

# Lesson 2: King Saul Anointed

**Objectives:** Students will...

- 1) Study that God chooses Saul as king in 1 Samuel 9-11
- 2) Learn practical ways to overcome negative influences

**Accommodations:** How will I accommodate individual needs of students? See Lesson 1

## Supplies:

### Teacher Materials (provided in classroom)

- Bible(s)
- Markers/Pencil Crayons
- Pens/Pencils
- Attendance Chart (See Template)
- Stickers for Attendance
- King Saul Conquers Activity Sheet – one per student
- Follow Crowns, Crossword, and Questions Activity Sheet – one per student
- Overcoming Influences Take Home Sheet – one per student
- King Saul's Reign Map – one or two for class to share for this and other lessons

### Optional:

- Books of the Old Testament Word Search (for those who are done early). Keep word search during quarter so students can continue to work as they have time.
- Storybook or visuals of this story to show kids

### Snack:

- Round Fruit Pieces (to represent crown) ex: orange slices      enough for each student
- Napkins      one per student
- Water/Cup      one per student

## Lesson:

### 1) Introduction to Lesson

10 minutes

As students enter, welcome them and help find a chair to sit at. Thank them for coming.

Take attendance (using attendance chart supplied). Write in the name of each student on the chart and let each child put a sticker beside their name for this week.

Say to students:

**This quarter we will continue to study 1 Samuel from the Old Testament. 1 Samuel is part of the books of History. Can I get you to start looking for 1 Samuel now while we continue our introduction?**

**As a class we have been going through the Old Testament, our focus for the time of the Kings will be in 1 Samuel, but the kings are also mentioned in 1 and 2 Samuel, Kings, and Chronicles.**

**Can anyone remember what we studied last week about Israel's lack of contentment?** The Israelite's wanted a king like the other nations. By asking for a king, they rejected God as their true King and rejected Samuel as their leader. They were not content. After God warned them of the consequences of having a king, they were sent home.

## Can anyone remember what some of the consequences of having a king was for the Israelites?

The king would take their sheep, servants, sons, daughters, and land for his own use and that when they cried out to God complaining about the king they asked for, He would not answer (1 Samuel 8:18).

### 2) Kings Saul's Map and Conquer Activity Sheet

15-20 minutes

**Optional:** Storybook or visuals of this story to show kids (if available)

Have students turn to **1 Samuel 9:1-6**, read yourself or have a student volunteer.

Ask: **Can you guess who they are going to see?** Samuel.

**What is the name of the son who is looking for the donkeys?** Saul

Read **1 Samuel 9:14-20 and 10:1, 17-27**

**How did Samuel know Saul was to be king?** God told him.

**How did Samuel tell Saul he was to be the next king?** He poured oil over his head – this was done in the Old Testament to show who was chosen or “anointed” by God.

**Why do you think Saul hid?** Let students answer. Maybe he was shy, insecure, scared, or reluctant.

**Where did Saul go afterward?** Back to his home in Gibeah

**What did he do to the men who were rude to him?** Nothing, he kept silent.

Hand out the King Saul's Reign map visual aid along with pencils and pencil crayons and show the students where Saul started (in Gibeah), and then where he went with Samuel (Mizpah)

Read **1 Samuel 11:1-11**

**Who is Nahash?** The Ammonite, which later the Bible says was also king of the Ammonites.

Show students Jabesh Gilead on the map and the green area which was the land of the Ammonites.

Say: **The people of Jabesh Gilead were Israelites from the tribe of Gad or Gilead. They were in desperate need of help and asked the men of Israel to come to their aid.**

**Read verse 7 again. What happened when Saul sent out the ox pieces?** Terror of the Lord came upon the people and they united together to go and help their people in Jabesh-gilead.

**What was the result?** The Israelites conquered the Ammonites

Read **1 Samuel 11:12-15**

**What was Saul's reaction to the people who were trying to influence him to punish the men who were previously rude to him when he was anointed king?** He said no and gave glory to God.

**Where did the Israelites go after that?** To Gilgal and worshiped God.

Hand out **King Saul Conquers Activity Sheet**

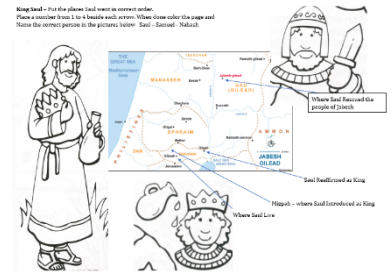
Read the directions and help students fill in the correct answers. Then let students who want to color the picture do so while you go through the questions below. Go through the map together again as a class and point out the different regions Saul and Samuel went at the beginning of Saul's reign.

**Map Activity Answers:**

1) Gibeah      2) Mizpah      3) Jabesh-gilead      4) Gilgal

First person on the left is Samuel, the man in battle armor is Nahash and the man being anointed at the bottom is Saul.

Say: **God is King over all the earth. Even though God gave the Israelites a king, God still ruled over the Israelites and their king. God created the world, and He rules over all of it. Any power that any king or ruler has is only what God gives.**



**While students color, discuss the following:**

**What does the word “influence” mean?** The dictionary describes it as to have an effect on the character, development, or behavior of someone or something. To impact someone or something.

**What are some examples of influence?** Being influenced negatively by others – being encouraged to do wrong, to buy something you don’t need, etc. Or to be influenced positively – to study more, be encouraged to be kind, helpful, etc.

**During this time, how were the Israelites influenced?**

1) They were following the other nations around them. Wanting a king to be like the other nations – 1 Samuel 10:19 – and rejected God. They were influenced by the other nations who would come and oppress (take over them).

2) They were wanting people who did something wrong to be punished severely.

**What was Saul’s response to the mean and negative people in 1 Samuel 10:27?** (Read verse again). He held his peace.

**How did Saul influence people in 1 Samuel 11:6-7?** (Read verses again.) He united the people to stand up for the oppressed.

**Was that a positive or negative influence?** Positive

**Again, how were the people trying to influence Saul in 1 Samuel 11:12-13?** (Read verses again.) Wanting him to punish the negative Israelite men.

**What was Saul’s response to the influence?** Gave glory to God and refused to consent.

**Was his response positive or negative?** Positive – he stood up for what was right.

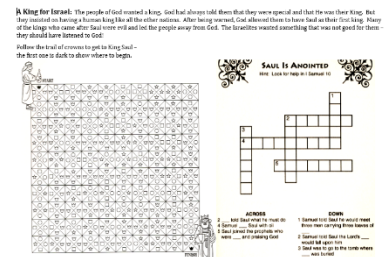
**Any questions or comments about being influenced?** We’ll discuss it more later on in the lesson as well.

### 3) Crowns, Crosswords, and Questions Activity Sheets

15-20 minutes

Hand out activity sheets to each student along with pencils and/or crayons.

Go through the first page together reading the directions, help as needed. When you get to the cross word, read each sentence aloud for students who have trouble reading and help as needed with spelling once they guess the word.



On the next page, there are some questions to go through as a class. For those who are able they can write down some ideas as you discuss them as a group. For those who find it difficult, they can listen and share ideas with the class. Have everyone draw or write some ways they can stand up to negative influences and instead be a positive influence.

Questions below, discuss as a group. Give examples or allow appropriate examples as able. Have students take turns reading the Bible verses on the page.

#### 1 Corinthians 15:33

Do not be misled: “Bad company corrupts good character.”

#### John 8:31-32

To the Jews who had believed him, Jesus said, “If you hold to my teaching, you are really my disciples. 32 Then you will know the truth, and the truth will set you free.”

### Psalm 119:1-3

Blessed are those whose ways are blameless, who walk according to the law of the Lord.

2 Blessed are those who keep his statutes and seek him with all their heart—

3 they do no wrong but follow his ways.

**How can we be influenced today?**

**How do we avoid negative influences based on these verses?**

**How can we stand up to negative influences?**

**What are some ways we can be a positive influence on others?**

**Draw or write some ways you can avoid or stand up to negative influences today and be a positive influence instead.**

Help students as needed come up with ideas for drawing/writing. Guide discussions to be focused on relying on God and His word to influence us and not allow other things or people that do not follow God to impact our souls and lives.

### 4) Optional: Memory Verse

2-5 minutes

For this quarter, each week have the students go to **Psalm 47:7** in their Bibles and read the verse allowed as a class 2 times. Other options include:

- You saying a word and having them repeat it as you go through the verse
- Have students repeat a small phrase ex: “For God is the King of all the earth” a few times before working on the next phrase.
- Have students repeat after each other
- Ask students to think of hand gestures. Ex: Point up when you say “GOD”, pretend to put a crown on your head as you say “KING”, make a circle shape with hands as you all say “EARTH”, etc. and then go through verse as a class with gestures.

**Psalm 47:7** says:

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

Say: **God is King over all the earth. Even though God gave the Israelites a king, God still ruled over the Israelites and their king. God created the world, and He rules over all of it. Any power that any king or ruler has, even today, is only what God gives.**

**The Israelites did not trust God. They wanted a king. We need to obey our earthly leaders as much as they obey God, but our true Leader and King is Christ Jesus. We need to ALWAYS follow and obey Christ our King.**

### 5) How to Handle Influences Take-Home Sheet

10 minutes

During the week they will have the opportunity to put into practice what they learned about influences. (Hand out the calendar to take home and record what happens during the week).

**Learning how to react to outside influences...**

**Every night during the week, take time to reflect on the day's events. List the different situations that caused you to be influenced or potentially influenced. Next to that, write down how you decided to react to that situation.**

Learning How to React to Outside Influences

Each night this week, take time to list the different situations or people that tried to influence you. Next to that, write down how you decided to react to them and if your reaction was positive or negative. If not, say what you could do next time around.

A blessed atonement that you have now repented your God, who saves you out of all your iniquities and iniquities. And you have said, "Yes, against a king over us: do now present yourselves before the Lord by your tribes and clans."

Day	Outside Influences	Your Reaction and If It Was Positive or Negative
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

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**How did you do last week? Were you able to fill out the sheet?**

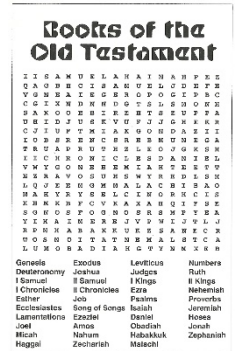
**Just like we studied today that while the Israelites were negatively influenced and they tried to influence Saul negatively. We can be like Saul and stand up to those influences and say no, giving glory to God. Hopefully this chart will be a positive influence on you!**

Read the directions and examples out loud. Ask if they have any questions.

**6) Optional: Books of the Old Testament Word Search**

**10 minutes**

Hand out one sheet and pencil to any child who is done all the other activities early. Read the books of the Bible listed allowed as they begin. Ensure student write their name at the top of the page.



\*Keep word search in the classroom so students can continue working on the sheet anytime they have extra time over the next few weeks.

**7) Optional – Snack: Round Fruit Slices (Crown)**

**5 minutes**

Hand out snack to each child along with a glass of water or juice to each child. Explain that, **“Today we learned that Saul became the first king of Israel. Let’s enjoy our snack (which is round and reminds us of the crown a king would wear).** Provide a napkin for children to clean their hands. Review with students by asking them questions from the lesson again and discuss any questions they have while snacking.

**8) Optional – Songs**

**5 minutes**

Have children sing songs with you from song list and/or choose song below:

**We will Listen and Obey**  
*(to the tune of Old MacDonald had a Farm)*  
 We will Listen and Obey,  
 Yes Lord, yes we will.  
 We will Listen and Obey,  
 Yes Lord, yes we will.  
 With a Yes Lord here and a Yes Lord there  
 Here a Yes, There a Yes, Everywhere a Yes! Yes!  
 We will Listen and Obey,  
 Yes Lord, yes we will.

**9) Close in prayer**

\*If desired, ask the children if they have any prayer requests and write them down to help you remember. Then ask all children to bow their heads and fold their hands to pray.

**Thank You Lord for all You provide us. Our homes, families, food, friends, health, love, the Bible, Jesus, our church family, and so much more. God, help us to trust You as You rule over us. No earthly king can compare to the perfect King Jesus whom we have ruling over us. Help us to be content, to trust, to stand up to negative influences and instead be a positive influence to those around us, and to walk in Your ways always. In Jesus’ name, amen.**

Thank you for serving Christ in this way!