

Teaching Resource Items
for
1 and 2 Samuel: Following God in Changing Times

These items are selected from "Teaching Plans" in
1 and 2 Samuel: Following God in Changing Times—Adult Bible Teaching Guide.
They are provided to make lesson preparation easier for handouts and similar
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Hannah: Life can be so hard! Never did I dream that I would have trouble having a baby. All my life I dreamed and planned to be a mother. But the years keep passing, and God sends no baby to my life and my heart.

Elkanah is kind, and he comforts me. I know, though, that he is disappointed. He says, *Don't cry. Am I not worth more to you than ten babies?* Oh, yes, of course he is; but it isn't the same. It doesn't take away the emptiness.

Eli: Feast days are here again, and the pilgrims come and go as always. One of the joys of being God's priest is seeing old friends year after year—tracing the growth and change of the families.

Here comes Elkanah and his brood. Looks like Peninnah has another new baby to dedicate this year. But there comes Hannah with empty arms again. The ways of Yahweh are a mystery for sure! Why would God close the womb of one and make the other so fruitful?

For Lesson One, Teaching Plan—Varied Learning Activities, Step 2, Monologues

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- Who in your early life helped you learn to recognize and listen for the voice of God?
 - What circumstances in childhood have made you better able to speak out for God when you hear God's word?
 - How can our church better prepare children, teens, and adults to recognize God's clear call and respond?
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For Lesson Two, Teaching Plan—Varied Learning Activities, Step 8, Discussion

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Memorial Stones

- (1) When a family member dies we may erect a _____.
- (2) On the foundation of a new building we place a _____.
- (3) When a guy asks a girl to marry him he gives her a “_____.”
- (4) A monument to fallen soldiers is a _____.
- (5) The ancient key to hieroglyphics is the _____.
- (6) Settlers marked their property with _____.
- (7) Communities note past famous events on _____.
- (8) The famous ruins in England are called _____.
- (9) A huge sculpture of four presidents’ faces is on _____.
- (10) God inscribed the Ten Commandments on two _____ of _____.

For Lesson Three, Teaching Plan—Varied Learning Activities, Step 1, Quiz

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Team One: Scrutinize Samuel's statements of personal conduct (1 Sam. 12:1-5) and his personal creed of integrity as a news reporter might do.

Team Two: In Samuel's recounting of how God protected Israel (1 Sam. 12:6-15), contrast his defense of God with accusations of the people's unfaithfulness in past years.

Team Three: Write an imaginary interview with an Israelite who witnessed Samuel's demonstration of God's power (1 Sam.12:16-25).

**For Lesson Five, Teaching Plan—Varied Learning Activities, Step 5,
Team Assignments**

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As a believer in Christ, I pledge to

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**For Lesson Five, Teaching Plan—Varied Learning Activities, Step 6,
Personal Pledges**

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Act I: Running Ahead of God (1 Samuel 13:1-22)

- (1) Divide this act into several scenes. (Subtitles in the text in the Bible may help.)
 - (2) Read and summarize the action of each scene in one sentence.
 - (3) Decide how this event affected Saul's kingship.
-

Act II: Killer Bees (1 Samuel 14:1-45)

- (1) Divide this act into several scenes. (Subtitles in the text in the Bible may help.)
 - (2) Read and summarize the action of each scene in one sentence.
 - (3) Decide how this event affected Saul's kingship.
-

Act III: Truth or Consequences (1 Samuel 15:1-33)

- (1) Divide this act into several scenes. (Subtitles in the text in the Bible may help.)
 - (2) Read and summarize the action of each scene in one sentence.
 - (3) Decide how this event affected Saul's kingship.
-

**For Lesson Six, Teaching Plan—Varied Learning Activities, Step 3,
Team Assignments**

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Announcer: Good afternoon, sports fans! It's a bright afternoon in Gilgal Stadium as young Prince Jonathan comes to the plate for the Israelite team. It's been a tough game between these two archrivals. Here's the pitch, and . . . oh, oh! The prince is in trouble, as the Philistines catch his pop fly. Now here comes King Saul to bat. Will he be able to rescue the inning and rally the team?

Announcer: Well, that was strike one. Here comes the next pitch. It's high and outside. Will the king swing at it?

Announcer: Well, this is it, folks. Either Saul gets it right this time, or he's out. Here is one player who has surely not lived up to his promise this season.

**For Lesson Six, Teaching Plan—Lecture and Questions, Steps 2-4,
Announcer Comments**

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Group 1. Read 1 Samuel 18:1-5 and answer the following questions:

- a. Who was Jonathan?
 - b. What kind of relationship did Jonathan have with David?
 - c. What does “one in spirit” mean (18:1)?
 - d. What was the relationship between Saul and David in these verses?
-

Group 2. Read 1 Samuel 18:6-9 and answer the following questions:

- a. Why did the relationship between Saul and David change?
 - b. What did the women’s song mean to Saul?
 - c. What future did Saul see for David?
 - d. What was the problem—the women’s song or Saul’s own spirit?
-

Group 3. Read 1 Samuel 18:10-16 and answer the following questions:

- a. What was the “evil spirit from God” that came upon Saul?
 - b. What qualities of David did Saul envy?
 - c. What did envy do to Saul?
 - d. Why was Saul afraid of David? (18:12, 15)
 - e. Why was David so successful?
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**For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments**

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Characteristics of Loyalty

List your five most significant relationships.

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristics of Loyalty

List your five most significant relationships.

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- 4.
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**For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 1,
Jot Sheet**

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Group One. Read 1 Samuel 24:1-15; 26:6-12. Answer the following questions, using the information in the *Study Guide* as needed:

- (1) Why was Saul trying so hard to pursue David?
 - (2) What could David have done to Saul in the cave?
 - (3) What do these passages tell us about David's character?
 - (4) How do you think the story might have been different if Saul had remained on good terms with David?
-

Group Two. Read 1 Samuel 24:1-15; 26:6-12. Answer the following questions, using the information in the *Study Guide* as needed:

- (1) Describe Saul's state of mind. Use the Scriptures and your *Study Guide*.
 - (2) How did Saul reach this period in his life?
 - (3) Why was he trying so hard to pursue David?
 - (4) How do you think the story might have been different if Saul had remained on good terms with David?
-

Group Three. Read 1 Samuel 24:1-15; 26:6-12. Answer the following questions, using the information in the *Study Guide* as needed:

- (1) Look for information about *conscience*.
 - (2) Define *conscience*.
 - (3) Does our conscience always urge us to prefer right over wrong?
 - (4) Why could David rely on his conscience?
 - (5) Why was David conscience-stricken? (24:5)
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**For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments**

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On Behaving Nobly in a Dog-Eat-Dog World
1 Samuel 24:2-15; 26:6-12

(1) Mercy Is a Choice (24:1-4)

- (a) Why was Saul trying so hard to pursue David?
- (b) How did David's men react to the situation in the cave?
- (c) What did David do to Saul?

(2) Conscience-Stricken (24:5-7)

- (a) Why was David conscience-stricken?
- (b) Why did David have respect for Saul?
- (c) What are some examples today of people who deserve respect?

(3) A Temporary Truce (24:8-15)

- (a) How would you describe David's heart?
- (b) What might have happened if David had followed the suggestions from his men?
- (c) What made David a good leader?
- (d) Was this the end of the conflict, or was it a truce?

(4) When Character Is More Than an Anomaly (26:6-12)

- (a) Why do you think David took someone (Abishai) with him to see Saul?
- (b) Where was Saul when David arrived?
- (c) What was the suggestion of Abishai?
- (d) Why did David not follow the suggestion of Abishai?
- (e) What did David actually do to Saul?

Notes for application:

**For Lesson Ten, Teaching Plan—Lecture and Questions, Step 3,
Jot Sheet**

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Assignment 1. Give a two-minute report on David becoming king of Judah (2 Samuel 2:1-4a) and then of all of Israel (2 Sam. 5:1-5).

Assignment 2. Give a two-minute report on David making Jerusalem his capital (2 Samuel 5:6-10) and bringing the ark to Jerusalem (2 Samuel 6:1-23).

Assignment 3. Give a two-minute report on who Nathan was (2 Samuel 7:2; 12:1-7; 2 Chronicles 9:29; 29:25).

For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 2, Assignments

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a. Charlene received her nursing degree from the local Baptist university last year and has been working at the medical center in the ER unit for nearly six months. Lately she has been working a lot of shifts with Eric, who is head of surgery at the medical center. They have been spending a lot of time together, and Eric is pressuring Charlene for a sexual relationship. Charlene knows this is wrong and that Eric is married, but she believes that if she continues to refuse his advances, he will make things hard for her at work. List the things that are wrong in this situation and discuss Charlene's options.

b. Suzanne has been the office manager at a small marketing firm for more than ten years. She has carefully selected the six employees who comprise the entire support staff. Suzanne has recently become a participant in a multi-level marketing program that sells nutritional supplements. She has a promotion meeting for her downline group every other week. She has made it clear that promotion in the marketing firm comes with involvement in her multi-level marketing group. Those who have not attended the meetings are finding themselves increasingly isolated and ignored at the office. If you were an employee in this office, how could you respond and keep your job?

c. Harvey is the owner of a lawn and landscaping business in a metropolitan area. He has a number of hard-working employees who do not speak English, and he has never asked them about their immigration status. Although the rates he charges his customers are the same as other services, he pays his employees nearly 30% less than they would make somewhere else and in the summer works them seven days a week. He pays them no benefits, and he rarely pays them overtime. Harvey attends church every Sunday and is proud of the fact that his offering is a significant part of the annual budget. What would Nathan the prophet have to say to Harvey?

For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 8, Case Studies

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2 Samuel 13:1-19

- a. Read the assigned Scripture.
 - b. Summarize the incident in two or three sentences.

 - c. As time permits, identify how the incident relates to David’s wrongdoing in 2 Samuel 11 or to his parenting practices.
-

2 Samuel 13:23-29

- a. Read the assigned Scripture.
 - b. Summarize the incident in two or three sentences.

 - c. As time permits, identify how the incident relates to David’s wrongdoing in 2 Samuel 11 or to his parenting practices.
-

2 Samuel 14:1-24

- a. Read the assigned Scripture.
 - b. Summarize the incident in two or three sentences.

 - c. As time permits, identify how the incident relates to David’s wrongdoing in 2 Samuel 11 or to his parenting practices.
-

2 Samuel 18:24-32

- a. Read the assigned Scripture.
 - b. Summarize the incident in two or three sentences.

 - c. As time permits, identify how the incident relates to David’s wrongdoing in 2 Samuel 11 or to his parenting practices.
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**For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 3,
Reading Assignments**

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1. Ruse

2 Samuel 13:5-6

2. Rape

2 Samuel 13:14

3. Revulsion

2 Samuel 13:15

For Lesson Thirteen, Teaching Plan—Lecture and Questions, Step 3,
David's Road to Remorse

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4. Rejection

2 Samuel 13:17

5. Refuge

2 Samuel 13:20

6. Revenge

2 Samuel 13:28

7. Retreat

2 Samuel 13:37

8. Return

2 Samuel 14:21

9. Reconciliation

2 Samuel 14:33

10. Revolt

2 Samuel 15:10

11. Retreat

2 Samuel 15:16

12. Rout

2 Samuel 18:6-7

13. Resolution

2 Samuel 18:14

14. Remorse

2 Samuel 18:33

15. Restoration

2 Samuel 19:14-
15

Question 1: “Why do you look for the living among the dead?” (Luke 24:5)

- a. Who asked this question?
 - b. To whom was the question addressed?
 - c. What was the setting for the question?
 - d. What might have been the purpose of the question?
 - e. How does God ask us that question today?
-

Question 2: “What are you discussing with each other while you walk along?” (Luke 24:17)

- a. Who asked this question?
 - b. To whom was the question addressed?
 - c. What was the setting for the question?
 - d. What might have been the purpose of the question?
 - e. How does God ask us that question today?
-

Question 3: “Why are you frightened, and why do doubts arise in your hearts?” (Luke 24:38)

- a. Who asked this question?
 - b. To whom was the question addressed?
 - c. What was the setting for the question?
 - d. What might have been the purpose of the question?
 - e. How does God ask us that question today?
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**For Easter Lesson, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments**

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