D	K	U	E	K	E	W	A	O	Z	T
C	S	A	H	O	M	F	I	C	N	T	U	E	O
F	O	H	L	S	T	E	Q	E	W	H	P	L	P
R	M	M	R	H	H	C	B	C	U	A	K	D	R
A	M	A	Q	J	A	E	T	L	J	N	M	E	W
W	N	F	L	C	W	L	B	F	Q	I	K	M	D
D	R	D	A	V	I	D	O	A	D	J	T	L	L
I	V	C	Z	B	R	S	K	L	Y	P	N	I	S

Words to find: David, rooftop, Bathsheba, Uriah, war, Jerusalem, Nathan, Solomon, sin, mourning.

Finish The Story



Points	Time	Participants	Mode
50 points	1 minute	3 per team	One team at a time

Materials

- One biblical passage for each team. Each passage must be different, but the same number of verses.
- Three chairs

Instructions

The moderator will have a list of biblical passages to read, one for each participating team. The biblical passages must be different, but they must have the same number of verses.

1. The moderator draws the order of participation.
2. The 3 participants of the first team will sit in the three chairs. The moderator begins by reading the biblical passage to the first team. As soon as one of the three participants of the team recognizes the passage, they must interrupt the moderator by rising from their place to continue the story. The time begins the moment the moderator starts reading and stops when the participant gets up. The judges record this time. The moderator instructs the participant to finish the story. The participant has 1 minute to do so.
3. When the participant finishes the story, the moderator announces if the rest of the story is correct or not, and the time obtained. If the story is not correct, the moderator announces "INCORRECT." If 2 or 3 participants of the team get up at the same time, they must immediately decide which participant will continue.
4. The moderator then repeats the process with a different passage for the next team.
5. The winning team is the one who correctly finishes the story and has the shortest time elapsed during the reading of the moderator. The time judge must make sure that the participant does not exceed the 1-minute time limit to complete the story.

Consultations

Quiet consultation between the 3 participants of the team is allowed.

Foul

If one of the participants gets up from his place to finish the story, but forgets the rest of the story, he is given 15 seconds to start his response. If he remains silent or sits down again, the judge indicates "INCORRECT" to the moderator, ending the participation of that team in this game.

EXAMPLE OF FINISH THE STORY

In this example, the story that the moderator will read is "The Birth of Samuel"

Team participants sit on the chairs

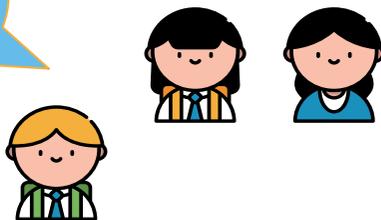


The moderator starts reading



There was a certain man from Ramathaim, a Zuphite[a] from the hill country of Ephraim, whose name was Elkanah ...

One of the participants stands up and continues the story



He had two wives; one was called Hannah and the other Peninnah

As soon as the child stands up, the moderator tells them to finish the story.



When the boy or girl has finished the story, the time judge notes the moderator's reading time and makes sure the participant hasn't taken more than 1 minute to finish the story.

Stories

- A Prayer and a Promise, 1 Samuel 1:1-28
- The Voice in the Night, 1 Samuel 2:12-29, 34-35
- We want a King!, 1 Samuel 8:1-22
- The boy from Bethlehem, 1 Samuel 16:1-23
- A sling, a stone and a sword, 1 Samuel 17:31-51
- Trouble in Nob, 1 Samuel 22:6-23
- God's Promise to David, 2 Samuel 7:1-29

Advance



Points	Time	Participants	Mode
10 points for each correct text	30 seconds to start	1 per team	One team at a time alternating

Materials

- Three hoops (hula hoops) per team.
- The judge must have the list of the memory passages.

Instructions

1. The moderator draws the order in which the teams participate and they are placed in front of their three rings (hula hoops).
2. The first participant must say a verse from the list of memory verses (their choice). They must say it exactly; if it is correct, the moderator indicates it and the participant advances into the first ring.
3. The next participant must recite another verse (their choice); the difficulty is that they cannot recite a verse that has already been quoted by another participant; in case this happens, the child will not be able to advance.
4. If during the first 30 seconds the child does not begin to say his verse, he loses the opportunity and does not advance.
5. 10 points are awarded for each verse correctly quoted, up to 30 points per team

Consultations

Are not permitted

Foul

If someone from the audience says a part of the passage or reference out loud, or if the child consults with their coach or team, their participation in this game is disqualified and canceled.

Example

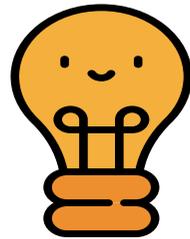


Beth from the “Samuel” team advanced two hoops and scored 20 points for her team.



Luisa from the “Ramathaim” team advanced a hoop and scored 10 points for her team.

Games and Activities



Reflection Category

The coach facilitates the lesson, considering the objective or proposal of the teaching, and dialogues with the children of the team, allowing them to formulate their questions. The objective of this category is to motivate the boys and girls to reflectively read the Bible in terms of the spiritual teachings it contains and the context (historical, cultural, language, etc.) in which it unfolds. Let the children know that learning is the result of personal effort.

In a demonstration, 2 games of this category will be done.

Bible Word Bingo



Points	Time	Participants	Mode
30 points	Time it takes for the moderator to read the biblical passage.	2 per team	Simultaneous

Materials

- Selected Bible passage
- 2 Game cards for each team
- 9 small objects for each participant that will be used as game pieces or markers (beans, corn, buttons, bottle caps, plastic disks, etc.)

Instructions

1. Note: This is similar to the popular game BINGO, using words instead of numbers, and one must fill up the whole card, not just a row.)
2. The moderator will prepare $\frac{1}{2}$ or $\frac{1}{4}$ page sized game cards with 9 squares drawn on them for each participant (see next page for an example). Each square will have 1 word in it. All of the words will be different words taken from the scripture passage to be read by the moderator. 8 out of the 9 words will be different than all of the other words on all of the other game cards that all of the other participants have. However, the 9th word in each group will contain the same word – it will be the last word of the biblical passage. (Look at the example on the next page.) You can see that every word on every game card is different except the key word, which is one of the last words of the passage, which is “covenant.”
3. When it is time to start, each participant will place their game card and small game pieces in front of themselves on the table, and familiarize themselves with the words on their game card.
4. The moderator will begin to read the chosen biblical passage. (The passage must be no shorter than ten verses and cannot last for more than 3 minutes.) While the moderator reads, the participants must listen carefully to the reading. When the moderator reads a word that is written on a participant’s game card, that participant will place one of their game pieces on their game card. (Similar to the game BINGO.)
5. Whoever correctly fills her/his game card first and yells out “FINISHED” will receive 30 points for their team.

Consultations

Are not permitted

Foul

If a team interrupts or asks questions during the reading, the judge will take away 2 points from that team.

Bible Word Bingo

In this example, the passage for the game is "The Voice in the Night" 1 Samuel 3:1-10 and the key word is "place"

Samuel	Lord	down
Eli	visions	eyes
ark	word	place

Samuel	Lord	down
Eli	called	Got up
ran	son	place

call	revealed	third
Eli	visions	house
ark	word	place

Eli	lamp	third
boy	visions	called
ark	word	place

Chest Of Memories



Points	Time	Participants	Mode
20 points for explaining correctly	2 minute	2 per team	One team at a time alternating

Materials

- Objects of any material
- A wooden chest or trunk, or one made out of cardboard
- Participation numbers

Instructions

The moderator will place the objects inside the chest/trunk/box beforehand.

1. Each team will choose a participation number.
2. Starting with team 1, the moderator will invite the first participant to put his hand into the chest and take out an object without looking. The participant then will have 2 minutes to explain what that object represents from the Bible verses being studied.
3. If the participant relates his story well, the judge will give him 10 points, and then continue on to the second participant of the same team. The same directions apply to the second participant, as well as to additional teams. Each participant can earn 10 points, for a maximum of 20 points per team.
4. An object that has been taken out of the chest is not put back in after the participant is finished with it.

Consultations

Are not permitted

Foul

If a participant consults with his partner or anyone else, the judge will deduct 10 points from the team.

Objetos

Lamp	1 Samuel 3:3	Robe	1 Samuel 18:4
Loaf of bread	1 Samuel 17:17	Bow	1 Samuel 18:4
Sword	1 Samuel 17:45	Donkey	1 Samuel 25:20
Sling	1 Samuel 17:40,50	Sheep	2 Samuel 7:8
Rocks	1 Samuel 17:40	Table	2 Samuel 9:11

How Do You Imagine It?



Points	Time	Participants	Mode
30 points	1 minute	1 per team	One team at a time

Materials

- One envelope per team with a place name where an important event happened.

Instructions

1. The moderator has the participants choose a random envelope.
2. The moderator opens the envelope of the first participant and reads the place, and the child has a minute to give the name of the event that happened in that place and a description of what he imagines that place was like.
3. The judge evaluates both the name of the event and the description of the place according to the study book. If both are correct, the team receives 30 points.
4. If the participant only says what event happened in the place, 10 points are recorded. If the participant does not respond during the minute, the points are not recorded and the moderator gives the answer.

Consultations

Are not permitted

Foul

If the child consults with the coach or with other members of his team or if someone in the audience says something out loud, the judge indicates it and that person's participation in this game is forfeited.

Places to play

- Ramah, the city where Samuel was born (1 Samuel 1)
- Shiloh, place where the temple was and Samuel grew up (1 Samuel 1, 2 and 3)
- Ebenezer, place between Mizpah and Shen where Samuel raised a monument (1 Samuel 7)
- Bethlehem, the city from which the Lord took David (1 Samuel 16)
- Valley of Elah, place where the Israelites fought against the Philistines (1 Samuel 17)
- Desert of En Gedi, place where David spared Saul's life (1 Samuel 24)
- Lo Debar, place where Mephibosheth lived (2 Samuel 9)

Statements

 Points	 Time	 Participants	 Mode
5 points por casilla correcta	1 minute	2 per team	Simultaneous

Materials

- One game card for each team (same card for all).
- A pen for each team.

Instructions

1. The moderator places the game cards on the table or floor, face down, in front of each team participants.
2. When given the start signal, the participants will turn over their game card and will have 1 minutes to link the places or characters with the statements and write them in the spaces provided.
3. At the end of Time, the teams give their game cards to the judge. 5 points are awarded per correct box.

Consultations

Only between the two participants from the team.

Foul

If the participants try to see the responses of another team, the judge points it out and their participation in this game is forfeited.

Example of Statements

Samuel	Saul	David	Jonathan
--------	------	-------	----------

I am the son of Kish, my father's donkeys were lost and I went out looking for them.	I was born in the city of Ramá, my parents are Hannah and Elkanah	I am from the city of Bethlehem, and I dedicate myself to grazing my father Jesse's sheep.

I went to leave food for my brothers and ended up killing a giant	My soul is linked to David's, I love him as myself and I made a pact with him.	I told David: "whatever your soul desires, I will do it for you"

I was the first king of Israel.	I was rejected by God for being disobedient, because I agreed to let the people spare Amalekites' sheep and herds	When I was looking at Eliab, the Lord told me that he doesn't look at the outward appearance but at the heart

Two Edged Sword



Points	Time	Participants	Mode
10 points for each correct answer	1 minute	1 per team	One team at a time alternating

Materials

- Envelopes with three different questions for each team.

Instructions

1. The moderator has each participant choose a random envelope with 3 questions inside and a participation number on the outside.
2. The moderator reads the questions from the envelope to the participant of the first team. The child must answer if it is false or true. To do this, they will have 1 minute after the moderator begins reading the first question.
3. If the participant does not answer correctly, the moderator will say the correct answer and read the next question.
4. The judge will give 10 points for each correct answer.

Note:

It must be taken into account that time does not stop once the moderator has begun reading the first question.

Consultations

Are not permitted

Foul

If the participant consults with his team or a member of the audience says one of the answers aloud, the judge indicates it and their participation in this game is forfeited.

Example of Two Edged Sword

You may take questions from the Questions and Answers mode of quizzing (p. 136ff) and formulate them according to the requirements of this game.

Envelope 1

1. Eli's sons were good and friendly men?
True or False a/ false (1 Samuel 2:12)
2. The Lord revealed himself again to Samuel at Shiloh?
True or False a/ True (1 Samuel 3: 21-4: 1)
3. When Samuel served in the presence of the Lord, God's Word was abundant.
True or False a/ false (1 Samuel 3: 1)

Envelope 2

1. Saul was a handsome man who was taller than all of the other men of the town?
True or False A/ True (1 Samuel 9: 2)
2. Saul and his servant found Samuel while looking for his father Kish's robe?
True or False A/ false (1 Samuel 9: 3)
3. When Samuel introduced Saul as king of Israel, the people said "Long live the king"
True or False A/ True (1 Samuel 10:24)

Envelope 3

1. While his army was at war and David was in Jerusalem, he sent for Bathsheba to come to him?
True or False A/ True (2 Samuel 11:13)
2. David and Bathsheba's second son was named Saul.
True or False A/ false (2 Samuel 12:24)
3. The prophet Nathan admonished David for his sin.
True or False A/ True (2 Samuel 12)

Order Of Events



Points	Time	Participants	Mode
60 points (50 for correct order and 10 for telling the story correctly)	2 minutes to put the scenes in order and 1 minute to tell the story	1 per team	Simultaneous to put the scene in order and one team at a time to tell the story.

Materials

- Stories of 1 & 2 de Samuel divided into 5 scenes

Instructions

1. The moderator will put five scenes of a story into a sealed envelope with a participation number on the outside. He will prepare as many stories as there are teams to participate. The story must be different for each team.
2. When the moderator gives the start signal, each participant will have 2 minutes to put their story scenes into the correct order according to how the biblical event happened. At the end of the time (2 minutes), the moderator will give each participant 1 minute to tell the story, going in order of the participation number on the outside of their envelopes.
3. 50 points will be given for putting the story scenes into the correct order, and 10 points for telling the story correctly, for a maximum total of 60 points per team.

Note:

It is best to have the story scenes on 5 separate pieces of paper or cards so that the participants can move them around to put them into the correct order instead of just having all of the scenes on the same piece of paper.

Consultations

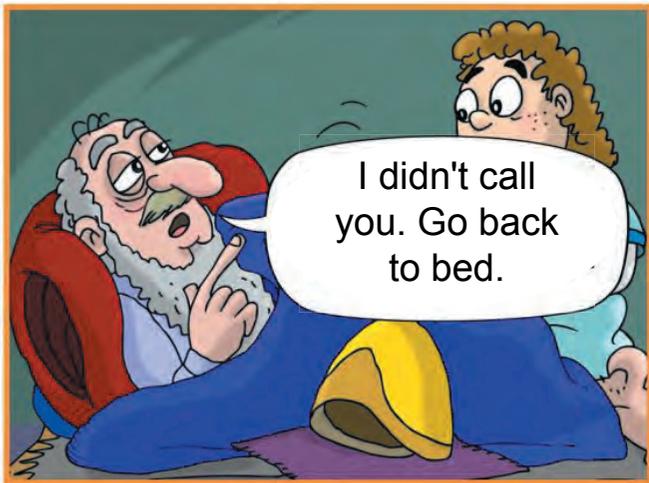
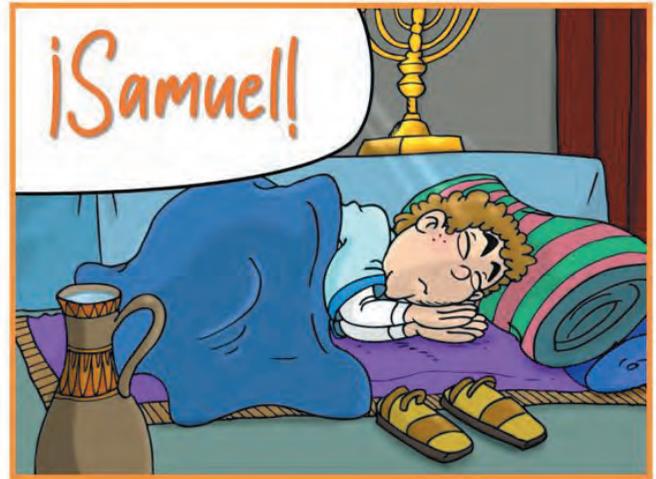
Are not permitted

Foul

Consultation with the coach or anyone else is prohibited, and will result in disqualification of the team for this game.

Order Of Events

Images related to the lesson "A voice at night" 1 Samuel 3 are presented, these have been taken from the Club Perlita portal.



Follow the Footprints



Points	Time	Participants	Mode
5 points for each correct answer	30 seconds to give the answer	1 per team	One team at a time alternating

Materials

- The moderator will prepare a questionnaire with 12 different questions for each team and put it in a sealed numbered envelope.
- 12 FOOTPRINTS made of any material
- 2 signs, one that says “START,” the other “FINISH,”
- A different colored card/star for each team.

Instructions

1. All teams will choose an envelope from the moderator and then line up at the START in front of the giant footprints on the floor.
2. The moderator will receive the envelope from team #1 and ask a question from the questions inside to the participant from team #1. The participant has 30 seconds to give the answer. If in 30 seconds they correctly answer the question, they put their color card on the first footprint. If they don't give the correct answer or remain silent, the moderator will say the correct answer and they won't be able to advance.
3. Then the moderator will receive the envelope from the second team and ask that team's participant the first question from that list, and so forth through the teams.
4. Once all teams have been asked question 1, the moderator begins again with team #1 by asking their question #2 and so forth. When a team answers correctly, they advance their colored card marker along the footprints. When a team answers incorrectly, they don't move their colored card marker.
5. The game is over after 12 questions have been asked to each participant. Teams that answer all 12 questions correctly will reach footprint #12 and receive 60 points. All other teams will receive 5 points for each correct answer they give.

Consultations

Are not permitted

Foul

If someone from the audience says the answer aloud, 10 points will be deducted from the team that committed this infraction.

Example of Follow the Footprints

You may take questions from the Questions and Answers mode (p. 136ff) and formulate them according to the requirements of this game.

Set of questions

1 Samuel 18:1-16, 28-30; 19:1-18

1. What did Jonathan give to David?
Robe, tunic, sword, bow and belt.
2. What did the women do when the men returned after David defeated Goliath?
They sang and danced.
3. What did Saul give David for his success?
A high rank in the army
4. Why did Saul fear David?
Because the Lord was with David.
5. What did Saul observe about his daughter Michal?
That she loved David.
6. Who convinced Saul to let David live?
Jonathan
7. What did Saul do when Jonathan told him about David?
He promised that he wouldn't kill him.
8. What did Jonathan do after convincing Saul not to kill David?
He told David about his conversation.
9. What did Saul do when a bad spirit from the Lord came on him?
He tried to hit David with his spear.
10. What did Michal do when Saul's men came to look for David?
She warned David and helped him escape.
11. What did Michal tell Saul's men when they came to look for David?
That he was sick.
12. Who did David go to after Michal helped him escape?
Samuel

Finish



Camie of the "Ebenezer" team correctly answered 10 questions and scored 50 points.



Ricard of the "Samuel" team correctly answered 7 Questions and scored 35 points.



Start

What Does This Teach Us?



Points	Time	Participants	Mode
20 points	1 minute	1 per team	One team at a time alternating

Materials

- Put the following in a sealed numbered envelope for each team.
- 1 Bible verse (different for each team)
- A piece of paper with 3 values for the verse (1 value must be related to the verse and 2 not.)

Instructions

1. The moderator draws the order of participation, allowing each participant to choose an envelope at random.
2. The moderator reads the verse and the three values to the participant of the first team and the boy or girl has 1 minute to explain what value this bible verse teaches us. If it is correct, the moderator indicates it and the judge adds 20 points to their team. If the answer is not correct or is not answered in the required time, they lose their opportunity and the moderator gives the correct answer. No points are awarded for the team.
3. Then continue with the participant from the next team until every team has had a turn.

Consultations

Are not permitted

Foul

If anyone in the audience says the answer out loud, 10 points will be deducted from their team.

List of values:

Generosity, respect, gratitude, friendship, responsibility, peace, solidarity, tolerance, honesty, justice, freedom, strength, loyalty, integrity, forgiveness, kindness, humility, perseverance, love, unity, trust, provision, protection, equality.

Example of What Does This Teach Us?

But be sure to fear the Lord and serve him faithfully with all your heart; consider what great things he has done for you.
1 Samuel 12:24

- Gratitude
- Respect
- Solidarity

Afterward, David was conscience-stricken for having cut off a corner of his robe. 6 He said to his men, “The Lord forbid that I should do such a thing to my master, the Lord’s anointed, or lay my hand on him; for he is the anointed of the Lord.”
1 Samuel 24:5-6

- Integrity
- Respect
- Forgiveness

When Abigail saw David, she quickly got off her donkey and bowed down before David with her face to the ground. 24 She fell at his feet and said: “Pardon your servant, my lord, and let me speak to you; hear what your servant has to say.
1 Samuel 25:23-24

- Generosity
- Friendship
- Peace

The Bible In Our Time



Points	Time	Participants	Mode
30 points	2 minutes to consult the Bible and 1 minute to speak	3 per team	One team at a time alternating

Materials

- Envelopes with the Bible verses (a different one for each team)
- Bibles

Instructions

1. The moderator allows each team to choose an envelope at random to determine the order of participation.
2. Each team will have 2 minutes to consult the Bible and think about how to adapt the story to the present time. They must also agree on who will be the narrator.
3. Each team will have 1 minute to tell the story in its current version.

Consultations

Only between the 3 team participants.

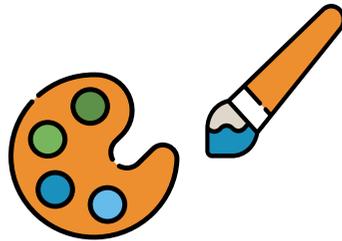
Foul

If the 3 participants talk to each other after the time limit is up, or with the rest of the team at any time, the judge indicates so and the moderator annuls their participation in this game.

Passages for the game:

- A Prayer and a Promise, 1 Samuel 1:1-28
- We want a King!, 1 Samuel 8:1-22
- The boy from Bethlehem, 1 Samuel 16:1-23
- A sling, a stone and a sword, 1 Samuel 17:31-51
- To Kill or Not to Kill, 1 Samuel 24:1-22
- Abigail saves the day, 1 Samuel 25:1-42
- Fulfilling Promises, 2 Samuel 9:1-13

Games and Activities



ARTS & CRAFTS CATEGORY

Arts and Crafts can also be used as teaching tools, helping the children with their personal creativity development, as well as a form of recreation. They are used in the early stages of learning because they help with the development of gross and fine motor skills.

This category will help the children represent biblical knowledge through different arts and crafts expressions.

In a demonstration, **1** game from this category is played.

Flags

 Points	 Time	 Participants	 Mode
30 points	5 minutes to make the flag and + 1 minute to explain it.	3 per team	Simultaneous - all teams participate at one time making their flags, and one team at a time explaining them

Materials

- The moderator will prepare 1 card per team, on which is written the name of a place or Bible character from the biblical passages being studied. Each card must be different. These cards are placed in sealed envelopes with a participation number on the outside.
- Sheets of paper, colored paper, wooden or plastic sticks of 60 cm. White glue, scissors, markers.

Instructions

1. Each team will receive an envelope and materials to create their flag. When the moderator gives the signal, each team will have 5 minutes to create a flag that somehow illustrates the place or character that they received in their envelope.
2. At the end of 5 minutes, all teams will stop working. Then one participant from each team will have 1 minute to explain their flag. This will be done according to their participation number.

The judges will award points based on the following criteria:

- Quality of workmanship and creativity: 5-10 points
- Explanation: 5-10 points
- Good use of the materials: 5-10 points

Consultations

Only among the participants of the team.

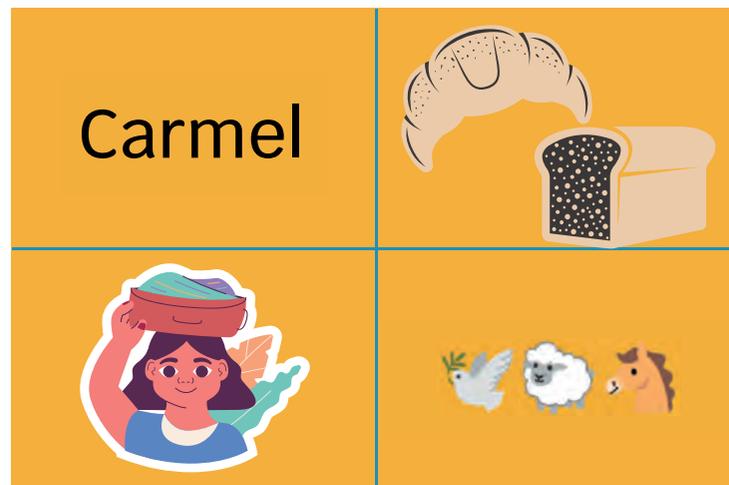
Foul

If during the explanation, a different participant or a member of the audience speaks, 10 points will be deducted from the team that commits this infraction.

Example of Flags

In this example, the team must make a flag related to "Carmel"

The participants have 5 minutes to make a flag



The children explain that Nabal and Abigail lived in Carmel. The woman represents Abigail, the loaves represent all the provision that she prepared to meet David on the mountain and that she offered as a present for him and his men, the dove represents the peace that Abigail brought, the sheep represent part of the present that she brought and the donkey is the animal that she rode on.

Places that can be used for the game::

- Ramah
- Shiloh
- Ebenezer
- Bethlehem
- Valley of Elah
- Nob
- En Gedi
- Carmel
- Lo Debar

Collage



Points	Time	Participants	Mode
30 points	5 minutes to make the collage and 1 minute to explain it.	3 per team	Simultaneous - all teams participate at one time to make their collages, and then 1 team at a time to explain.

Materials

- The moderator will prepare 1 theme for each team in sealed envelopes, with the participation number on the outside.
- Cardboard or letter-sized paper, scissors, white glue, paper of different colors and textures, such as tissue paper, newspaper, etc.

Instructions

1. The moderator will have each team choose an envelope with a theme and participation number.
2. Each team will be given materials and a place to make their collage.
3. The moderator will start the game with a whistle – all teams will participate at the same time. Each team will have 5 minutes to make a collage to illustrate the theme that they received in their envelope. Team members may talk with one another, but not with anyone else.
4. After 5 minutes, all teams will stop working on their collages. Each team will appoint a representative from among the three, who will have 1 minute to explain their collage. Teams will present in the order of their participation number.

THE JUDGES WILL AWARD POINTS BASED ON THE FOLLOWING CRITERIA:

- Creativity and good use of colors: 5-10 points
- Use of materials: 5-10 points
- Explanation: 5-10 points

Consultations

Talking only among the 3 participants of the team.

Foul

5 points will be deducted from the team that is talking to each other during the explanation of the collages by any of the participating teams.

EXAMPLE OF COLLAGE

In this example, the team must create a collage related to "A prayer and a promise"

Participants have 5
minutes to make a collage



The children explain that this woman is Hannah and she is happy because the priest Eli told her that the Lord would answer her request for a child.

(Image taken from: <http://diasdeinspiracion.blogspot.com>)

Events for the game:

- A Prayer and a Promise, 1 Samuel 1:1-28
- The Voice in the Night, 1 Samuel 2:12-29, 34-35
- We want a King!, 1 Samuel 8:1-22
- The boy from Bethlehem, 1 Samuel 16:1-23
- A sling, a stone and a sword, 1 Samuel 17:31-51
- Abigail saves the day, 1 Samuel 25:1-42
- Fulfilling Promises, 2 Samuel 9:1-13

Answer and Draw



Points	Time	Participants	Mode
30 points	3 minutes	5 per team	One team at a time

Materials

- The moderator will present a base drawing, such as a prison, city, mountains, sea, etc., on a sheet of paper for each team to draw on. The drawing must be different for each team.
- Colored markers for the team drawing, tape

Instructions

1. The moderator will give each team an envelope containing the base drawing, as well as a theme story and 5 different questions about that story. The envelopes will be numbered on the outside.
2. When it is time for the first team to start, the team will hand their envelope to the moderator, who will tape the base picture to a board or wall that the team can easily reach to draw on.
3. The team will form a line in front of the base drawing with the 5 participants. The moderator will announce their theme story, and then ask the first participant a question from the envelope. When the moderator finishes the first question, the time of 1 minute is started per participant. If the participant answers the question correctly, he will start drawing on the base picture, illustrating the theme story that they have been given. He draws until his minute is up. If the participant answers incorrectly, he does not proceed to draw on the picture, his turn is over, and the moderator continues by asking the next team participant a question. If that participant answers the question correctly, he goes and continues the same drawing that the first person started, and so forth. After all 5 participants of the team have had the opportunity to answer a question and draw, the moderator will ask a team representative to explain the picture they drew (1 minute time limit). After the first team finishes, the moderator moves on to the second team, etc..
4. **The judges award points based on these criteria:**
 - Clarity of the drawing: 5-10 points
 - Drawing is relevant to the subject of study: 5-10 points
 - The picture is drawn realistically: 5-10 points

Consultations

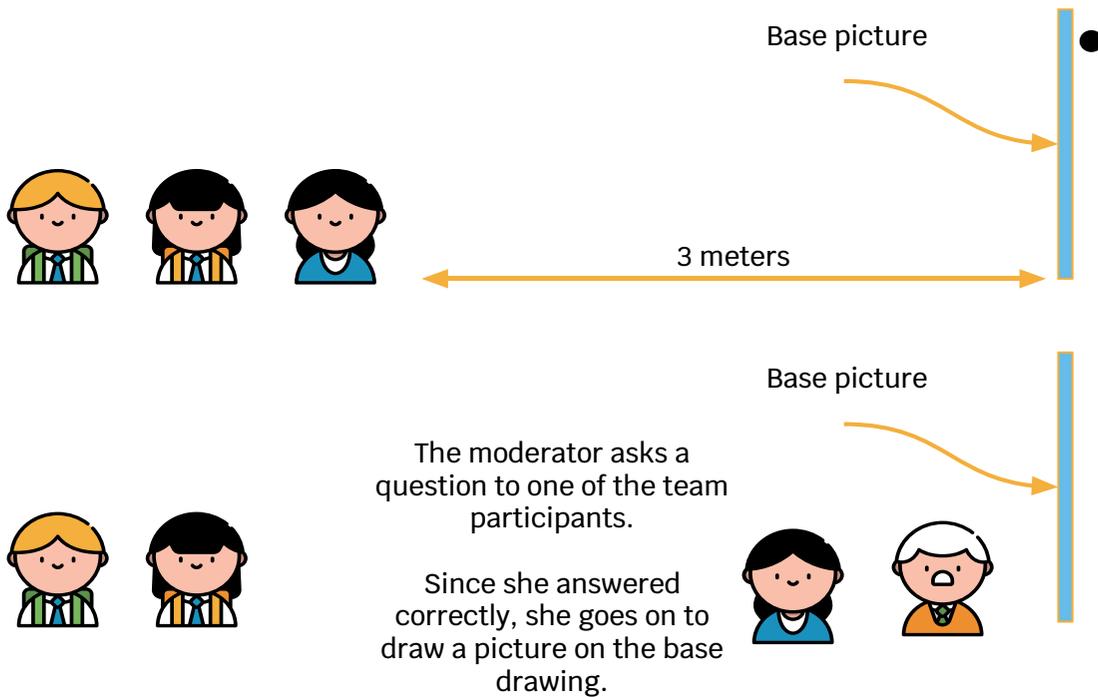
Each participant must answer their question without consulting with anyone.

Foul

If another participant answers the question asked to their teammates or if someone else answers out loud, the participation of this team is canceled for this game only.

Example of Answer and Draw

In this example, the team must create a drawing related to "A voice in the night"



At the end of the 5 questions, one of the participants states which story the drawing they made refers to.

Suggested events for the game::

- A Prayer and a Promise, 1 Samuel 1:1-28 (temple with doors)
- The Voice in the Night, 1 Samuel 2:12-29, 34-35 (interior of the temple with a lamp)
- The boy from Bethlehem, 1 Samuel 16:1-23 (interior of a house with a table)
- A sling, a stone and a sword, 1 Samuel 17:31-51 (valley with trees)
- Abigail saves the day, 1 Samuel 25:1-42 (mountain)
- Sins, Sorrow, Salvation, 2 Samuel 11:1-17 (two terraces with landscape in the background)
- Fulfilling Promises, 2 Samuel 9:1-13 (interior of a palace with a table)

Emotion-art



Points	Time	Participants	Mode
20 points	1 minute to draw + 1 minute to explain	1 per team	Simultaneous - all teams participate at one time drawing, and one at a time explaining

Materials

- Papers with silhouettes of faces (man / woman) (2 silhouettes per team)
- Markers

Instructions

This game was designed with the understanding that the coach of each team should be teaching the children about emotions and how to manage them.

1. The moderator chooses numbers for the order of the teams.
2. Each participant is given a paper with two silhouettes of faces (male/female) and a marker.
3. The moderator will say the name of a character(s) and an event in which the character(s) felt some emotion. For example: "Paul in the Shipwreck."
4. Each participant must draw the facial expressions that correspond to the emotion that the character felt, in this case, the drawing would be done on the male silhouette. They will have 1 minute to do this. (In case you talk about several characters such as guards, church, etc., they can use both silhouettes).
5. After the minute of drawing, according to the order that was drawn, each participant will give an explanation to the judges about the emotion and why they think the character felt it.
6. For this game, the following evaluation scale will be used:
 - Clarity and quality of the drawing: 5-10 points
 - Explanation: 5-10 points

Consultations

Are not permitted.

Foul

If a participant tries to see or replicate what another team is doing, the judge indicates it and their participation in this game is canceled.

Example of Emotion-Art

In this example, the “Samuel” team has been assigned “Samuel seeing that the Lord rejected Saul as king”

- The participant chooses the male silhouette because it is Samuel and in this case, he draws the gestures of a sad and crying face.



When the child is finished drawing, he or she explains that they drew him crying because in 1 Samuel 15, Samuel cried because the Lord had rejected Saul as king and he even regretted having made him king of Israel. The Lord told Samuel “How long will you cry for Saul?”

Possible events for the game:

- Hannah knowing that her request would be answered, 1 Samuel 1:17-20
- The people of Israel when Saul was made king, 1 Samuel 10:24
- Samuel seeing that the Lord rejected Saul as king, 1 Samuel 15:35-16:1
- Saul when David played the harp, 1 Samuel 16:23
- The Philistines seeing that Goliath was defeated, 1 Samuel 17:49-53
- David learning that Saul was trying to kill him, 1 Samuel 19:10
- Jonathan learning that Saul wanted to kill David, 1 Samuel 20:34
- Mephibosheth when David showed mercy to him and his family, 2 Samuel 9:6-13
- David knowing that the son that Bathsheba would give him was going to die, 2 Samuel 12:14-18

Puppets



Points	Time	Participants	Mode
30 points	5 minutes to make the puppet, 1 minute for the presentation	2 per team	Simultaneous - all teams participate at one time making the puppets, and one team at a time for the presentations

Materials

- The moderator will prepare an envelope for each team with the name of the Bible character the team needs to portray and a participation number on the outside. This Bible character must be different for each team.
- Paper bag, white glue, paper of different textures and colors wool or yarn, markers, scissors for each team.

Instructions

1. The moderator will ask the two participants of each team to sit on the floor or at a table, along with their envelope and supplies.
2. When the moderator blows his whistle, each team will create a puppet that represents their Bible character. At the end of 5 minutes, all the teams must stop working. Then in order of participation number, 1 member from each team will have 1 minute to use their puppet to explain who they are.
3. The judges will award points based on the follow criteria:
 - Creativity and workmanship of the puppet: 5-10 points
 - Creativity in the presentation: 5-10 points
 - Good use of the materials: 5-10 points

Consultations

Consultations permitted only between the 2 members of the team.

Foul

5 points will be deducted from teams that talk during the explanation of their character or while other teams are presenting.

Example of Puppets

The team has 5 minutes to make their puppet, and later they will have 1 minute to present it. The moderator can have a theater to make the presentation more attractive.



Reference of puppets made with paper bags, image taken from:
<https://kidsactivitiesblog.com>

Suggested people to make into puppets:

- Eli
- Hannah
- Samuel
- Saul
- David
- Jonathan
- Goliath
- Michal
- Abigail
- Mephibosheth
- Nathan



3D characters



Points	Time	Participants	Mode
30 points	5 minutes to make the character, 1 minute for presentation	2 per team	Simultaneous for building, one team at a time for the presentation

Materials

- Character templates
- Markers, scissors, glue, etc.

Instructions

1. The moderator distributes a sealed envelope with the character template pieces, and participation number on the outside, to each team.
2. The moderator arranges the same construction materials for each team on a table or on the floor.
3. Each team will have 5 minutes to make their character.
4. After 5 minutes, according to their participation number, each team will creatively present their character, explaining who their character was, what their role was in the exodus story, some events they participated in, biblical quotes, etc.
5. The following evaluation scale should be taken into account when scoring:
 - Neatness and quality of workmanship: 5-10 points
 - Presentation details about the character: 5-10 points
 - Presentation creativity: 5-10 points

Consultations

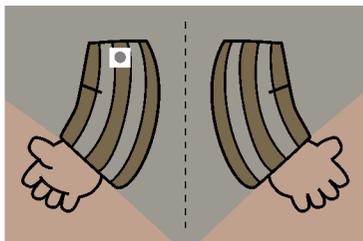
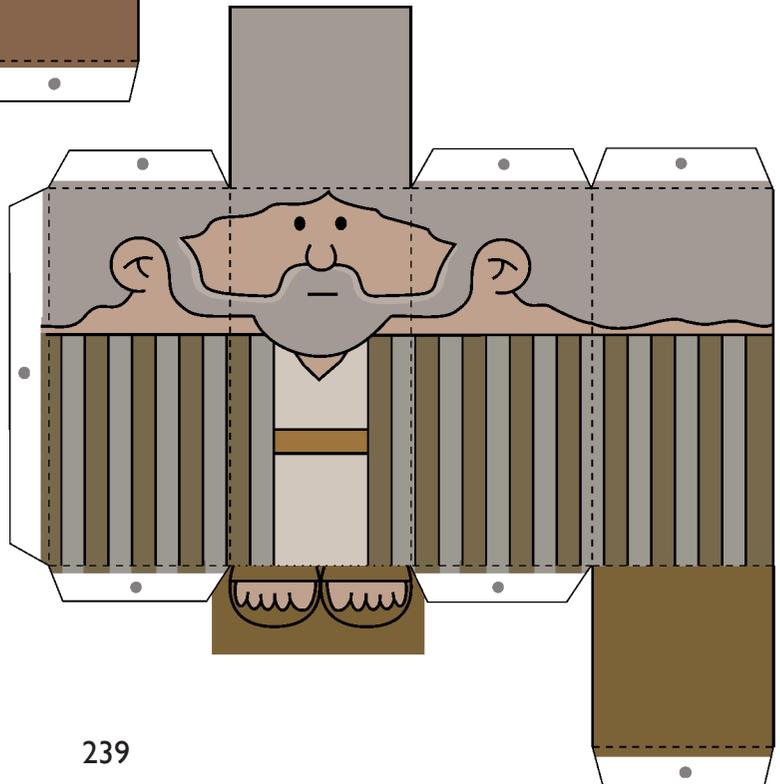
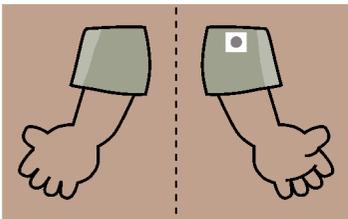
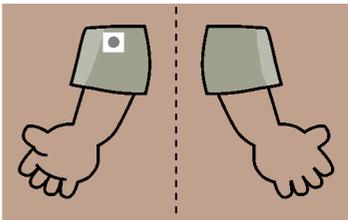
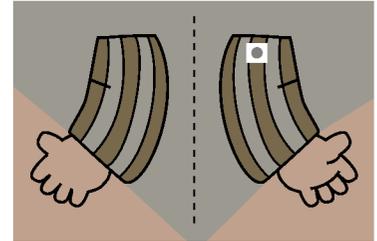
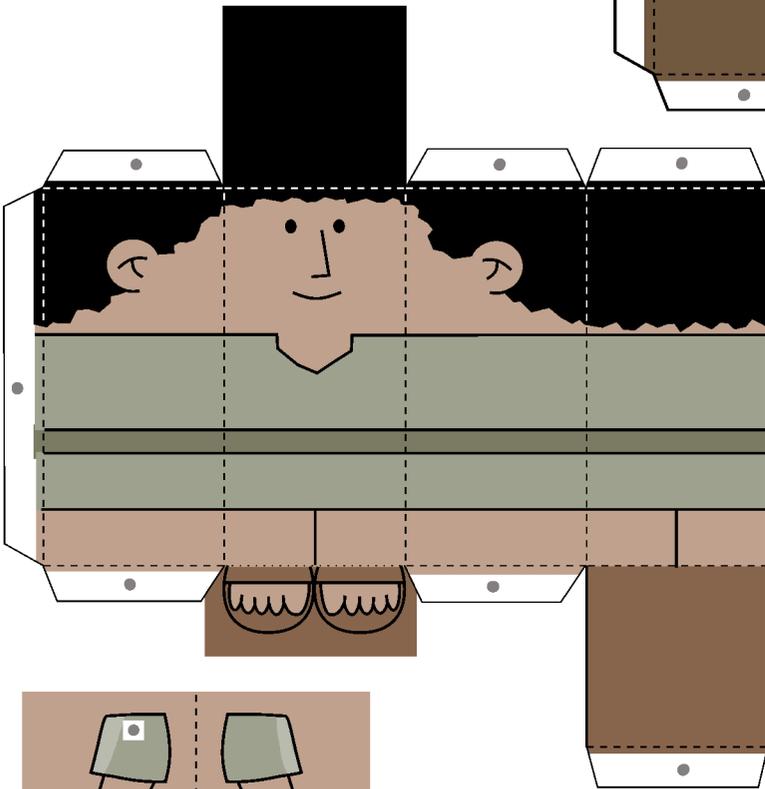
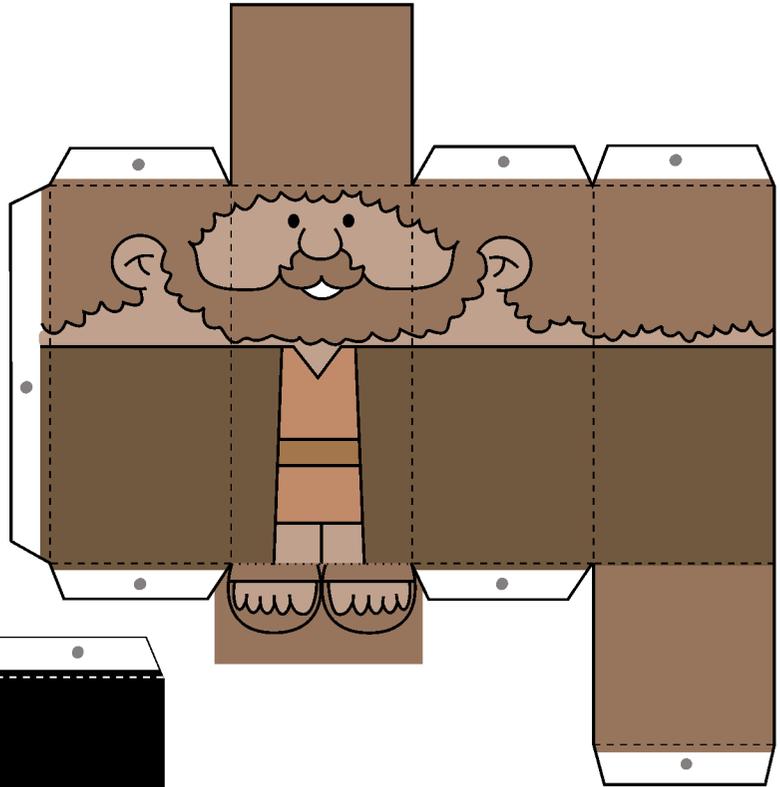
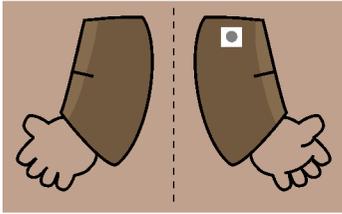
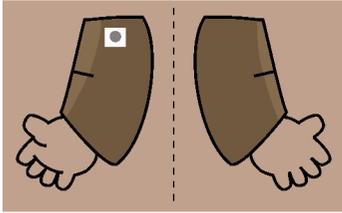
Only allowed between the two team members.

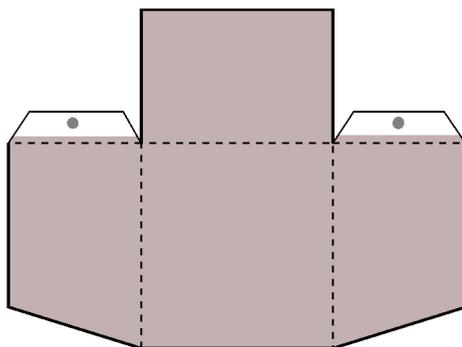
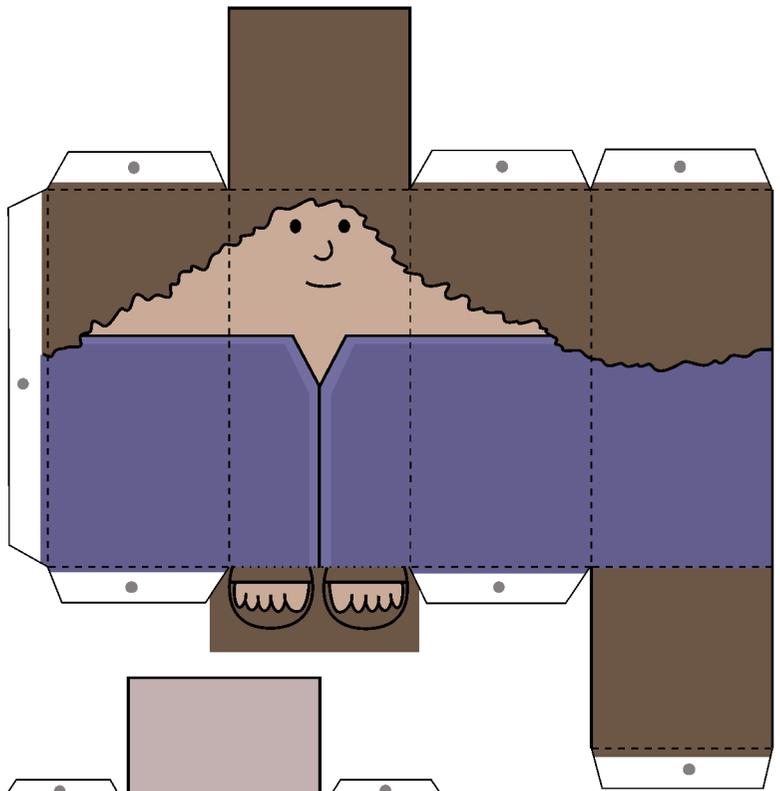
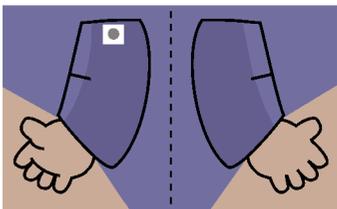
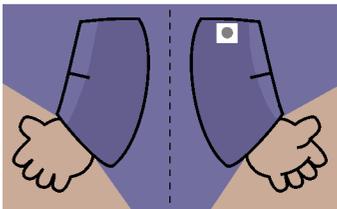
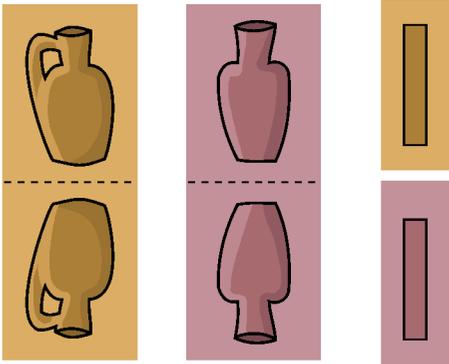
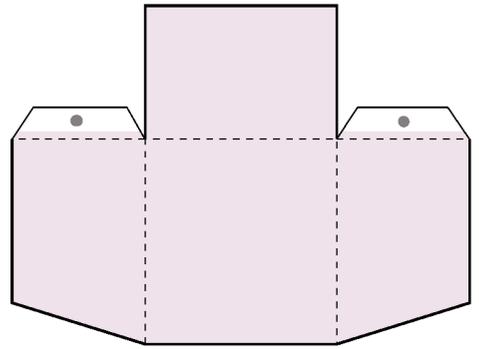
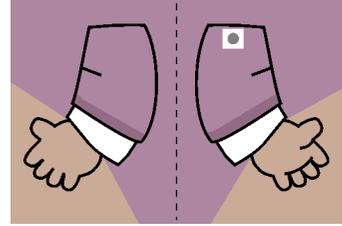
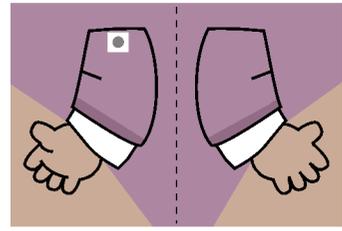
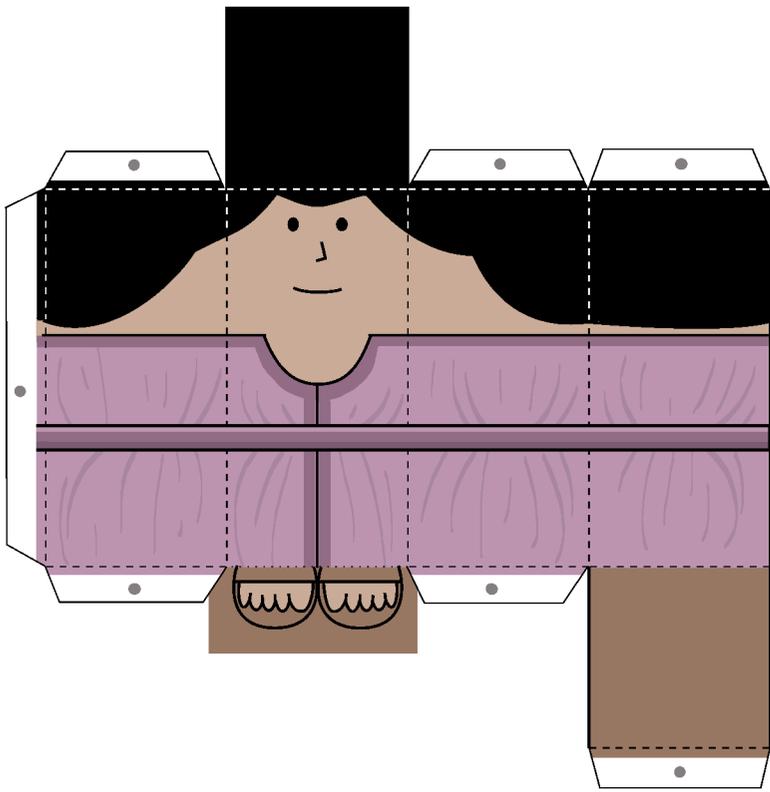
Foul

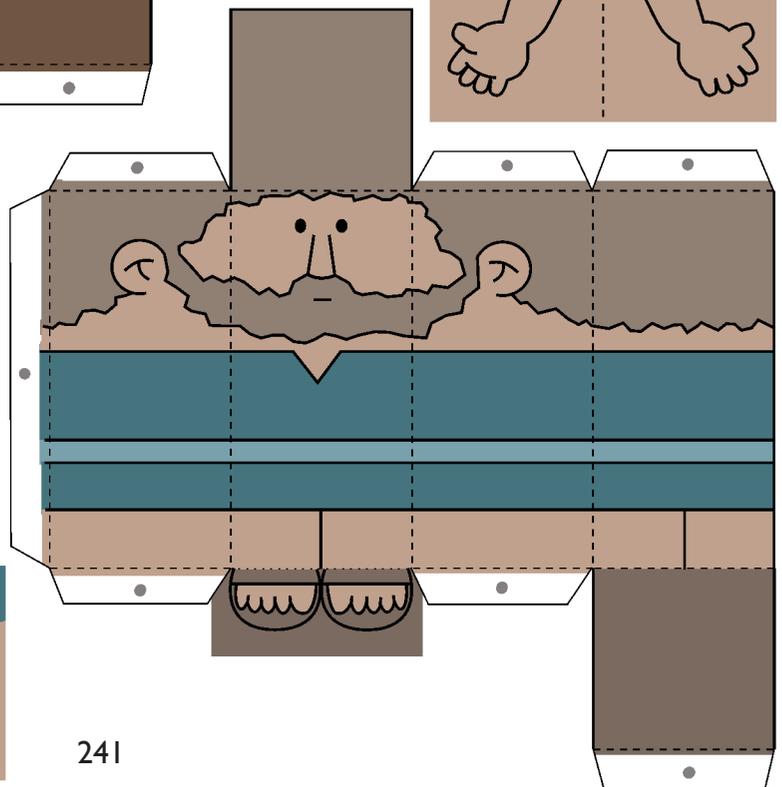
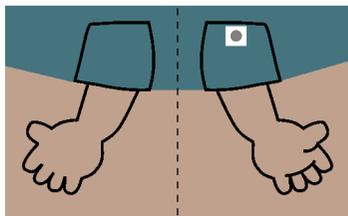
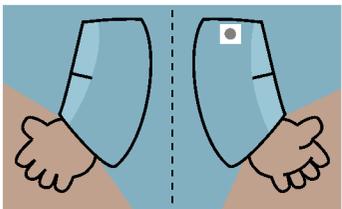
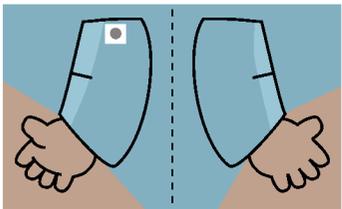
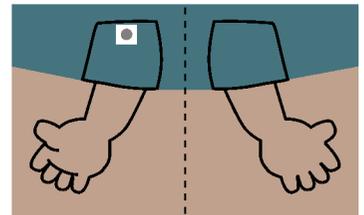
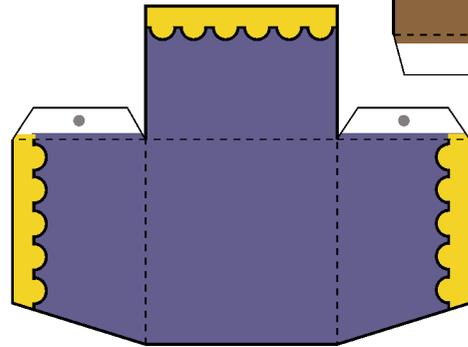
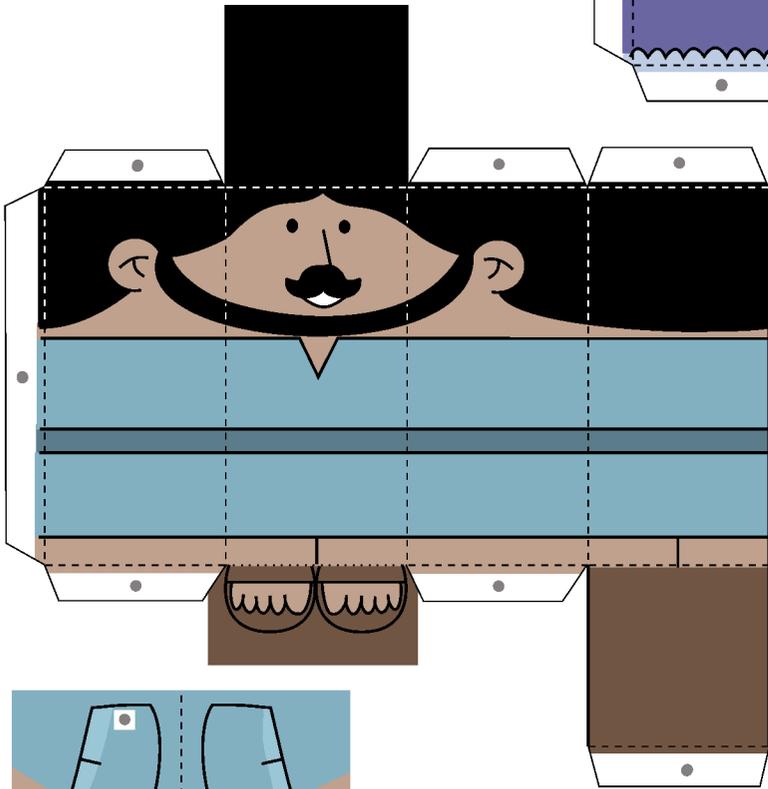
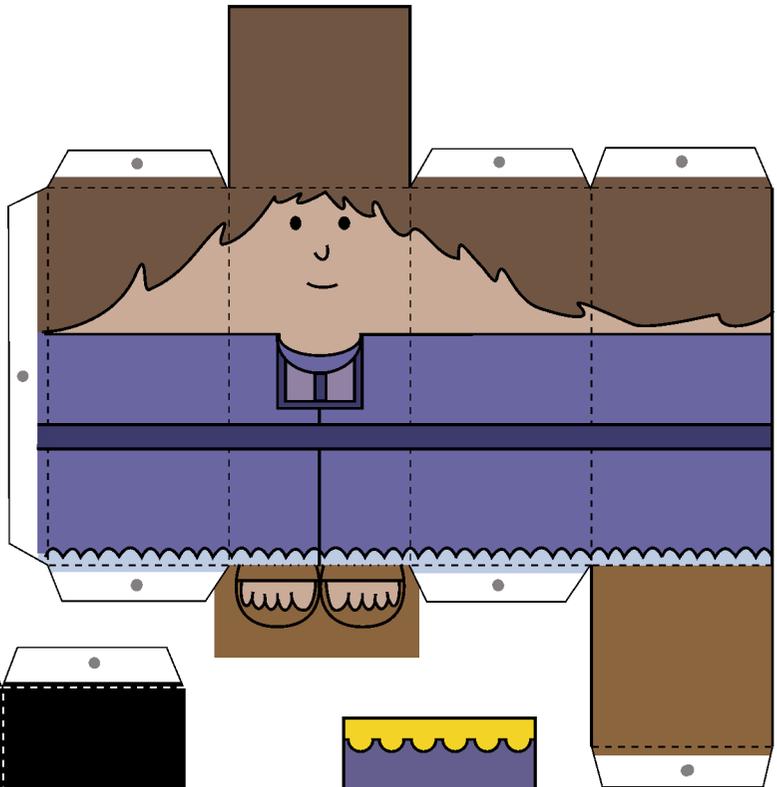
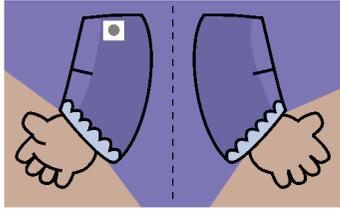
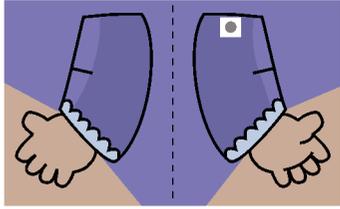
5 points are deducted from the team that is talking to each other when another team is presenting.

Templates

Following are a series of templates that have been taken from: <https://www.mylittlehouse.org>; the moderator can adapt them according to the characters used for the demonstration.







Games and Activities



ACTING CATEGORY

The game consists in representing a character in an integral way. For this it is necessary that the actor, the child, knows the character and can express it with his body expressions and voice.

In this category, the objective is to develop in the child the ability to express with his body a spiritual message that involves the study of the Word of God.

In a demonstration, **1** activity from this category will be used.

Poetry



Points	Time	Participants	Mode
50 points	1 minute	2 per team	One team at a time

Instructions

1. Each team will receive a participation number. The moderator starts with the first team, giving one minute for the 2 participants to present their poem together.

The judges will award points based on the following criteria:

- Gestures 5-10 points
- Coordination between the 2 members of the team 5-10 points
- Intonation 5-10 points
- Lyrics 5-10 points
- Content related to the study theme 5-10 points

Note: The poem must have 3 stanzas and the presentation must be no longer than 1 minute. It must have been written by the team, and have unpublished lyrics.

Consultations

Are not permitted

Foul

5 points will be deducted from a team that is talking when another team is making its presentation.

Example

My soul overflows before the altar of the Lord. Who am I? More than a servant full of affliction. The Lord knows the request of my heart and will grant it according to his will.

I am not drunk, I am just an afflicted woman, I pour out my spirit before the Lord, I bring a sacrifice and my consolation has come from Eli's lips.

The peace that my soul longs for has come in a virtuous promise, I am no longer sad because the Lord has remembered me, I have conceived and given birth to a son, in Ramah from Elkanah.

Because I asked the Lord, he gave my son Samuel to me, I am that woman who prayed here, and today I come to dedicate him to the Lord.

Acrostic



Points	Time	Participants	Mode
50 points	5 minutes to make the acrostic and 1 minute to present it.	2 per team	All teams will create their acrostic at the same time. Then one team at a time will present their acrostic.

Materials

- 1 Character for each team
- 1 Posterboard and markers for each team

Instructions

1. The moderator will give a sealed envelope with a character name, and a participation number on the outside, to each team.
2. The moderator will give a poster board and markers to each team.
3. Each team will have 5 minutes to write their acrostic, using the character name and writing a characteristic or activity for each letter (see example below).
4. After 5 minutes, according to their participation number, each team will make a creative presentation of their acrostic.
5. The following evaluation scale will be taken into account:
 - Gestures: 5-10 points
 - Coordination between the 2 team members: 5-10 points
 - Intonation: 5-10 points
 - Creativity: 5-10 points
 - Content related to the study topic: 5-10 points

Consultations

Only allowed between the two team members.

Foul

5 points will be deducted from the team that is talking to each other when another team is presenting.

Example of Acrostic

The team has 5 minutes to prepare their acrostic and later they will have 1 minute to present it. For this example, the Ebenezer team got the name SAMUEL

S aid to Eli that someone spoke to him while he was sleeping.

A nnointed David as King.

M any times God gave his wisdom.

U nderstood that God looked at the heart, not at outward appearance.

E lkanah was his father

L eft by his mother at the temple when he was a boy.

Personajes:

- Samuel
- David
- Jonathan
- Goliath
- Abigail
- Bathsheba
- Michal
- Mephibosheth
- Nathan

Charades



Points	Time	Participants	Mode
25 points	2 minute	5 per team	One team at a time

Materials

- 1 envelope for each team with their theme (different for each team) and a participation number

Instructions

1. The moderator will write down a theme/Bible story on note cards, a different one per team, and put them in sealed envelopes with participation numbers on the outside. The envelopes must not be opened until it is time for the team to participate.
2. The participant who chooses the envelope must act out the theme/Bible story so that his 4 remaining teammates can try to guess the theme/Bible story he is trying to communicate through his actions. The team has 2 minutes to give the correct answer.
3. The judge awards 25 points if the team answers correctly. If the team answers incorrectly, the judge indicates it and no score is given to that team. The moderator should say the correct answer out loud if it is not guessed.

Consultations

Only among the 4 participants who must guess the theme.

Foul

If anyone in the audience or other members of a team interrupts by saying possible answers, the judge indicates it and the moderator cancels the team's participation in this game only.

Themes

- Hannah prays for Samuel, 1 Samuel 1
- The Lord calls Samuel, 1 Samuel 3
- Israel asks for a king, 1 Samuel 8
- Samuel anoints David, 1 Samuel 16
- David plays the harp for Saul, 1 Samuel 16
- David kills Goliath, 1 Samuel 17
- David cuts off Saul's cloak, 1 Samuel 24
- David's kindness toward Mephibosheth, 2 Samuel 9
- Death of David and Bathsheba's first son, 2 Samuel 12

Drama



Points	Time	Participants	Mode
50 points	5 minutes to prepare the drama + 3 minutes to present it	The whole team	Simultaneous - all teams participate at one time preparing their dramas, and one team at a time presents

Materials

- The moderator will write down a biblical event on cards, a different one for each team, and then place them in sealed envelopes with participation numbers on the outside.

Instructions

- Each team will choose an envelope.
- With all teams starting at the same time, the moderator will give the go ahead, and the teams will have 5 minutes to prepare their dramas with the themes that they received in their envelopes. The drama should be presented as if it were happening today in modern times.
- After the 5 minutes of preparation time, coaches must leave and the teams must present their dramas in the order of their participation numbers. Once team #1 has finished, team #2 will begin, etc....
- Note: It's important to take into account that teams must bring their costumes, decorations and other props they wish to use with them to the demonstration.
- The judges will award points based on the following criteria:
 - Participation of the whole team: 5-10 points
 - The ability to represent the story accurately: 5-10 points
 - The fluidity of the dialogue: 5-10 points
 - Use of available resources (props, decorations, etc.): 5-10 points
 - The drama is faithful to the teaching of the event/theme: 5-10 points

Consultations

During the first 5 minutes, they can consult with the coach and among themselves. During the presentation, coaches cannot be consulted.

Foul

10 points will be deducted from a team if they speak during another team's presentation

Themes

The same themes of Charades can be used.

Breaking News



Points	Time	Participants	Mode
30 points	3 minutes to prepare + 1 minute for the presentation	4 per team	All teams will prepare their newscast at the same time, and then one team at a time will present

Materials

- The moderator will put a biblical event or bible passage on note cards, a different one for each team, and then place them in sealed envelopes with participation numbers on the outside.
- Letter size piece of paper and pencil or pen for each team.

Instructions

1. Each team will choose an envelope.
2. When the moderator gives the go ahead, the teams will have 3 minutes to prepare their news report about the event they received in their envelope. After the 3 minutes of preparation time, one of the team participants will have 1 minute to present the news report as informatively, creatively and interestingly as possible.
3. Once team #1 has finished, team #2 will begin.
4. The judges will award points based on the following criteria:
 - Creativity 5-10 points
 - Content related to the study theme 5-10 points
 - Fluidity of the dialogue 5-10 points

Consultations

Only permitted among the 4 participants during the first 4 minutes. In addition, they can consult their Bibles.

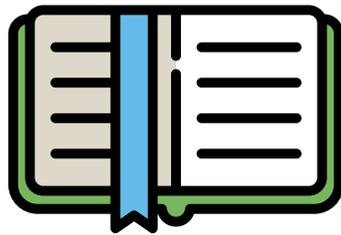
Foul

Ten points are deducted from a team that is talking to each other while another team is presenting.

Themes

- Eli's sons die, 1 Samuel 4
- The Philistines return the Ark, 1 Samuel 6
- Saul is elected king, 1 Samuel 9-10
- David kills Goliath, 1 Samuel 17
- Saul tries to kill David, 1 Samuel 19
- The priests die in Nob, 1 Samuel 22
- Abigail saves the day, 1 Samuel 25
- The son of David and Bathsheba dies, 2 Samuel 11

Games and Activities



Music Category

Music is the art of organizing sounds in a sensible and coherent way, with harmony, melody and rhythm. The objective of this category is to teach the child to praise God intelligently, doing so with the knowledge of God's Word, with a biblical foundation and spiritual knowledge.

In a demonstration, **1** activity from this category is used.

Sing The Verse



Points	Time	Participants	Mode
20 points	2 minutes	The whole team	One team at a time

Materials

- The moderator will prepare a card for each team with Bible verses from the memory verse list (a different one for each team) and put them in sealed envelopes with participation numbers on the outside.

Instructions

- Each team will choose an envelope with their Bible verse and participation number.
- When the moderator gives the start signal for the first team to start, the team will have 3 minutes to read the verse and then come up with a tune and choreography. The team will then present the “song.”
- The judges will award points based on the following criteria:
 - Intonation and harmony: 5-10 points
 - Creativity in the presentation: 5-10 points

Consultations

The team can consult with their coach during the first minute.

Foul

If a team talks while another team is presenting, 10 points will be deducted from the team that commits this infraction.

New Song



Points	Time	Participants	Mode
50 points	3 minutes	The whole team	One team at a time

Materials

- The ones that each team plans to use

Instructions

Each team must present an unpublished song, which will be sung by the whole team. The team can present it with choreography or spiritual dancing, etc. The song must have:

- Unpublished lyrics (lyrics must be written by the team)
- Lyrics related to the theme of Bible Quizzing.
- The actual tune may be from a published Christian song, but the lyrics must be changed.
- Minimum of two verses, maximum of four.
- Maximum duration of three minutes.

1. The moderator will draw the order of participation.
2. Each team will have a maximum of 3 minutes to present their song, ideally with music, and actions.
3. The judges will award points based on the following criteria:
 - Quality of the Unpublished lyrics: 5-10 points
 - Lyrics related to the theme of the Quizzing Study: 5-10 pts
 - Music (intonation, harmony): 5-10 points
 - Creativity in the presentation: 5-10 points
 - Full team participation: 5-10 points

Consultations

Are not permitted

Foul

10 points will be deducted from a team that is talking while another team is presenting.

Musical Roulette



Points	Time	Participants	Mode
20 points	1 minutes	1 per team	One team at a time

Materials

- Roulette with the names of people from 1 & 2 Samuel.

Instructions

1. The moderator draws the order of participation and places the roulette in front of the spectators.
2. The participants make a line in the order of participation three meters away from the roulette wheel.
3. Each child will rotate the wheel and according to the character that the wheel stops at, he will have a maximum of 1 minute to sing a small musical jingle. (These musical jingles should be prepared in advance with the help of the coach.)
4. The judges will award points based on the following criteria:
 - Music (intonation, harmony): 5-10 points
 - Creativity in the presentation: 5-10 points

Consultations

Are not permitted

Foul

Ten points are deducted from a team if it is talking while another team is presenting.

People

- Ana
- Samuel
- Saul
- David
- Jonathan
- Goliath
- Abigail
- Mephibosheth





05

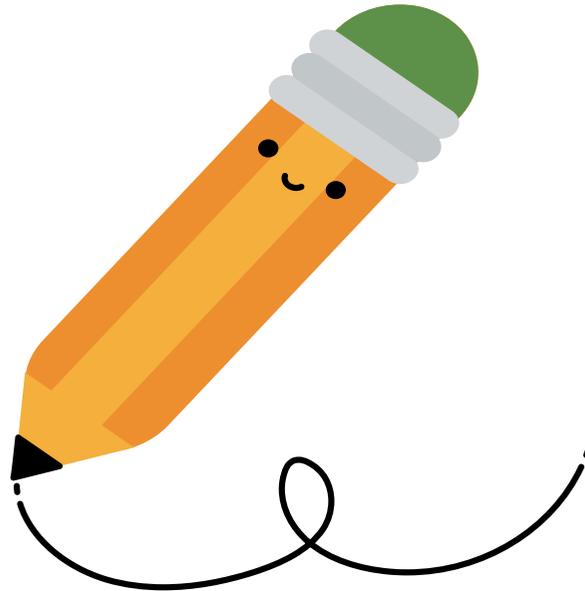
Annex

Scoring sheets for Questions and Answers Quizzing

Study Diploma for children



NAZARENE DISCIPLESHIP
INTERNATIONAL
MESOAMERICA REGION



Children's Bible Quizzing Ministry
is proud to present this award to:

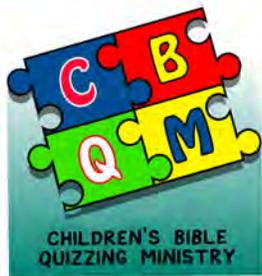
For having completed the Bible Study of the books of:

1 & 2 Samuel

“There is no one holy like the LORD;
there is no one besides you; there is
no Rock like our God. 1 Samuel 2:2

PASTOR

COACH



This book will provide in-depth Bible study for children ages 6 through 12 years. It invites children to experience genuine discipleship through the study of God's transforming Word. Through Bible Studies, activities, and games, children will learn about God, study his Word, and gain a saving knowledge of Jesus Christ. Children will also learn to apply biblical teachings to actual life situations. These studies will encourage children to grow in Christlikeness and to live in relationship with God.

Also, this book is a guide to prepare for Bible Quizzing. It contains basic instructions on how to organize a Children's Bible Quizzing program, using either the method of Games and Activities, or Questions and Answers. Either of these programs will challenge the children's knowledge of the Biblical text. The competitive games will inspire the children to study the books of 1 & 2 Samuel

