

UNIT 2:

**Kids of
the Bible**



LESSON 6:

David, the Shepherd Boy

**Key
Concept**

God wants me to
help others.

KEY CONCEPT MOTIONS:

Every time you say the key concept during the lesson, use these motions. God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].

Bible

Summary

1 Samuel 16:11, 18;
17:12-20, 34-35

In today's lesson, the children will learn about David, a shepherd boy. They will hear how God wanted David to help his family and King Saul. David helped his family by taking care of the sheep and bringing his brothers food while they were fighting in a war. David helped King Saul by playing music for him.

Bible Verse

"Serve one another."
Galatians 5:13

Objectives

KNOW WHAT (LG):

Children will hear how David helped his family by tending sheep, how he helped his brothers by bringing them food, and how he helped King Saul by playing music for him.

SO WHAT (LG):

Children will learn that God wants us to help others.

NOW WHAT (SG):

Children will participate in an activity to identify ways they can help others.

Spiritual Formation

Helping/Serving

People Needed

Teacher 1, Teacher 2/Helping Hands,
Sound Volunteer

Supplies and Visuals

- Large jar with lid
- Game die
- Red circle game piece
- *The Beginner's Bible*
- Hat with a sheep attached to the top

- Stuffed animal sheep
- Comb
- Shepherd's staff
- Crown
- Musical instrument (tambourine, drum, recorder, etc.)
- 7 Dolls
- Cheese (toy or packaged slices)
- 7 Bread slices
- Rag
- 2 Bright pieces of construction paper

The following visuals can be found in the Lesson 6 Visual folder on the Fall Quarter CDs.

- 3 Bible story pictures:
 - David
 - Sad King Saul
 - Happy King Saul
- 3 Question Mark pictures:
 - Child vacuuming
 - Child dusting
 - Child picking up toys

Equipment Needs

- CD Player
- Fall Quarter Sound Effects CD #1
- Music CDs

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Notes:

Costume Needs

- None

In Advance

- Recruit people needed. Make sure a Teacher or other volunteer is prepared to lead the music and that someone is ready to operate the music and sound effects CDs.
- Print out the Bible story pictures (*Lesson 6 LG 2–Lesson 6 LG 4*). (See Unit Overview for sizing tips.)
- Print and copy the Question Mark pictures (*Lesson 6 LG 5–Lesson 6 LG 7*), making sure they are large enough for all the children to see. (See Unit Overview for sizing tips.) Place them behind or on the floor beside Question Mark.

Welcome



(5 MINUTES)

[*Play upbeat music as the children arrive. Ask volunteers to sit among the children and encourage them to stay low during the songs and do the motions at kid-level. When all the children have arrived, encourage kids to clap their hands along with you. You can clap overhead, on your knees, on your belly, etc.*]

TEACHER:

Hello friends! My name is _____, and I’m so glad you’re here today! Today we are going to play a very special game. It’s the Great Kid Game. [*Point to set behind you.*] We are going to sing songs and hear a Bible story as we all play the game together. It’s going to be so much fun! First we are going to go to our Small Groups for Kid Connection. [*Dismiss Small Groups individually.*]

Kid Connection

(10 MINUTES)

Led by the Small Group Leaders

- Write the Question Mark question on one piece of construction paper (“How can you help others?”). Write Casey’s note on the other piece of paper (“Dear Friends, everything you need is up front. Look for the Helping Hands that will help tell the Bible story. Love, Casey”). Fold both pieces of paper; tape the appropriate one to the back of Thinking Hat and place the other inside Casey the Closet.
- If you aren’t using a curtain at the back of your teaching area, Teacher 2 can kneel behind the puppet stage (from Lesson 3) to provide “helping hands.” Or, Teacher 2 can simply put on a bright pair of gloves and pull the necessary props out of a large gift bag.
- Gather the rest of your props and set the teaching area.
- Print out the script and rehearse the teaching time.

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Teach

(20 MINUTES)

[After children have been in Kid Connection for 10 minutes, play upbeat music to gather them back to Large Group.]

TEACHER 1:

Stay in your groups and click on your listening ears. In a minute you are going to hear some music. When you hear the music, I want you to hold hands with your friends in your group and walk over together and sit on the floor. Listen for the music.



[Play upbeat music as the kids gather.]

TEACHER 1:

Hello, friends! Welcome back. I hope you had fun in your Small Groups. Today we are going to play a really fun game and learn a lot of things about God! First, let's remember two special rules. Can you hold one finger in the air? [*Hold up one finger.*] Good job! Rule number one: be kind. Can you say that with me? [*Kids say, "be kind."*] We can be kind by sitting down so everyone can see and being quiet so everyone can hear. Now hold two fingers up in the air. [*Hold up two fingers.*] Rule number two: be safe. Can you say that with me? [*Kids say, "be safe."*] You can be safe by sitting with your group behind this line. Great job, friends! Now we are ready to play. . . .



[SFX 68: *The Great Kid Game!* (with music).]

[Teacher 1 starts dancing and clapping. Ask kids to clap while staying seated.]

TEACHER 1:

Let me tell you how we'll play the game. We'll start right here [*point to start square*] and go all the way to the end. [*Run to end of game and point to last square.*] But during the game, we can go anywhere! When we land on a Lalalalala square [*point to game square; sing name as if you are doing vocal warm ups*], then we go here [*point to Lalalalala box*] and we know it's time to sing a song! If we land on a Casey the Closet square [*point to square on game board*], then we get to go to Casey the Closet. Casey is right back there [*run half-way into the room and point to Casey the Closet at the back*]. Casey the Closet helps us when it's time to tell the Bible story! And there's a Question Mark square [*point to game board*]. Question Mark is right over there [*point to Question Mark*]. When we land on Question Mark, we know there is going to be a question for us to answer! We also have a Thinking Hat over here. [*Point to hat.*] And our friend Silly Willy. He always has lots of silly things to give us! [*Point to box.*] This game is going to be so much fun. No matter what game square we land on, we're going to do lots of wonderful things! [*Return to front of the room.*] When we get to this square right here [*point to finish square*] we win the game!

Let's play the Great Kid Game! [*Shake game jar with die inside.*] Friends, this is our game jar. I have to shake it to find out how many spaces we have to move. But I need your help. Pretend to shake along with me! Shake it up high [*shake up high*]. Shake it down low [*shake down low*]. Now, shake it s-l-o-w [*shake slow*]. [*Open jar and examine die.*] Oh good! We get

Teacher Note:

Regardless of what number the die shows, say it shows the number indicated in the lesson.

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to move two spaces. Friends, let's count together. [*Move game piece while counting.*] One . . . two. We landed on the Silly Willy square. Silly Willy is right up here! [*Place game piece on the Silly Willy square and point to Silly Willy box.*]

[SFX 69: *Silly Willy: Yippee! You landed on me, Silly Willy! Get ready, because soon you're gonna look really silly.*]

TEACHER 1:

Let's open up Silly Willy and see what's inside. [*Open Silly Willy's lid and look inside.*] Friends, there's something really silly in here! [*Reach in and take out hat with sheep attached to the top.*] It's a hat and there's a sheep on top! There will be a sheep like this one in our Bible story! [*Pause.*] Well, I guess I'll put it on! Friends, let's pretend to put on our silly hat! Ready . . . [*place hat on head.*]

[SFX 70: *Sheep baaaaaaa.*]

TEACHER 1:

Boy, is this a silly hat! Let's try that one more time. [*Place hat on head.*]

[SFX 71: *Sheep baaaaaaa.*]

TEACHER 1:

[*Make a funny face.*] So, Silly Willy. How do I look?

[SFX 72: *Silly Willy: You sure look silly! Good job friends, you can move along in the Great Kid Game!*]

TEACHER 1:

Thanks, Silly Willy! Let's keep going! It's time to shake! [*Shake jar wildly. Open the lid and check the die.*] We get to move three spaces! Let's count together. [*Move game piece while counting.*] One . . . two . . . three. We landed on Casey the Closet. [*Run to Casey.*] I love Casey! Casey has things inside we can use to tell the Bible story. Let's open Casey up. [*Open closet.*] I don't see anything but this note. I'll read it to you. [*Read note.*] "Dear Friends, everything you need is up front. Look for the Helping Hands that will help tell the Bible story. Love, Casey." [*Look around.*] Hmmmm, I don't see any Helping Hands. I don't even see the Bible, and we need that to tell the Bible story. Maybe there's a clue in the note. [*Look at the note again and slowly walk up aisle to the teaching area.*] It says everything we need is up front [*slower*], up front . . . [*light bulb goes off*]. Ah, I get it! I'm supposed to go back up front! [*Return to the front.*] Okay, so where are those Helping Hands . . .

[*Teacher 2 passes The Beginner's Bible through the curtain or over the top of the puppet stage.*]

TEACHER 1:

Look at that! Helping Hands! The Helping Hands have the Bible! [*Take Bible from hands.*] Friends, can you use your hands to wave hello to these Helping Hands? [*Kids wave.*]

[*Teacher 2 waves at kids, then pulls hands out of sight.*]



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Lesson 6 LG 2

TEACHER 1:

Click on your listening ears, friends. Click! Click! [*Tug on each earlobe.*] Now let's put on our special eyes. Shookum! Shookum! [*Hold hands to eyes, one at a time, shaping glasses. Look inside the Bible.*] Today's Bible story is about a little boy named David. Let's look at a picture of David.

[*Teacher 2 holds the David picture (LG 2) out through the curtain or above the puppet stage.*]

TEACHER 1:

The Bible says that David was a good helper. David helped his family at home by taking care of their sheep.

[*Teacher 2 hands the stuffed animal sheep to Teacher 1.*]

TEACHER 1:

Thank you for helping, Helping Hands.

[*Teacher 2 gives an "A-OK" sign and pulls hands back out of sight.*]

TEACHER 1:

[*Hand above eyes as if watching.*] David watched the sheep to make sure they were safe. Let's pretend to watch the sheep like David. [*Invite children to put their hands above their eyes.*] We're watching! We're watching! We're watching the sheep like David! David also helped his family by combing the sheep's wool, or their hair.

[*Teacher 2 hands comb to Teacher 1.*]

TEACHER 1:

Thanks, Helping Hands!

[*Teacher 2 gives a big thumbs up and pulls hands out of sight.*]

TEACHER 1:

Friends, let's pretend to comb the sheep's wool. Zoop! Zoop! [*Pretend to use the comb to comb the stuffed animal sheep.*] Sometimes, the sheep would run away and get lost. David used the staff to pull the sheep back so they could find their way back home.

[*Teacher 2 hands staff to Teacher 1.*]

TEACHER 1:

Our Helping Hands are so helpful! This is a staff. See how David could pull the sheep back? [*Demonstrate with the staff how to pull sheep back.*] David was a good helper. David helped even more people. David helped a King.

[*Teacher 2 hands crown to Teacher 1, who puts on the crown.*]

TEACHER 1:

The King's name was Saul. King Saul was really sad. [*Frown.*] See.

[*Teacher 2 holds the Sad King Saul picture (LG 3) out through the curtain or above the puppet stage.*]



Lesson 6 LG 3

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Lesson 6 LG 4

TEACHER 1:

Show me your sad face. [*Invite kids to frown.*] King Saul wanted David to help him feel happy. So whenever the King felt really sad, David would play him some music on his instrument.

[*Teacher 2 hands instrument to Teacher 1.*]

TEACHER 1:

Thanks, Helping Hands.

[SFX 73: *Kingdom Parade music.*]

[*Teacher pretends to play the instrument and marches around the stage while music is playing.*]

TEACHER 1:

Friends, how do you think the King felt after David played him some music? [*Kids respond, "happy."*] That's right. King Saul was happy. Let's look.

[*Teacher 2 holds the Happy King Saul picture (LG 4) out through the curtain or above the puppet stage.*]

TEACHER 1:

Can you show me your happy face? [*Smile big.*] David was a good helper! David helped even more people. David had seven brothers who were far . . . far . . . far . . . away. They didn't have any food to eat. They needed help.

[*Teacher 2 hands seven dolls, two at a time, out to Teacher 1.*]

TEACHER 1:

Oh my, here are David's brothers now. [*Take the first two dolls and place them in a line where kids can see them.*] Thank you. [*Take two more dolls.*] Thank you again! [*Taking two more dolls.*] Oh, thank you some more. [*Take last doll.*] Thank you for being such a great helper, Helping Hands! Let's count David's brothers. [*Point to dolls as you count.*] One, two, three, four, five, six, seven, seven brothers. David's brothers were hungry and needed some food to eat. David wanted to help his brothers by giving them some food.

[*Teacher 2 hands out one slice of bread. Teacher 1 takes it and places it in front of the first doll.*]

TEACHER 1:

Let's see, there are lots of brothers to feed.

[*Teacher 2 continues to hand out six more slices of bread and some cheese.*]

TEACHER 1:

David helped his brothers by giving them food to eat. Let's pretend to eat. [*Pretend to eat.*] Chomp, Chomp! David was a good helper! Let's think about the ways David helped others. David helped his family by taking care of . . . ? [*Point to sheep. Kids respond, "sheep."*] That's right, David helped his family by taking care of the sheep. How did David help the king feel better? [*Point to instrument. Kids respond, "played music."*] You got it! David played music for the King. And how did David help his seven brothers? [*Point to food. Kids respond, "gave them food."*] Great job!

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David helped his brothers by giving them food to eat. God wants us to help others. Today, I had a lot of help from a very special friend. _____ [Teacher 2] would you like to come out? We'd like to say "thank you" for using your hands to help us with our Bible story. [Teacher 2 comes out]. Friends, let's tell _____ [Teacher 2] "thank you." [Kids respond.]

TEACHER 2:

You're welcome, everyone! It's fun to help others!

TEACHER 1:

Friends, let's say our special words for today. God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice]. Say it in your loud voice. God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice]. Say it in your quiet voice. God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice]. Good job! We heard the Bible story and learned that God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].

Now, let's shake the game piece and move along on our game. It's time to shake! Friends, let's shake, shake, shake our jar! [Shake jar, open lid, and examine die.] One space! Count with me friends! [Move the game piece while counting.] One. We landed on Lalalalala. [Run over to Lalalalala.] Friends, what happens when we land on Lalalalala? [Kids respond, "sing a song."] What do we need to do to hear the music? [Kids respond, "Lalalalala."] That's right, we have to stand and sing her name. [Both Teachers sing like they are doing voice warm ups.] Lalalalala!

[Teachers can move from the teaching area to the kids' space during the song, and sing and dance with kids.]



MUSIC

Song Suggestion: "Touch the Sky" (Touch the Sky CD)

[Invite children to sit down on the count of three.]

TEACHER 1:

Isn't it great that we can help others? And look, we're almost to the end of our game. Let's shake it up and see if we can get to the end. Let's shake our jars! Let's shake them up and over our heads! Shake, shake, shake! [Shake jar.] Good job! [Open jar and check die.] We get to move ahead six spaces. [Move game piece while counting.] One . . . two . . . three . . . four . . . five . . . six. We landed on Question Mark. [Teachers 1 and 2 run to Question Mark.] Question Mark always has a special question and then shows us some pictures to help us answer the question. That's why we call him Question Mark. Let's see what our question is today.

TEACHER 2:

[Remove the folded paper and read.] How can we help others?

TEACHER 1:

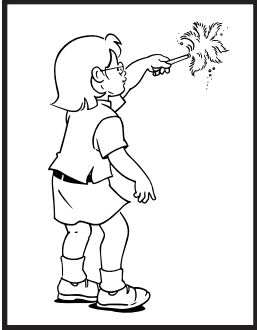
Hmm. How can we help others?

[Teacher 2 shows the Child vacuuming picture (LG 5).]

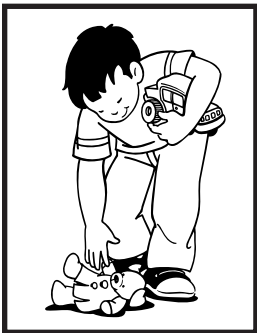


Lesson 6 LG 5

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Lesson 6 LG 6



Lesson 6 LG 7

TEACHER 1:

Hmmmm. What is that kid doing? [*Kids respond, “vacuuming.”*]

TEACHER 2:

Oh, I know! We could help someone by vacuuming the floor! Let’s pretend to vacuum the floor. [*Teacher 2 walks down aisle, pretending to vacuum.*] Hold your pretend vacuum. Now let’s vacuum the floor. [*Pretend to move the vacuum back and forth. Say, “Vvvvvv” like a vacuum.*] That was fun. Let’s say our special words. **God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].** Let’s look at another picture of how we can help others.

[*Teacher 1 shows the Child dusting picture (LG 6).*]

TEACHER 1:

Friends, what is that kid doing? [*Kids respond, “dusting.” Pick up rag placed behind the Lalalalala box.*] We can also help someone by dusting the furniture! Let’s pretend to clean the room by dusting. [*Hold rag and dust up high, low, sides. Encourage children to dust with you.*] Good job! Let’s say our special words together. **God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].** Let’s look at another picture to see how we can help others.

[*Teacher 2 shows the Child picking up toys picture (LG 7).*]

TEACHER 2:

Friends, what is that kid doing? [*Kids respond, “picking up toys.”*] We can help someone by picking up our toys and putting them away. Let’s pretend to scoop up our toys and put them in a box. Ready, scoop—[*make big gathering motion with arms*] plop! [*Pretend to drop toys into box.*] Do that with me. Scoop, plop! You all are great helpers. Say the special words with me. **God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].**

TEACHER 1:

You are good helpers. **God [point up] wants me [point two thumbs at yourself] to help others [clap hands twice].** We learned some ways we could help others, so we are finished with Question Mark. Let’s shake our jar together one more time. [*Shake jar wildly, and then open lid and check die.*] We get to go two spaces! One . . . two. We landed on Lalalalala. [*Both Teachers run to Lalalalala.*] What happens when we land on Lalalalala? [*Kids respond, “sing a song.”*] What do we have to do to hear the music? [*Kids respond, “Lalalalala.”*]. Let’s all stand up and sing her name.



MUSIC

Song Suggestion: “God is Number One” (*Touch the Sky CD*)

TEACHER 1:

[*Invite kids to sit down.*] Touch you head, touch your tummy, touch your knees, and sit down. Hooray . . . we can help others! Let’s shake it up. I hope we get a one. We need to move one space! [*Shake jar wildly, open lid, and check die.*] We got a one! Count with us. Ready . . . one! [*Teacher 1 moves game piece.*]

TEACHER 1 & 2:

Yeah, we did it! [*High five.*] We won the game. [*Teacher 1 & 2 start dancing and clapping. Ask kids to clap while staying seated.*]

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[SFX 74: Celebration music.]

TEACHER 1:

Let's talk to God and tell Him "thank You" for the Bible story. When we want to talk to God, we can pray. [*Do "Open them, close them."* Children will say the finger play with you and repeat each line of the prayer after you.]

Open them. [*Open hands.*] Close them. [*Close hands.*]

Open them. [*Open hands.*] Close them. [*Close hands.*]

Give a little clap. [*Clap hands.*]

Open them. [*Open hands.*] Close them. [*Close hands.*]

Open them. [*Open hands.*] Close them. [*Close hands.*]

Fold them in your lap. [*Fold hands in lap.*]



Dear God,
Thank You
for the Bible story.
I want to help others.
In Jesus' Name,
Amen.

TEACHER 1:

Remember to come back next week as we play the Great Kid Game and learn another Bible story. Now we are going to go to our Small Groups. 'Bye, everyone!

Dismiss Children to Small Groups