

united kingdom

DAVID

the Kingdom story from creation to revelation

DAVID'S ANOINTING AND PROMISE

Introduction

God's people – Abraham's family – grew and grew and became a great kingdom, and God raised up many leaders for His people. One of these leaders was a man named David. This is how David became king.

1 Samuel 16:1-7

One day, God said to ... His prophet, "... go to Bethlehem. Find a certain man ... who lives there, because I have selected one of his sons to be my new king. ... So the prophet did as God instructed him ... and found the man God had told him about. ... The prophet invited the man and his sons to worship with him. When the man and his sons arrived, God's prophet took one look at the first son and thought, "Surely this is the one God wants as king!" But God said to him, "... I have rejected him. I do not make decisions the way you do! People judge by outward appearance, but God looks at a person's thoughts and intentions."

1 Samuel 16:10-13

... So the prophet saw the next son and the next and the next until he had seen seven of the man's sons. But the prophet said ... "God has not chosen any of these." Then he asked, "Are these all the sons you have?" "There is still the youngest," the father replied. "But he's out in the fields watching the sheep." When this son was brought in, God told His prophet, "This is the one I choose." His name was David. So as David stood there among his brothers, the prophet poured oil on his head – as they did in those days to show that he was being appointed as the next king. And ... God's Spirit filled David and never left him for the rest of his days.

2 Samuel 5:4, 7:1-16

Years later, David did become king. God had brought peace to his land. ... One day, David summoned Nathan, another of God's prophets. ... God told Nathan to say to David, "... I chose you to lead my people ... when you were just a shepherd boy, tending your sheep out in the pasture. ... Now I will make you famous all over the world! ... Your son will become king, and then his son will become king. In fact, you are the first of your family that will rule over my people forever."

2 Samuel 7:18-25, 28

When David heard this message from God, he was amazed! He said, "Who am I, that you have given me so much! You know what I am like, and yet you still choose to give me so much!" David believed God and said, "O God, do as you have promised. ... Because you are God ... everything you say is true."

TELLING THE STORY

Why this story?

God does create a great kingdom from Abraham's descendants. From this kingdom comes a great king – a man after God's own heart (1 Samuel 13:14). David does nothing to deserve becoming king, but God chooses him. Then God shows even more extravagant love by promising King David that his dynasty will endure forever.

Again God makes a promise to an individual that will affect the entire world. God's promise to David has arguably been called "the most crucial theological statement in the Old Testament" (Brueggeman), and the promise continued to bring hope to an often-hopeless nation in the following years.

Key concepts to include in your story

- God keeps His promise to Abraham, and his family does grow into a great kingdom.
- God sends His prophet to find the person He had already chosen to be the king over his people.
- The first son arrives, and the prophet thinks it's him because of his appearance.
- God doesn't think or judge the way we think or judge – He looks at the heart (at people's thoughts and intentions).
- The youngest son isn't even brought to the prophet but is left out in the fields watching the sheep. When he comes in, God tells the prophet that it's him.
- God's Spirit comes on David and never leaves him.
- David does become king, and it's a peaceful time.
- God sends Nathan to promise David that someone from his family would sit on the throne forever.
- David responds in worship and thankfulness. He assumes that God is going to do what He has promised.

Notes about how the story was crafted

In the written story, we have not included the names of Samuel or Jesse in order to make the story simple and easy to remember. We have included Nathan's name, because he appears again in a later story. We have included the name of Bethlehem, because Jesus was born there, and it serves as yet another connection between David and Jesus. You may find it easier to tell the story when you name Samuel – as the storyteller did in the recorded story.

We have chosen to use the term **prophet** in the example story, because the alternatives (*spokesman, messenger, ambassador*) had other connotations or wasn't a word we'd use in everyday language. **Prophet** seems to be a term that most people would recognize as having authority and having messages for people from God. However, you may change the term to one of the alternatives if your audience would understand another word better. Just be sure to keep the term consistent throughout all of your stories. (For more information on the role of a prophet, see "Questions people may ask" below.)

We have greatly simplified the reasons why the prophet came to Bethlehem in order to make the story easier to retell.

We have included an explanatory phrase about why the prophet anointed David's head with oil.

1 Samuel 16:13 says, "**And the Spirit of the LORD came powerfully upon David from that day on (NLT).**" The **Spirit of the Lord** can be understood to be God's Spirit, and the specific meaning here is that David was possessed suddenly and fully by God's Spirit. In other words, God "qualified him to be governor of his people, by infusing such graces as wisdom, prudence, counsel, courage, liberality and magnanimity" (Adam Clarke's commentary). The Hebrew *ruach* [spirit] can have the physical meanings "wind" or "breath." It can also mean "power" or "authority" that God gives to someone to do extraordinary things. Therefore, in our example story, we have said "**And ... God's Spirit filled David and never left him for the rest of his days.**" Other ways to say this include: "God was with David" or "God gave David the power to rule."

There is a time lapse of many years before David becomes king so we have included a transition. We have greatly simplified 2 Samuel 7:1-28 in order to make the story easy to retell. The main idea of this section is that God promises David a dynasty that will continue forever, and David responds with gratitude and humility – trusting God. We have retained the parts of the passage that will best show that.

DISCUSSION POINTS

Retelling the story

- As your group practices retelling this story, help them see the different scenes in this story.
 - Introduction
 - Prophet obeys God and travels to Bethlehem
 - Prophet sees the oldest seven sons
 - Yet God chooses David, and the prophet anoints David as the next king
 - Years later David becomes king, and Nathan tells David that God will give him an everlasting dynasty
 - David's response
- Because this story has two clearly separate sections (David is anointed as a young boy, and David is given a promise when he is the king), try using images (pictures or clipart) for each scene of the story to remind your group of what happens next. (See the included worksheet for ideas.) As your group retells a section of the story, hold up the appropriate image to help them remember what comes next.

Questions for discussion

You don't have to ask all of these questions in your discussion times. These questions are discussion starters, but you will find that often, once people feel comfortable, they talk about many of these things naturally. However, these questions are helpful to keep a conversation going where needed, and they provide a logical sequence of working through the story. Even if you don't ask all the questions in a group, try to ask people what this story means for them personally. You'll find that as you continue to interact with God's Word at a deep level, God's Spirit will reveal things for your life in a wonderful way!

- What do you like about this story?
- What bothered you about this story?
- What does this story show you about God?
- What does this story show you about people?
- What does this story mean for your life? How will you live your life differently having learned this story?
- How will you remember this story? (*Tell it!*)
- Is there anyone you would like to tell this story to? Or anyone you would like to practice with? E.g. Your children, your best friend, your wife, your husband, a mum at the school gate, your work colleague, your neighbour. (It's true that the best way to learn a story is to tell it. So why don't you give it a go and chat to each other next week about how you found it?)
- How does this story contribute to our understanding of the Gospel? How is this story part of the Gospel?

Questions people may have

This section can never be exhaustive. Remember that during your group discussion times, you want to focus on the above questions rather than get sidetracked by deeply academic issues. Part of the joy of experiencing and studying God's Word in this way is allowing God's Spirit to teach us and reveal His truth to us through the narrative of the individual stories, and ultimately through the narrative of the larger story line. However, we understand that sometimes people feel they need

some deeper answers. Sometimes, the storyline has to speak for itself, and we have to trust it to do so. However, if your group needs some deeper answers in order to go on, here are some basics that you can discuss. If you have unresolved questions, please come and ask, and we'll help you find the answers.

- Why wouldn't the father have shown the prophet all of his sons?
 - *In this biblical culture, more importance was placed on the oldest son in a family. It is not surprising that Samuel, and perhaps the rest of the family, would have been confused that God chose the youngest son to be the next king.*
- Why did the prophet pour oil on David's head? What did that have to do with him becoming king?
 - Anointing in the Old Testament signified an act of God in which someone received divine favor or appointment to a special place, service or function in the purpose of God (especially for kingship). It often is associated with God's Spirit being given. In this case, a prophet performed the act. He filled his horn (a ram's horn) with oil and poured the oil on David's head, and David received God's Spirit.
- When David was king, why didn't God talk directly to David? Why did God talk through Nathan?
 - Old Testament prophets stood outside the political and religious order. (They could be priests, but many weren't.) Prophets have a special mission and compulsion to share the message God has given them. Their role was to challenge the social order and to remind people of their covenant with God. As such, they acted as advisers and provided an outside accountability for those in leadership.
 - God did speak directly to David at other times in his life, but He can choose to use others also – especially those whom we know. Most scholars agree that David already knew Nathan.

DAVID'S ANOINTING AND PROMISE – for children

(NCV with some passages from the NLT)

Introduction

God's people – Abraham's family – grew and grew and became a great kingdom, and God raised up many leaders for His people. One of these leaders was a man named David. This is how David became king.

1 Samuel 16:1-7

One day, God said to ... His prophet, "... I am sending you to a certain man who lives in Bethlehem, because I have chosen one of his sons to be king." ... So the prophet did what God told him to do. ... The prophet invited the man and his sons to worship with him. When they arrived, God's prophet took one look at the first son and he thought, "Surely this is the one God wants as king!" But God said to the prophet, "... I have not chosen him. God does not see the same way people see. People look at the outside of a person, but God looks at the heart."

1 Samuel 16:10-13

... So the prophet saw the next son and the next and the next until he had seen seven of the man's sons. But the prophet said, "... God has not chosen any of these." Then he asked the father, "Are these all the sons you have?" The father answered, "I still have the youngest son. He is out taking care of the sheep." When this son was brought in, God told His prophet, "This is the one I choose." His name was David. So as David stood there among his brothers, the prophet poured oil on his head – as they did in those days to show that he was being appointed as the next king. From that day on, God's Spirit worked in David.

2 Samuel 5:4, 7:1-16

Years later, David did become king. God had given him peace from all his enemies around him. Then one day God told Nathan – another one of God's prophets – to speak to David. God said, "You must tell my servant David, '... I took you from the pasture and from tending sheep and made you leader of my people. ... I have been with you everywhere you have gone and ... I will make you as famous as any of the great people on earth. ... I will make one of your sons the next king, and then his son will become king. In fact, you are the first of your family that will rule over my people forever.'"

2 Samuel 7:18-25, 28

When David heard this message from God, he was amazed! David said, "... God, who am I? ... You know me, your servant, so well! And yet you still choose to give me so much!" David believed God and said, "God, do as you have promised, because you are God, and everything you say is true!"

TELLING THE STORY – for children

Key concepts to include in your story

All Scriptures for children are taken from the New Century Version unless otherwise noted. The New Century Version has been chosen, because it is not an adult Bible packaged for children. It has been translated directly from the original texts into English with short sentences and simple, modern vocabulary that can be read and understood by children – specifically directed toward those aged between 6 and 12.

The story will need to be simplified at varying levels based on the age group of the children you are teaching. This means that many of the details in the story will need to be summarized. However, you should include the following concepts in your story.

- God keeps His promise to Abraham, and his family does grow into a great kingdom.
- God sends His prophet to find the person He had already chosen to be the king over his people.
- The first son arrives, and the prophet thinks it's him because of his appearance.
- God doesn't think or judge the way we think or judge – He looks at the heart (at people's thoughts and intentions).
- The youngest son isn't even brought to the prophet but is left out in the fields watching the sheep. When he comes in, God tells the prophet that it's him.
- God's Spirit comes on David and never leaves him.
- David does become king, and it's a peaceful time.
- God sends Nathan to promise David that someone from his family would sit on the throne forever.
- David responds in worship and thankfulness. He assumes that God is going to do what He has promised.

Example of a simplified version of the story for children

Abraham's family grew and became a great kingdom – just as God promised him. God raised many leaders for His people, and one of those leaders was a man named David. This is how David became king. One day God told his prophet to go to Bethlehem, because God chose a boy that lived there to be the next king. The prophet did what God told him to do, and he went to a man's house in Bethlehem. The prophet told the man that he wanted to see his sons. When the prophet saw the first son, he thought, "This must be the one God wants as king!" But God told the prophet, "No, I have not chosen him. God doesn't see the same way people see. People look at the outside of a person, but God looks at the heart." So the prophet looked at the next son and the next son and the next son ... until he had looked at seven sons! God did not choose any of them. So the prophet asked the father if he had any more sons. The father answered, "I still have the youngest son. He is outside taking care of the sheep." When that son was brought in, God told His prophet, "This is the one I choose." His name was David. Then the prophet poured oil on David's head to show that he would be the next king. Then God's Spirit came on David and never left him. Years later David did become king, and God gave him peace in his kingdom. One day God told Nathan – another of His prophets – to speak to David. God said, "Tell my servant David that I took him from tending sheep in the fields and made him a leader of my people. I have always been with David everywhere, and I will make him famous. One of his sons will become the next king, and then his grandson will become king. David's family will rule over my people forever." David was amazed when he heard God's message, and he worshipped God and thanked Him. David said, "God, do as you have promised, because you are God, and everything you say is true!"

Retelling the story

The following activities can be used to vary your storying sessions with the children and keep the action fresh and exciting. They also help the children learn the stories in different ways. You'll find as children journey through this story set with you, they become more and more capable of learning even complicated stories quickly and well. Varying activities and keeping it fun helps the children write the stories on their heart so that they can pull them out of their toolbox whenever a situation comes up where they can use them!

- **Charades** – Have participants choose one line from the story and use actions to convey that line to the rest of the group. The child that guesses correctly goes next.
- **Skit** – Assign parts to groups and have them act out the story as you or a participant narrates. This can be done as a group or in smaller teams. If done in teams, you may choose to have each team act out the whole story, or assign sections and have them perform the skits in chronological order one after the other.
- **Song** – This activity seems to work best in small groups of older and more advanced students. If you believe your group would enjoy this activity, have them write and perform a song based on a story or a portion of a story. To make this task easier, have each group choose a song melody as their foundation and change the lyrics as needed, as opposed to starting from scratch.
- **Sign Language** – This is a great way to incorporate kinaesthetic learning into storying. Work with the participants to develop "sign language" for keywords in the story. This will help them to remember the order and progression of the story. This activity may also be done as a group or in smaller teams. If done in teams, have a participant from each team narrate as the group demonstrates their motions. The more creative, the more likely they are to remember it! Sign language is a good activity if younger and more inexperienced storytellers are part of the group.
- **Perspective Shift** – This creative and critical thinking activity works best later in the story set. Assign groups of children different characters in the story. They then adjust the story they have learned to the perspective of that character. For example, they could tell the Fall story from Adam and Eve's perspectives or the Abraham story from Abraham's perspective.
- **Memory** – The storyteller starts this activity by saying the first line of the story. The story then moves around the circle as each participant tells a line. An alternate method is to go back and forth between partners as they tell the story to each other.
- **Popcorn** – The storyteller also starts this activity. As children remember, they raise their hand. When ready, the storyteller yells "pop" and the name of someone with their hand raised. That person will then jump in until more hands are raised and they shout "pop" to pass the story to another child. You will likely need to demonstrate how this works.
- **Interview** – Children are assigned different characters. A child designated as "interviewer" asks the characters questions about what happened in the story and the character answers according to his or her role. For example, the interviewer could ask Adam about what he witnessed or the actions he took in the garden when he ate the fruit, and Adam would give his answer.
- **Action words** – Before telling the story, the storyteller gives instructions associated with particular words. Children listen for those words in the story, and must do appropriate action when heard. For example, the storyteller would tell the participants to wiggle their arm like a snake anytime they hear the word "snake." There should be multiple words associated with actions in the story. This activity also works well with a younger audience.

Children's Teaching Materials

Sunday mornings will begin in the warehouse with a joint children's worship time led by a youth worship band followed by a storying session with the roving storyteller. Then groups will disperse to their usual meeting locations for the age-appropriate teaching of the story and activities that reinforce that story's message.

Sparks

10:30	Retell the story. Use a Storybook Bible, and point to things that God made as those items are mentioned.	Resources Needed: • Storybook Bible • Rice cakes
	Snack – rice cakes	
10:45	Craft: Different faces on sticks ~ "Is this the king?" ~ "That's not my king. He's too ..." book series	• Craft sticks • Materials to make faces • Pages with pictures of faces; words on the back
11:15	Music Time (Adapt "10 green bottles?")	• Develop a CD with 3-4 songs to be used weekly
11:20	Play	

Little Flames

10:30	Begin with prayer. (Don't repeat a specific prayer, but follow the general idea of the prayer below.) ~ Say "Hi" to God, tell Him we're glad He's there with us and ask Him to help us see Him, hear Him and know Him. Invite Him into everything we'll be doing today.	Resources Needed:
	Keep today's focus in mind: "God chooses me to do great things."	
10:35	Retell the story together multiple times. Use a combination of flannel board and Little People methods where possible. Use a storyboard method – something that is interactive and allows the children to participate in telling the story.	• Blank black poster board (for storyboard) • Pictures or objects representing the story
10:45	"Knowledge Harvest" conversation: (use similar questions as below) ~ Whose family did God promise to make into a great kingdom? ~ What did God tell his prophet to do? ~ What did God's prophet tell the father he wanted to see? ~ Which son did God choose to be the next king? ~ What was David doing outside? ~ After David became king, what did God promise him? ~ How did David respond when he heard God's promise?	

10:50	Active (content-bearing!) game or activity to reinforce the story and the message: "God chooses me to do great things."	
10:55	Biscuit break – Use this relatively calm opportunity for a little chat and prayer time. Discussion: ~ Reflect back to them: "God chooses me to do great things." Discuss ways the children can do God things for God. Thank God for choosing me.	• Biscuits
11:00	Popcorn Prayer ~ Have simple prayers, popcorn style: "Thank you, Jesus, for _____!"	
11:05	Activity: Pretend Play ~ Allow the children to use Play-dough to make whatever they want. Suggest items from the story they can make, such as a shepherd, a king, a crown, hands praying, etc. ~ Leaders can play-act with the children.	• Play-dough
11:15	Sing: Choose one or two songs from the CD	• Music
11:20	Learn the words of the week: "God chooses me to do great things." Use visuals for the kids to help them learn the words. (These can be written words even though they can't read yet.)	• Visuals to help learn the phrase
11:25	Wonder Questions: Think about great things that God chooses the children to do ~ Ask open-ended questions showing interest in the children as individuals. This will show them that we care about what they think, feel, wonder or know.	
11:30	If there is any remaining time (or the previous activities finish early), allow the children to freely choose to do whatever they want to do. Play story-relevant music in the background. Leaders should engage with the children during this time: celebrate them, pray for them, love them. ~ Play with story-oriented toys ~ Role play ~ Play-dough creations ~ Colouring station	• Story-oriented toys • Play-dough • David as a shepherd or king colouring sheets • Blank paper • Crayons

Blaze

Resources Needed:

10:35	Welcome and straight-forward telling of the story	
10:45	Retell the story using stick puppets Discuss the questions: ~ What do you like about this story? ~ What bothered you about this story? ~ What does this story show you about God? ~ What does this story show you about people?	• Puppets

~ What does this story mean for your life? How will you live your life differently having learned this story?
 ~ How will you remember this story? *Tell it!*
 ~ Who will you tell this story to?

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| 11:00 | Game: "Finding out about you" bingo
(5 things to find out about them; ex. Who likes pizza? Who has a pet guinea pig?) | • Bingo cards |
| 11:15 | Craft: Character Faces
~ Draw faces on one side of the paper plates. Allow children to say affirming things about each child's character. Write affirming words on the back of the plate. | <ul style="list-style-type: none"> • Paper plates • List of character traits for children to choose from • Markers or crayons |
| 11:25 | Circle Time: praying, reflection, responses and offering | • Container for the offering |

TNT

Resources Needed:

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| 10:30 | Retell the story | |
| 10:35 | Act out the story by assigning characters to children (7 sons, David, prophet, etc) | |
| 10:45 | Split into groups and have the leaders (with help from the children) retell the story | |

Discuss the questions:

~ What do you like about this story?
 ~ What bothered you about this story?
 ~ What does this story show you about God?
 ~ What does this story show you about people?
 ~ What does this story mean for your life? How will you live your life differently having learned this story?
 ~ How will you remember this story? *Tell it!*
 ~ Who will you tell this story to?

Pray for who they want to share the story with

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| 11:00 | In groups – have each child say what characteristics (not physical) they like about each other child. On one side of a paper plate they'll write those characteristics. On the other side they'll draw their face. | <ul style="list-style-type: none"> • Paper plates • Markers |
| 11:10 | Game: Each child has a bingo card. They walk around finding children with one of the character traits listed on the card. | • Bingo cards with facts like "has a cat" or "been to France" |
| 11:20 | Game: Two truths and a lie. In a circle, have each child say two truths about themselves and one lie. The other children have to guess what the lie is. | |
| 11:30 | (As they leave) Activity pages | |