

LearningCycles

DAVID

The Boy Who Would be King

Original Lesson Plans
by John Allen Bankson

Edited and Additional Material by Tracey E. Herzer



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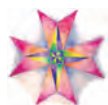
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About LearningCycles

What is LearningCycles?

LearningCycles is an innovative approach to faith formation. It takes seriously the spiritual development of children while providing creative and exciting activities that engage children in a whole new level of learning and retention. The rotation-style model means that children work on the same story or concept for several weeks, using different learning approaches in each workshop room they visit.

Ideas for possible workshops:

Art
Storytelling
Music
Group Activities
Cooking

Science Experiments
Games
Drama or Puppets
Movies
Geography or Map Excursions

Easy to Adapt

You can use the activities in this resource for shorter learning center events, normal classroom use, intergenerational gatherings, and more. Adapt what you find here to best suit your faith formation situation.



Recruiting LearningCycles Leaders

LearningCycles make it VERY easy to increase your number of volunteers, by dividing jobs into manageable parts. Here are some ways that parishioners of ALL ages can be involved:

CYCLE LEADERS sign up as part of a team of 2 or 3 adults who will teach one 4-6 week cycle. Teachers remain in the same workshop room each week of the cycle and teach the same lesson plan to different classes each week. Workshop rooms may use skills in areas as music, dance, cooking, quilting, gardening or painting, but you don't have to have a special skill in order to help. Teachers can sign up to help read stories, turn on computers, make popcorn, hand out art supplies, etc.

SHEPHERDS commit for the entire school year, but they never have to prepare or teach a lesson! Shepherds work in teams and travel with their class through each of the different workshops. Shepherds are the essential relationship part of this program, learning the children's names, providing continuity of leadership and being a friendly, safe presence in the classroom each week.

CYCLE COORDINATORS are needed for each different cycle. These people manage the details of a cycle, contacting all the volunteer teachers for that cycle, distributing the lesson plans, making sure supplies are purchased, etc.

Some churches have also used:

DECORATING TEAM A resourceful group of people is needed to create and plan new and evolving learning spaces. These folks might be interior designers, or they may be people who are just addicted to home improvement shows or have a knack for decorating inexpensively! Churches who share space or don't have the budget for large-scale renovations will need a group of creative thinkers to come up with props or posters that can be used on Sunday, but safely stored away during the week.

RESOURCE TEAM This "big picture" group can be comprised of all your cycle coordinators, as well as interested parents. Together the group handles trouble-shooting, long-range plans and communication to the entire church. For churches that already have a catechist or formation team, that committee can provide the functions of a Resource Team.



General Class Structure

1. **OPENING ACTIVITY** (10-15 minutes, as children arrive)

Welcome students and make sure everyone has a nametag. Opening activities give early arrivers something to start on immediately and provide a warm, busy room for children to enter. The activity could be simply drawing or decorating your nametag. It could also be coloring sheets or simple games. Check the “Filler Activities” of your lesson plan for ideas or ask your Cycle Coordinator.

2. **INTRODUCTIONS** (approximately 10 minutes)

- Introduce yourself: Tell students about you – your family, how long you have been at this church, what kind of work you do, what your hobbies are, why you signed up to help teach, etc.
- Introduce the cycle story or theme: Ask children what they’ve been studying or have done in other rooms on other weeks. Talk about the basic theme or season (see the Overview p. 6 for some ideas). Read the story to children.
- Introduce your activity: Tell the children which part of the story your room is focusing on, and perhaps ask them to re-tell you that part of the story in their own words.

3. **WORKSHOP ACTIVITY AND REFLECTION** (approximately 25-30 minutes)

See attached lesson plans for specific instructions about the main activity. Supplies should be in your classroom, but if you need help, ask your cycle coordinator. If you run low on supplies, please tell your coordinator so they can plan accordingly.

If children finish early, you can use any of the “Filler Activities” provided in each lesson plan. In addition, you may use activity sheets (see “Suggested Resources for this Cycle”) as “quiet work” for the early finishers while they wait for everyone to complete the task.

Try to plan your time so that children finish the activity and still have a few minutes to process the class by journaling or drawing. Encourage them to take their work seriously, and try to foster a semi-quiet atmosphere that allows children to think about what they have heard, seen and experienced. Ask questions like “What did you learn today?” or “How did you feel while doing this activity?” Connect your activity back to the story. Studies show us that quiet reflection time is what helps move items from short-term memory into long-term memory so this piece is VERY important!

4. **CLEAN UP** (approximately 5 minutes)

Have children help clean up and make sure everyone has their papers, jackets, etc. If parents come to the classroom to pick up their children, this is a good time to praise children in front of their parents. This is also a good time to discuss any concerns or questions quietly with parents. Tell the children goodbye. Thank them for coming.



Theological Overview of this Cycle

In the Hebrew Bible, David stands out as a larger-than-life figure. All of Israel and Judah's subsequent history is viewed by the biblical authors in light of his reign (see, e.g., II Kings 22.1-2), and his influence is even projected back into the ancient history of the Hebrews by those scribes who put the Hebrew scriptures into the form that has been handed down to us (see esp. Genesis 49.10).

It is no wonder that David enjoys this status. He unified a group of tribes into a cohesive nation after the disastrous reign of Israel's first king, Saul. He chose a neutral city—Jerusalem, which was not even part of Israelite territory at the time—to be the new capital and iconic symbol of this new nation. He centralized the worship of the nation, employing his skills and influence as a musician and songwriter to make sure the fine arts played a central role in the worship of God. The prophet Nathan predicted that a descendant of David would always be on the throne of Israel (II Samuel 7.1-17). It is certainly true that the Davidic dynasty lasted for quite some time, especially compared to the later history of the Northern Kingdom of Israel after it separated from Judah (the name given to the Southern Kingdom, where the descendants of David continued to reign). Eventually, however, the Davidic dynasty did end, with the Babylonian captivity (in 587 BC). The Jewish people, however, did not abandon their faith in Nathan's prophecy, but rather turned to a spiritual interpretation of it wherein a descendant of David would one day arrive on the scene to be Israel's *moshiach* or *Messiah* (the “anointed one,” a term originally applied to David himself—see, e.g., II Samuel 23.1).

The New Testament authors identify Jesus as the fulfillment of Israel's messianic hopes. In fact, the word “Christ” (*Christos*) is simply the Greek translation of the Hebrew *moshiach* (*Messiah*) or “anointed one,” so “Jesus Christ” is “Jesus, the anointed one” or “Jesus the Messiah.” Among the Gospel writers, Matthew and Luke in particular are careful to identify Jesus as a descendant of the house of David, thus linking him to the messianic vision of the prophets (Matthew 1.1-17, Luke 1.26-33).

David is certainly not without his flaws. Most adults will be aware of the story of David's affair with Bathsheba (II Samuel 11.1-13). There are many episodes of gruesome violence in his story as well. David is a complex character. He is a warrior, yet he plays the harp and writes songs. He is “a man after God's own heart,” yet his moral failures are legendary. He is a study in contrasts, just like each of us. The theme of his story can be found in the very first episode we read about him: “The LORD does not see as mortals see; they look on the outward appearance, but the LORD looks on the heart.” (I Samuel 16.7)

The picture of David painted by the authors of Israel's history is not one of a perfect hero, but of an ordinary, flawed human being who is used by God to accomplish great things despite those flaws, making his story important to our stories individually and collectively as the people of God.

May we all be made strong in that hope,
Tracey E. Herzer



Letter to the Parents for this Cycle

(We suggest you mail this letter to all parents with a copy of the cycle story, plus the Theological Overview)

Dear Parents:

The character of King David is one of the most enduring figures in the Bible as well as in the literature and art of our culture. In the Hebrew Scriptures, his influence extends into the past, as David's ancestors are brought to the forefront by the biblical authors, and into the future, as a descendant of David is the longed-for Messiah ("Anointed One") spoken of by the Prophets.

David unified a group of tribes into a cohesive nation: Israel. He established Jerusalem as its capital, an important place in the nation of Israel and for the Jewish people to this day. He celebrated the arts in worship, writing Psalms and giving orchestras and choirs a central role in the worship of God at the Temple.

The New Testament authors identify Jesus with the "Son of David," the "Anointed One" or *Messiah* longed for by the ancient Hebrew Prophets. In fact, the word "Christ" (*Christos*) is simply the Greek translation of the Hebrew *moshiach* (*Messiah*) or "anointed one," so "Jesus Christ" is "Jesus, the anointed one" or "Jesus the Messiah."

In our lessons, we will take a look at all these facets of the character of David: the iconic hero/king, the champion of the arts in worship, and, most importantly, God's Anointed One, chosen for a special role at a pivotal point in Israel's history. You can use this time to impress upon your child that God chooses each of us for a special role: by our baptism each of us is "anointed": God wants each of us to be a part of God's plan!

The flaws of King David are as legendary as his heroic accomplishments, but in these lessons we will not dwell on those episodes. We do, however, want students to know that David was an ordinary human being, just like each of us, with struggles and failures. But God was with David through his struggles and failures, just as God is with each of us, all the time.

May God be with all of you as we embark on this journey to know more about the Lord's Anointed: King David.

Blessings,

John Allen Bankson



Story for Cycle: King David

To be read each week of the cycle

About 1,000 years before the time of Jesus, God sent the prophet Samuel to the home of a man named Jesse to choose a new king for the people of Israel. Israel already had a king, named Saul, but Saul had let his people down and God told Samuel it was time for a new king.

Jesse was the grandson of Ruth, whose story is told in the Book of Ruth. He lived in the same city where Ruth had lived: Bethlehem. When Samuel arrived at Jesse's home, Jesse presented seven sons to him, all tall and strong and impressive. But Samuel told Jesse that God had not chosen any of them. "Don't you have any other sons?" Samuel asked Jesse. "Yes, one more – my youngest," Jesse said, "But he's just a boy; he's out taking care of the sheep." When Jesse brought this son in from the field, Samuel said, "This is the one." Samuel took the boy, whose name was David, and poured oil on his head, a sign that he had been chosen to be the ruler of the nation! It was surprising to choose the youngest, but Samuel explained: "God does not see things as people do. People look on the outward appearance, but God looks on the heart."

So David had been chosen to replace the old king, but Saul still reigned for several more years. Saul was frequently depressed and one day a servant suggested they bring David to the king's court because David could use music to soothe and cheer the agitated king. So David would sometimes come and play his lyre (small harp) for Saul to make him feel better.

Saul loved David and eventually made David his armor-bearer. David's older brothers served in Saul's army and one day Jesse asked David to take food to his brothers at the military camp. When David got there, he heard a large Philistine warrior named Goliath calling threats and insults to Saul's army. Everyone was terrified of the huge fighter – even King Saul! But when David heard Goliath insulting the army of God's people, he volunteered to go fight him. The king tried to give David his heavy armor for protection, but David was more comfortable without it. He took only five smooth stones from the river and his trusted slingshot and went to face the giant. Goliath mocked the young boy, but David trusted God and the very first stone David shot hit Goliath's forehead and knocked him out, causing the giant to crash to the ground. David then cut off Goliath's head and the rest of the Philistine army ran away in fright. After that, Saul decided that David needed to live in the royal court all the time and while he was there, he became very best friends with the king's son, Jonathan.

When David was 30 years old, he became king and proved again that he truly was the Lord's "anointed one". He was a brave warrior and a wise leader. He succeeded in making Israel an independent state and he made Jerusalem its capital city and its religious center. David made plans for a grand temple in Jerusalem, but the temple would not be completed during his lifetime, but rather under the reign of David's son, Solomon. Worshipping God was important to David and he composed many songs for worship, called psalms.

Like all of us, David made some terrible mistakes, but he was God's "anointed one" and he was called a "man after God's own heart." Years later, an important descendant of David would be born in David's hometown of Bethlehem: Jesus!

Story taken from I Samuel 16-18, Acts 13:22 and Luke 2



Suggested Resources for this Cycle

VIDEOS

There are many good videos that can be used for this David cycle. Here are some favorites:

- For 3rd-5th Grade, we highly recommend the 1985 film **King David** starring Richard Gere. This beautiful film is surprisingly biblical and accurate. It is a full-length film (114 minutes), so you'll have to choose which scenes you want to use. The rating is PG-13 because of a violent beheading at the beginning and a few seconds of partial nudity in a scene with David and his wife, Michal – but if you skip those parts, the rest of it should be well suited for this age group. Be sure to preview it for your specific group.
- **Children's Heroes of the Bible: David**
- **Greatest Heroes and Legends of the Bible** ("David & Goliath" segment)
- **The Bible Stories: David**
- **NEST Family Videos – David and Goliath**
- Veggi Tales: **David and the Giant Pickle** – well suited for your youngest groups to help them learn both the story of David & Goliath and some lessons in self esteem. (film runs 27 minutes) <http://store.veggietales.com/dave-the-giant-pickle-veggietales-dvd.html>

Some of these DVD options can be purchased from us at
<https://pastoral.center/dvds-learningcycles>.

Activity Ideas for David:

Collection of Ideas <http://www.squidoo.com/bible-coloring-pages-OT#module85850981>
King David <http://www.sundayschoolprintables.com/coloring/kingdavid1.php>
David Anointed <http://www.calvarywilliamsport.com/5k.htm>



Activities Overview for this Cycle

WORKSHOP	SUMMARY OF CLASS PLANS	FOCUS
ART	Learn about and create Timbrel & Lyre (musical Instruments)	David the Musician Symbols of David
PUBLISHING	How David faced impossible odds and how we can face the “giants” in our life	David the Warrior David and Goliath
DRAMA	Create and perform scenes from David's life	David the Chosen King God looks on the Heart
MOVIE	View film and talk about David's as a “person after God's own heart”	Life of David
STORY & GAMES	Read various stories of psalm settings and friendship	David the Friend – David & Jonathan
KITCHEN	Fig Cakes “Taste & See” that God is good	David & King Saul David the Soldier
MUSIC	What is a Psalm? Singing hymns and modern songs as Psalms	David the Shepherd David the Psalmist



King David: Art Workshop

Bible Reference for the Cycle: I Samuel, chapters 16-18; Book of Psalms (esp. 23, 81, 136, 149)

Main Verse for the Cycle:

"But David found strength in the LORD his God."

I Samuel 30:6

Key Concepts and Life Application:

- God does not see us as others see us; God looks on the heart. (I Sam. 16:7)
- Even though David was the smallest of his brothers, God set him apart—anointed him—for a very special role.
- Even though David was young, God gave him courage to face the giant Goliath.
- Even though David was just a shepherd, God gave him wisdom to be a great king and creativity and talent to write and perform songs of praise to God.
- Even though David was a flawed man who made some terrible mistakes, God used him to do important things and he was "a man after God's own heart" (Acts 13:22)
- No matter who we are or where we come from, God can call us to great—even impossible—tasks, and will give us exactly what we need to carry out those tasks.
- David was the Lord's Anointed One for his people, and Jesus, who was called the "Son of David," is God's Anointed One who protects and defends us as our King today. (The word "Christ" means "Anointed One.")

Summary of Class Plans: Children will learn about David as a Musician and will create replicas of musical instruments David used – the Timbrel (tambourine) and the Lyre (like a harp)

Materials Needed:

- You may wish to cover tables with newspaper
- Bibles or copies of scripture passages mentioned (see beginning of lesson)
- A music player and harp or other soothing music to play while children work (optional)
- Copies of "Symbols of King David" (p.17) – one per student to cut out or one to show/ share
- Copies of Lyre Template (p. 18)– one per child

Materials for Tambourines

- Sturdy paper plates
- Stapler
- Hole Punch
- Yarn or 1/8" Satin Ribbon
- Small Jingle Bells – you'll need 4 per child
- Crayons or markers
- Clear Tape

Materials for Lyre

- Light-colored cardstock
- Dark-colored construction paper (to complement the cardstock)



- Hole Punch
- Yarn or 1/8" Satin Ribbon
- Glue
- Clear Tape
- Foamcore or Heavy Cardstock (optional)

Materials for Filler Activities:

- Construction paper
- Round paper coffee filters
- Scissors
- Glue
- Crayons

Workshop Lesson Plans:

- **MID-WEEK PREP** – You may want to recruit someone who is skilled in calligraphy or just has lovely handwriting to come help with the craft project by writing Bible verses on completed projects or helping children learn to write neatly as decoration.
- **MID-WEEK PREP** – If possible, bring in pictures of musical instruments from David's time for children to see. If you have someone in your church or community who can play a harp or other similar instrument for the children, that would be a wonderful bonus as well. There are many pictures / videos on the Internet of instruments such as:
 - <http://www.ancientlyre.com/> (has lovely recordings of lyre music)
 - <http://www.youtube.com/watch?v=OYixJ1amNxU>
- **MID-WEEK PREP** – You may wish to create your own timbrel and lyre so that you are familiar with all the steps and you will have an example to show the class. You also may want to go ahead and cut out lyre templates before class to save time.
- **BEFORE CLASS** – Arrive early enough to cover the tables with newspaper if necessary and set out the supplies you will need for your art project
- You can refer to "A General Schedule for Class Structure" (included in the Introductory Materials) for ideas on how to introduce yourself and the story, as well as how to plan your class time appropriately.
- Welcome children as they arrive. You may wish to have some soft music playing or some easy activity (such as coloring or puzzle sheets) for children to do as they arrive until it is time to begin your class.
- When it is time to begin, introduce yourself to the students and have them introduce themselves. Then read the cycle story about David.



- After you have read the story, ask the children some questions about what they heard. Here are some ideas to get you started:
 - What did you hear in this story?
 - Before David was chosen to be king, what was his job?
 - How might David have used music while he tended the sheep?
 - How did David's music bring him into King Saul's court?
 - What was King Saul's reaction to David's music?
- Explain to the class that there are many scriptures that talk about using music and dance to praise God and that the Book of Psalms was likely a collection of different songs. Ask for volunteers to read a few short examples:
 - Raise a song, sound the tambourine, the sweet lyre with the harp. (**Ps 81:2**)
 - Praise God's name with dancing, making melody to him with tambourine and lyre. (**Psalms 149:3**)
 - Then Miriam, the prophetess, the sister of Aaron, took a timbrel in her hand; and all the women went out after her with timbrels and dancing. And Miriam sang to them: "Sing to The Lord, for He has triumphed gloriously; the horse and his rider He has thrown into the sea." (**Exodus 15:19-21**)
 - As they were coming home, when David returned from slaying the Philistine, the women came out of all the cities of Israel, singing and dancing, to meet King Saul, with timbrels, with songs of joy, and with instruments of music. (**1 Samuel 18:6-7**)
 - Sing to the Lord with thanksgiving; make melody to our God on the lyre. (**Psalms 147:7**)
- In David's time, when the people worshiped God using the Psalms that David (and others) wrote, they didn't just sing them; they also danced and played instruments. Two of the most common instruments they used were the timbrel (tambourine) and the lyre (a small, harp-like instrument).
- Show any printed pictures or videos you may have of musical instruments from David's time and if you have either a recording of lyre music or a guest musician, this is a good time for them to share some examples of this ancient music.
- Explain that we are going to create likenesses of these instruments today in class and if you have created a sample, show this to the children.
- Pass out or show the children some symbols that could be used in their projects to represent different parts of David's story. Be sure to point out the Star of David and ask the children if they have ever seen one. Explain that this has long been a symbol not only of King David but also of the nation of Israel and the Jewish people in general. You can read more about it here: http://en.wikipedia.org/wiki/Star_of_David or here: <http://judaism.about.com/od/judaismbasics/a/starofdavid.htm>
- Invite everyone to move to the tables and begin their projects. You may wish to do the projects one at a time, or if you have enough adults, divide the class in half and have one group work on timbrels while the other works on lyres and then switch stations.



- **To make the Timbrel (tambourine)**
 1. Give each child two sturdy paper plates.
 2. Ask them to turn each plate face-down and use crayons or markers to decorate the plates with symbols of David (p. 17), words from Bible verses about David or praising God with music, or other symbols they like
 3. You may also want to have an adult use calligraphy or neat handwriting to write all or part of a Bible verse about praising God with music such as Psalm 81:2 or 149:3
 4. When their artwork is complete, staple the paper plates together, facing each other.
 5. Using a handheld hole punch, make holes around the plates every few inches so that you end up with 8 holes.
 6. Cut 4 short pieces of yarn or ribbon and tie jingle bells to every other hole.
 7. Cut 4 or more longer pieces of yarn or ribbon to make streamers for the rest of the holes.
 8. Decorate the tambourine with crayons.
 9. Cover the staples with clear tape to protect fingers.
 10. Shake to play.
- **To make the Lyre (small harp)**
 1. Using the template provided (p. 18), cut out lyre shapes using the light-colored cardstock. (Teachers may wish to do this prior to class, especially with younger children.)
 2. Take the hole punch and make an equal number of holes in the top and bottom of the lyre. Make sure they line up vertically.
 3. Cut a very long piece of yarn or colorful ribbon. Secure the end to the backside of the harp with a piece of tape or glue.
 4. Lace the ribbon through the holes.
 5. When you are finished lacing, cut the ribbon off and secure the end on the backside of the lyre with tape.
 6. Mount your harp on a colorful background piece of construction paper.
 7. (optional) Glue the construction paper to a larger piece of foamcore or heavy cardstock to make a “frame” for your artwork.
- When everyone has finished their projects, gather the class back together to wrap up.
 - What did you think about as you were working
 - What was your favorite part of today’s activity?
 - How do we still use music to praise God today?
 - Besides singing hymns during a church service, what are some other ways that music can convey joy and praise?
 - What other emotions can music show?
 - What’s your favorite kind of music? Why?



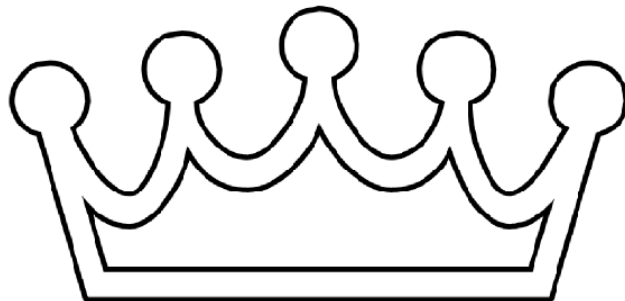
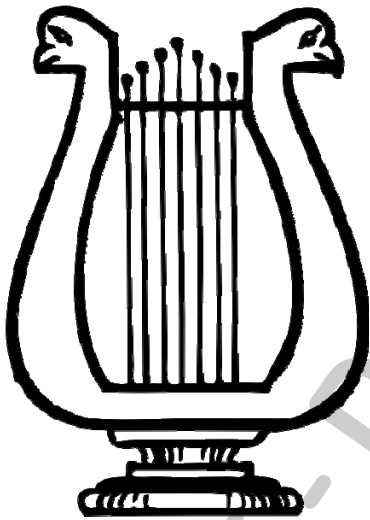
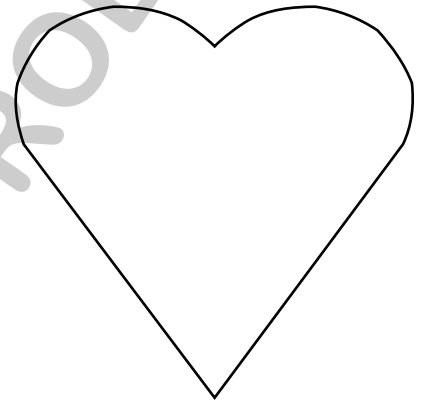
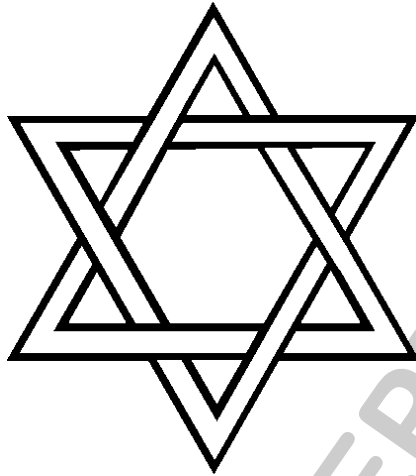
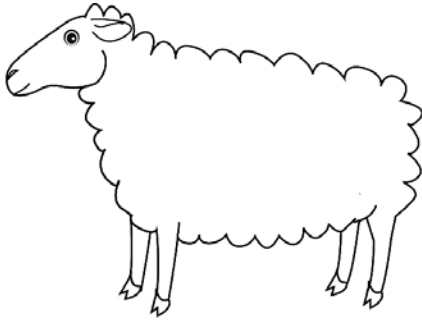
- Conclude your time together with a short prayer, thanking God for the ways in which we are loved and offering praise for the goodness of God's gifts. Remind children that sometimes it's hard to find the words to say to praise God or offer prayers, but music is a wonderful way our hearts can talk to God.
- Try to allow 10 minutes or so at the end of class for students to reflect on this activity and write or draw in their journal.

Filler Activities:

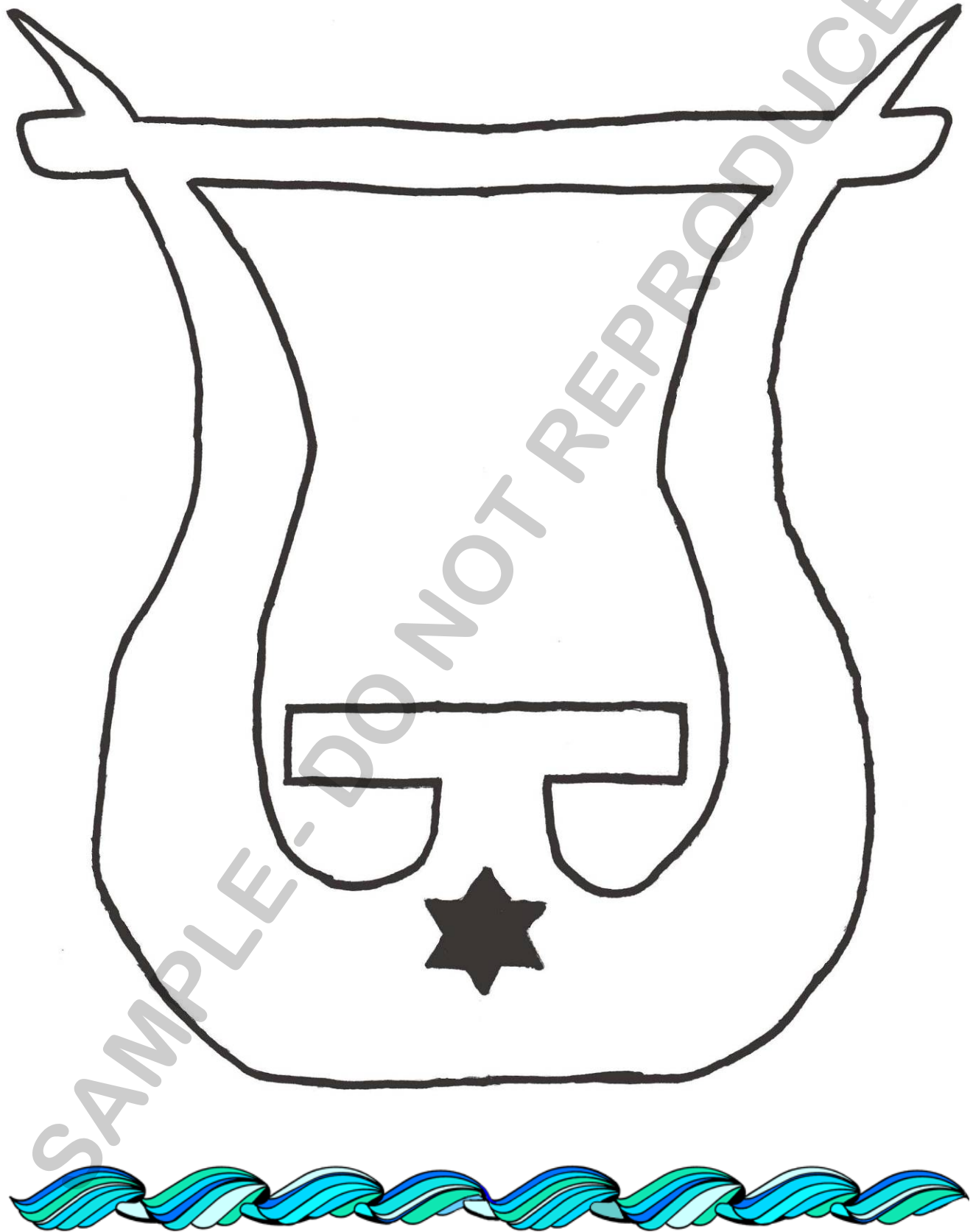
- If time allows, write out the memory verse for this unit (or one of the scriptures about praising God with music) on a chalkboard or piece of poster paper and have each person take turns reading it out loud.
- Children can also create Star of David cards to share with others:
 - Give each child a coffee filter
 - Fold the coffee filter in half, then fold the resulting semi-circle in even thirds.
 - Cut an inverted "V" shape out of the rounded side of the resulting shape, making a chevron shape.
 - If you unfold the paper at this point you'll have a Star of David
 - Glue the star onto a piece of construction paper that you've folded in half to make a card.
 - You can then decorate the card in any way you like with crayons.



Symbols of King David



Lyre Template



King David: Publishing Workshop

Bible Reference for the Cycle: I Samuel, chapters 16-18; Book of Psalms (esp. 23, 81, 136, 149)

Main Verse for the Cycle:

"But David found strength in the LORD his God."

I Samuel 30:6

Key Concepts and Life Application:

- God does not see us as others see us; God looks on the heart. (I Sam. 16:7)
- Even though David was the smallest of his brothers, God set him apart—anointed him—for a very special role.
- Even though David was young, God gave him courage to face the giant Goliath.
- Even though David was just a shepherd, God gave him wisdom to be a great king and creativity and talent to write and perform songs of praise to God.
- Even though David was a flawed man who made some terrible mistakes, God used him to do important things and he was "a man after God's own heart" (Acts 13:22)
- No matter who we are or where we come from, God can call us to great—even impossible—tasks, and will give us exactly what we need to carry out those tasks.
- David was the Lord's Anointed One for his people, and Jesus, who was called the "Son of David," is God's Anointed One who protects and defends us as our King today. (The word "Christ" means "Anointed One.")

Summary of Class Plans:

The students will learn about the battle of David and Goliath

Materials Needed:

- Printed copies of "An Unlikely Hero – worksheet" (p. 23)
- Printed copies of "An Unlikely Hero – story" (p. 24)
- Pens or pencils
- Blank paper
- Large butcher paper cutout of a Goliath – you can trace an adult male or just draw an exaggerated cartoon shape to be taller. It doesn't need to be 9 feet tall... but the taller the better! 😊
- Tube sock
- Tennis ball (inside tube sock – then tie sock closed)
- Bibles
- Recording of "Voice of Truth" by Casting Crowns

For Filler Activity:

- Copies of memory verse
- Crayons or markers
- Blank paper



Workshop Lesson Plans:

- **BEFORE CLASS:** Print “An Unlikely Hero” pages at the end of this lesson (p. 23-24) so that there is one for every child.
- You can refer to “A General Schedule for Class Structure” (included in the Introductory Materials) for ideas on how to introduce yourself and the story, as well as how to plan your class time appropriately.
- Welcome children as they arrive. You may wish to have some soft music playing or some easy activity (such as coloring or puzzle sheets) for children to do as they arrive until it is time to begin your class.
- When it is time to begin, introduce yourself to the students and have them introduce themselves. Then read the cycle story.
- After you have read the story, ask the children some questions about what they heard. Here are some ideas to get you started:
 - What makes a great warrior?
 - What skills did David have?
 - Where might David have learned his skills?
 - Do you think the Israelite army expected David to win or lose? Why?
 - What do you think David’s brothers thought?
 - Why do you think David volunteered to fight Goliath?
 - How did David prepare to fight Goliath?
 - What was Goliath’s reaction when he saw David?
 - If you were going up against a strong enemy, what kind of weapons would you want?
 - Why do you think David was able to win with just a slingshot and five smooth stones? (It wasn’t the stone; it was God)
- After the discussion, you can begin the first activity and have students move to the table to get ready.
- Talk about prophets and do some research into what a prophet is and what a prophet does. Here are some suggestions:
 - Pass out copies of “An Unlikely Hero – worksheet” and have them write in their responses.
 - Once they’ve completed their answers, hand out the story sheets and have them copy their answers onto the story sheet to create a silly story.
 - Once they’ve completed their silly story, find a partner and read each other’s version of the story.
 - Using the Bibles, read the biblical account of David & Goliath (1 Samuel 17:24-51) and have students fill in the correct answers on the story sheet.



- If time allows, talk about what it means to stand up to bullies and how God can provide us strength and resources we need.
 - How might this story apply to your life?
 - What makes a person “strong” or “weak”?
 - Have you ever been asked to do something that felt too big to do?
 - What “giants” do you see in your own life? In your school? Community?
 - What might be some characteristics that God looks for?
 - Why was a slingshot an unlikely and impractical weapon for David to choose to use against a giant?
 - What worked in David’s favor?
 - What might work in standing up against other giants?
- If you’ve got a large Goliath cutout from butcher paper, show that to the kids and ask what other names we might attach to this giant? Peer pressure? Darkness? Bullying? Have each person who wants to come up and try to throw the sock slingshot at the giant and hit him right between the eyes.
- For older kids, if time allows, before or after the Goliath cutout activity, you might play a recording of “Voice of Truth” by Casting Crowns. Ask students to listen for the following lyrics:

Oh what I would do to have
the kind of strength it takes to stand before a giant
with just a sling and a stone.
Surrounded by the sound of a thousand warriors
shaking in their armor,
wishing they'd have had the strength to stand.

But the giant's calling out my name and he laughs at me,
reminding me of all the times I've tried before and failed.
The giant keeps on telling me,
time and time again, "Boy, You'll never win! You'll never win!"

But the Voice of Truth tells me a different story.
The Voice of Truth says, "Do not be afraid!"

- Make sure you leave time for students to reflect about today’s activity. Try to leave at least 10 minutes where students can write or draw in their journals.
- Close your class time together with a prayer.



Filler Activities:

- Students can take additional turns swinging at the paper giant.
- A good filler activity is to have students work with the memory verse for the unit to help them remember it. Here are two ways you can do that:
 - **Computer Option:** Students can type out the words of the memory verse in any font and color they choose. If you have a printer available, let them print out their work and take it home.
 - **Non-Computer Option:** Have students write out the memory verse and draw a picture of standing up to a giant



An Unlikely Hero – Worksheet

1. A nationality _____
2. A man's name _____
3. The name of a city _____
4. A number between 1 and 100 _____
5. A type of metal _____
6. A material _____
7. Another nationality _____
8. An action _____
9. A boy's name _____
10. An animal _____
11. Another animal _____
12. Something you wear on your head _____
13. An article of clothing _____
14. A weapon _____
15. A small object _____
16. A small animal _____
17. Another small object _____
18. A body part _____



An Unlikely Hero – Story

The people called the _____ gathered their armies for battle. Their champion was named _____, from _____. _____ stood _____ feet high. He wore a helmet made of _____ and was clothed in _____.

The _____ stood on a mountain opposite the army of the _____. Every day _____ would challenge the _____ to fight him, and whenever he did, they _____.

Finally, _____ stepped forward and volunteered to face _____. He said to Saul, the King of the _____, "I have fought a _____ and a _____, so I know God will help me defeat _____ as well."

Saul put his own _____ on _____'s head and dressed him in his own _____. He then put his own _____ into _____'s hand. "I cannot use these," _____ said, "because I am not used to them."

So instead, _____ went down to a stream bed and picked up five _____. Then he went to face _____. When _____ saw _____, he said, "Do you think I am a _____, that you come after me with _____?"

Unafraid, _____ stepped forward and slung the first of the _____ toward _____. The _____ struck _____ in the _____, and he fell to the ground.



An Unlikely Hero – Worksheet Answers

1. Philistines
2. Goliath
3. Gath
4. Nine
5. Bronze
6. Armor, mail
7. Israelites
8. Fled, ran away
9. David
10. Lion
11. Bear
12. Helmet
13. Armor, mail
14. Sword
15. Stone(s)
16. Dog
17. Sticks
18. Forehead, head

