God helps us do hard things.

Bible Verse
It is the Lord’s battle, not ours (adapted from 1 Samuel 17:47b).

Growing Closer to Jesus
Children will
• experience the need for help in doing something hard,
• hear a story about hard things David had to do,
• talk about things that are hard for them to do, and
• ask God to help them do hard things.

Teacher Enrichment

Bible Basis

David defeats a lion and a bear.

1 Samuel 16:11-12; 17:34-37

At the time David was anointed king by Samuel, he didn't look very kingly. The evidence suggests that he may only have been about 12 when the anointing took place.

However, David had apparently developed in strength and courage as he tended his father’s sheep. He had to be on his guard at all times to protect the sheep from predators. No one would have expected a young boy to single-handedly kill a lion and a bear, but David did. This show of courage was just a shadow of what was to come.

Prayer

• Read Psalm 28:7.
• How do you let the Lord be your strength and fill your heart with joy?
• Pray: Lord, help me recognize how you help me. Help me respond as David did. Help me to “burst out in songs of thanksgiving,” especially when…

Before the Lesson

• Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
• Make photocopies of the “Today I Learned…” handout (at the end of this lesson) to send home with your children.
• Pray for the children in your class and for God’s direction in teaching the lesson.
This Lesson at a Glance

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*See the end of this lesson for extra-time ideas and supplies.*
Welcome Time

**SUPPLIES:** “Shirt Name Tags” (p. 24), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them about last week’s lesson or take-home page. Use questions such as “What did you tell your family about Joseph forgiving his brothers?” or “Tell me about a time you forgave someone this week.”

- Say: **Today we’re going to learn that God helps us do hard things.**
- Hand out the shirt name tags children made during Lesson 1, and help them attach the name tags to their clothing. Have extra shirt name tags available in case some name tags were damaged or for children who weren’t in class last week.
- Direct children to the Let’s Get Started activities you’ve set up.

Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate between the activities to offer help as needed and direct children’s conversation toward today’s lesson. Ask questions such as “What’s something that’s really hard for you to do?” or “Who helps you when you have to do something hard?”

**Option 1: Build What I Build**

**SUPPLIES:** blocks

Set out building blocks. Build a high tower or other block structure that would be difficult for a child to duplicate. Tell the children to build a structure like the one you’ve just built. After children have tried several times, offer to help them build the structure. Explain that God helps us do hard things, just as you helped them build the tower.

**Option 2: Follow the Shepherd**

**SUPPLIES:** none

Choose one or two children to be Shepherds for this Follow-the-Leader game. Have the rest of the children be Sheep. Give each Shepherd a pinwheel to use as a staff. Then help the Shepherds lead the Sheep around the room. Encourage them to lead their Sheep to eat grass, drink water, or sleep in the shade under a tree. Pick new Shepherds every minute or so. Tell the children that today’s Bible story is about a boy who took care of his father’s sheep.
### Option 3: Pack a Picnic

**SUPPLIES:** bread, cream cheese, jelly, plastic knives, shallow box

Set out bread, softened cream cheese, jelly, and plastic knives. Have children wash their hands or use wet wipes. Help children prepare a picnic for the class. Assign each child one of the following roles: Cream Cheese Spreader, Jelly Spreader, Sandwich Maker, Sandwich Cutter, and Boxer. Have the Cream Cheese and Jelly Spreaders spread cream cheese and jelly on each slice of bread. Have the Sandwich Maker put the slices together and pass the completed sandwiches to the Sandwich Cutter. The Sandwich Cutter will cut each sandwich into quarters. Then the Boxer will set the sandwich quarters inside a shallow picnic box. Be sure children make a sandwich quarter for each child in your class. It’s a hard task, but encourage children that they can do it!

As you work, tell the children that today you’ll be learning about a boy who took a picnic to his brothers. If children have trouble with any of their tasks, offer to help them. Explain that God helps us do hard things, just as you helped them make the sandwiches. Save the snacks for the “Setting the Stage” activity.

When everyone has arrived and you’re ready to move on to Bible Story Time, encourage children to finish what they’re doing and get ready to clean up.

### Pick-Up Time

**SUPPLIES:** CD player

Lead children in singing “Come Along With Me” (track 2) with the CD to the tune of “Come and Go With Me.” Encourage children to sing along as they help clean up the room.

**SING**

Come along with me, and pick up all our things,
Pick up all our things,
Come along with me, and pick up all our things
So our room will be clean.

(Repeat 2x.)
Bible Story Time

Setting the Stage

SUPPLIES: CD player, sandwiches from Option 3, napkins, trash can

Tell the children you’ll play a fun marching song (track 10) to get their attention. Explain that when you play the song, the children are to stop what they’re doing and march toward you. Practice this signal a few times with the CD. Encourage children to respond quickly so you’ll have time for all the fun activities you’ve planned.

Place a trash can in one corner of the room, and gather children in the story area.

Ask: • What did you make or do when you came to our class today? (Built a tower; followed a shepherd; made sandwiches.)

Say: If you built a tower, hammer your hands together. If you pretended to be a sheep or a shepherd say, “Baa, baa, baa.” If you packed a picnic, stand up.

Wait for the children who packed the picnic to stand up. Then invite them to share their picnic with the class. Help them distribute napkins and sandwiches. As children are eating, encourage them to tell you more about their Let’s Get Started activities.

When children have finished their sandwiches, say: Let’s all hop on one foot to the trash can and throw away our napkins.

Have children try to hop to the trash can on one foot. Then say: Now let’s jump to the table on two feet.

When you reach the table, ask:
• What was it like to hop on one foot? (It was hard; it was easy; I couldn’t do it.)
• What was it like to jump on two feet? (A lot easier; more fun; I went faster.)

Say: When we try to do hard things by ourselves, that’s like hopping on one foot. But God helps us do hard things.

We sometimes say that trying to do something very hard is like a battle. But God is there to help us with every hard thing we have to do. Even though we might not have to fight a real battle, we sometimes face scary problems.

Ask: • What scary problems have you had? (When my parents fight; when someone gets sick.)

Say: When you’re faced with something hard or scary, you can trust God to take care of you. Our Bible verse tells us, It is the Lord’s battle, not ours. Let’s sing a song to remind us that God helps us with all our battles and scary problems.

Lead the children in singing “The Battle Is the Lord’s” (track 13) with the CD to the tune of “The Farmer in the Dell.”

SING
The battle is the Lord’s.
The battle is the Lord’s.
When there’s something hard to do,
The battle is the Lord’s.
(Repeat.)
Say: It was a lot easier to jump when we used two feet. And it’s easier for us to do hard things when we ask God to help us. Now let’s jump on two feet back to our story area.

**Bible Song and Prayer Time**

**SUPPLIES:** Bible, CD player

Jump on two feet to the story area and have children sit down. Say: Now it’s time to choose a Bible person to bring me the Bible marked with today’s Bible story. As we sing our Bible song, we’ll pass around our special Bible. The person who’s holding the Bible when the music stops will be our Bible person today. Remember that everyone will get a chance to be our Bible person.

Lead children in singing “I’m So Glad for the Bible” (track 4) with the CD to the tune of “Give Me Oil in My Lamp.” As you sing, pass around the special Bible.

I’m so glad for the Bible.
Keep me learnin’, learnin’, learnin’.
I’m so glad for God’s book today.
I’m so glad for the Bible.
Keep me learnin’, learnin’, learnin’—
Keep me learnin’ all about his way.

Let me hear ‘bout God’s love—
Keep me learnin’, learnin’, learnin’.
Let me hear ‘bout God’s love for me.
Let me hear ‘bout God’s love—
Keep me learnin’, learnin’, learnin’.
Let’s shine the light for all to see.

(Repeat first verse.)

When the music stops, invite the child who’s holding the Bible to bring it to you. Stamp the child’s hand with the sheep stamp, and thank the child for bringing you the Bible. Then stamp the other children’s hands. Return the sheep stamp and ink pad to the Learning Lab.

Say: I’m thankful for [name of child who brought you the Bible]. Tell each child that you’re thankful for him or her. Let’s thank God together for all our friends in this class.

Lead the children in singing “I’m So Glad We’re Together” (track 5) with the CD to the tune of “Give Me Oil In My Lamp.”

I’m so glad we’re together:
Keep us prayin’, prayin’, prayin’.
I’m so glad we’re all here today.
I’m so glad we’re together:
Keep us prayin’, prayin’, prayin’—
Prayin’ for each other every day.
Lead children in folding their hands and bowing their heads as you continue to sing.

Thank you, Lord, for each one.
Keep me thankful, thankful, thankful.
Thank you for everyone who’s here.
Thank you, Lord, for each one.
Keep me thankful, thankful, thankful—
Thankful for our friends both far and near.

Hear and Tell the Bible Story

SUPPLIES: Bible, CD player, index cards, tape, crayons

Before class, fold blank index cards in half. Tape the two sides on either side of the fold, leaving the bottom open so that the children can use the cards for finger puppets. On one folded index card, draw a simple face of a boy to represent David. Set the David figure apart from the cards the children will draw on.

Open the Bible to 1 Samuel 16–17. Say: Our story comes from the Bible, God’s special book. Our Bible Big Book shows us pictures of the Bible story.

Bring out the Bible Big Book: David and Goliath.
Hold the book open so children can see page 1.

Say: David was the youngest member of his family. His big brothers got to do lots of exciting things, and sometimes David might have felt very small. But one day, David’s father gave him a big, important job. He told David to take care of the family’s sheep. Can you baa like a flock of sheep? Pause while children act like sheep.
Look at all these sheep! Where did the children go? Let’s stop making sheep noises so we can hear what happened to David.

Turn the Bible Big Book to pages 2 and 3. Continue: As a shepherd, David spent a lot of time out in the fields with the sheep. While David watched the fluffy sheep, he talked to God and made up songs to play and sing.

Out in the fields, there were wild animals like lions and bears. Show me your wildest animal faces. Pause. Oh, that’s scary! Lions and bears love to eat tender lambs, so David had to fight them off to protect his sheep! God helped David fight the mightiest lions and the scariest bears.

Let’s do a finger puppet song about David being a brave shepherd boy. First, I’ll need your help to make the sheep.

Give each child a folded and taped index card. Using the sheep stamp and ink pad, let the children take turns stamping a sheep pattern onto the cards, with the fold at the top. While they’re waiting to stamp their cards, encourage the children to draw a lion face or bear face on the back of the puppet. After all of the children have made sheep, choose one child to be David. Give that person the index-card puppet you drew earlier with the face of a boy representing David. Teach the children “Brave Shepherd Boy” to the tune of “London Bridge,” and have them act out the song according to the instructions. (This song is not on the CD.)

Let David stand in the middle of all the Sheep. Encourage the Sheep to baa softly while you sing.

If the ink pad is dry, moisten it with three to five drops of water.

This Bible story is featured in the new My First Hands-On Bible™. Order several now for your ministry at group.com.
David was a brave shepherd boy,
Shepherd boy, shepherd boy.
David was a brave shepherd boy,
Brave, brave David.

Give the David puppet to another child, and have the other children scatter throughout the room. Encourage the new David to take the children by the hand and gather the Sheep during the song, placing them together in a small area.

David gathered all the sheep,
All the sheep, all the sheep.
David gathered all the sheep.
Good, good shepherd.

Give the David puppet to another child, and encourage some of the children to turn their puppets around to the lion and bear faces. Have the Sheep stand in a small circle, and have the Lions and Bears creep toward the Sheep during the song.

Lions and bears came near the sheep,
Near the sheep, near the sheep.
Lions and bears came near the sheep,
Fierce, wild animals.

Give the David puppet to another child, and encourage that person to chase the lions and bears during this verse.

David chased the lions and bears,
Lions and bears, lions and bears.
David chased the lions and bears.
He saved the sheep.

Give the David puppet to another child, and have all the other children use their sheep puppets. Encourage the Sheep to baa during the verse.

All the sheep said, “Baa-baa-baa,
Baa-baa-baa, baa-baa-baa.”
All the sheep said, “Baa-baa-baa.
Thank you, David.”

Say: God helped David chase away the lions and bears so that David could protect the sheep. God helped David do hard things. God helps us do hard things. He can help us do hard things, just as he did for David. Now let’s listen to another time that God helped David be brave and do hard things.

Turn to pages 4 and 5 in the Bible Big Book. Continue: David’s brothers were far away, fighting in a battle. One day David’s father told David to take some food to his brothers. David jumped at the chance to do something other than watch sheep! But when he got to the battlefield, he saw that the men were all afraid. The other army had a mean, scary giant named Goliath. Can you show me your most frightened face? Pause. But little David wasn’t afraid. He knew that God had helped him fight lions and bears, and he knew that God would help him fight Goliath.
So David picked up five smooth stones from the stream. Let's count the stones. Lead children in slowly counting to five. He put one of the stones in his sling and swung it around and around. Then David let the stone fly through the air—it landed with a THUNK, right on Goliath's forehead! David beat the wicked giant!

Turn to page 8. Continue: When David grew up, he became a big, important king who loved and followed God. David knew that God would always help him when he had to do hard things.

Put the Bible Big Book, sheep stamp and ink pad away. Then ask:

- **What hard things did David have to do?** (Stay with the sheep; be the littlest brother; fight Goliath.)

Say: It must have been hard for David to obey his father and tend the sheep while his brothers were fighting battles in King Saul's army.

Ask: • **What are some hard things you have to do?** (Obey my parents; go to bed when my mom says; do a cartwheel.)

- **What can you do to make it easier when you have to do something hard?** (Ask someone to help me; ask God to help.)

Say: God helps us do hard things. God loves us and wants to help us just as he helped David. He sent Jesus to the earth so that Jesus could be a special friend to us. Jesus helps us when we have to face hard things. Let's learn a song that reminds us to trust God for help.

Lead children in singing “I Can Talk to God” (track 14) with the CD to the tune of “Baa, Baa, Black Sheep.”

When I’m afraid,
I can talk to God.
Yes, sir: Yes, sir: Every day.
When I am alone,
When I am sad,
I will tell him everything that’s in my heart.
(Repeat.)

When the song ends, turn off the CD player and say: Now let's get ready to fight our own giant right here in our classroom!
**Do the Bible Story**

**SUPPLIES:** newsprint, pencil, marker, tape, crayons, step stool, adult volunteer

Before class, trace around an adult volunteer on a large sheet of newsprint. Trace the figure in pencil, and then go over the lines with a bold marker. Tape the outline on the wall to represent Goliath. Fold the bottom edge up to meet the top and secure it with tape. This will hide Goliath from view until you’re ready for this activity.

When you’re ready to begin the activity, unfold Goliath, and give each child a crayon. Have children jump up and try to mark on the giant’s face. They won’t be able to do it. Then provide a step stool for children to stand on, or lift children up so they can reach high enough to make a mark. After all the children have marked Goliath, ask:

- **What was it like to try to mark Goliath without help?** (Hard; I couldn’t do it; impossible.)
- **What was it like to try to mark Goliath when I helped you?** (It was easy; everyone could do it.)

Say: **It’s much easier to do hard things when we have help. God helps us do hard things.** I know something else that’s sometimes hard to do. Can you guess what it is? (Touching the ceiling; riding a bike; sharing my things.)

Sometimes it’s hard to be quiet. But if we try to be as quiet as little mice, maybe our friend Whiskers will come to visit us. Let’s pretend we’re mice and creep quietly back to our story area to meet Whiskers.

**Closing**

**Tough Towers**

**SUPPLIES:** blocks

Bring some blocks with you to the story area. Set the blocks behind you until you need them so they won’t distract the children. Say: **Let’s see if we can get Whiskers to come and visit us. Let’s call for him.** He’s a little shy today. We don’t want to scare him. Let’s whisper and say, **“Whiskers, Whiskers.”**

Lead children in whispering for Whiskers. Then bring him out, and go through the following script. When you finish the script, put Whiskers and the blocks away.

**teacher tips**

Save the Goliath silhouette to use for the Lively Learning activity in Lesson 7.
Whiskers: (Sounding shy) Hello.

Teacher: Whiskers, I want you to see how your friends can build with blocks. Children, will you build a tower for Whiskers?

(Give children the blocks, and let them build a tower. If you have a large class, you may want to have them build more than one tower so everyone gets a chance to help. When children finish the tower, offer Whiskers two blocks.) Whiskers, would you like to build a tower like theirs?

Whiskers: Mm-hmm. (He tries to pick up one of the blocks.) I can't do it! (Groans and tries again.) It's too hard! I just can't do it! (Turns away.)

Teacher: Can someone help Whiskers build his tower? [Name of a child sitting near you], will you help? (Let several children add a block or two.) Look, Whiskers. Your friends are helping you.

Whiskers: (Turning around slowly) Wow! That's great! I want to build another one. Who will help me?

Teacher: Who didn't get a turn to help Whiskers build a tower yet? Everyone will get a chance. (Let all the children help build the tower. As they work, take Whiskers around to observe their progress. When they've finished, continue with the script.)

Whiskers: That was really fun! When you're a little mouse like me, you need help to do hard things! Everything around me is so BIG! Look how little I am! Look how big you are! Sometimes I can't reach things that are up high; sometimes I can't move things because they're too heavy. You're all so big! (With admiration) I bet you never need help doing things.

Teacher: Children, do you ever need help? Let's tell Whiskers about times when we need help. (Let the children respond, and then continue.)

Whiskers: I'm glad I'm not the only one who needs help. But what will I do when you're not around to help me?

Teacher: Today we learned that God helps us do hard things. Can you say that Bible Point with us?

(Lead children and Whiskers in repeating the Bible Point: God helps us do hard things.)

Whiskers: Thanks, friends. I feel like Mighty Mouse now that I know God will help me. I think I'll go practice building some more towers. Goodbye!
**Tower of Help**

**SUPPLIES:** blocks

Gather children in a circle. Say: *Let’s build one more tower. This time, we’ll each add a block and say something that’s hard for us to do. I’ll start.*

Place a block in the center of the circle, and name something that’s hard for you to do. Then let children each add a block and say something that’s hard for them.

When all the children have added their blocks, say: *We’ve made a really tall tower. There are a lot of hard things we have to do. But we know that God helps us do hard things. Let’s knock down our tower to show that we’ll trust God to help us with all these things.*

Help children knock down the tower. Say: *Let’s thank God for helping us do hard things. Pray: God, you know all the things that are hard for us to do. Please help us with those things. Thanks for hearing our prayers and for helping us do hard things. In Jesus’ name, amen.*

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**Growing closer to Jesus extends beyond the classroom.**

Photocopy the “Today I Learned…” handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week’s topic.
Lively Learning: Sing a Song of Sheep

Have everyone hold hands and form a circle. Sing the song “Baa, Baa, Black Sheep” while moving in one direction. When you finish the song, move in the opposite direction, this time singing, “Baa, baa, blue sheep.” Repeat the activity several times, asking the children to suggest a different color of sheep each time. Talk with the children about what it might have been like for David to watch the sheep all day.

Make to Take: Sheep and Lion Masks

Before class, prepare for this activity by cutting eyeholes in paper plates and cutting triangles out of black construction paper. Provide a plate and triangle for each child in your class.

Let each child decide whether he or she wants to make a lion or a sheep mask. Spread glue on the plates. Have children who are making sheep masks cover their plates with cotton balls or fiberfill stuffing. Have the children who are making lion masks cover their plates with orange or yellow yarn. Help children glue black triangle noses to their masks and then tape on craft-stick handles.

Help children use their masks to act out the Bible story. Have children take turns being David and rescuing the sheep from the lions.

Treat to Eat: Eat a Lion!

Before children arrive, peel a carrot. After you’ve removed the peel, use your vegetable peeler to make carrot shavings the children will use as lion manes.

Set out pineapple rings, carrot shavings, and a few sliced raisins. Show children how to make a lion using a pineapple ring for the head, carrot shavings for the mane, and raisin pieces for the eyes and nose. As children work, remind them that God helped David kill a lion to protect his sheep. Before you eat the lions, thank God for helping the children do hard things.

Story Picture: David Fights a Lion and a Bear

Set out cotton balls and glue. Give each child a copy of the “Today I Learned…” handout (at the end of this lesson). Help children glue the cotton balls to the sheep in the picture of David protecting his sheep. Talk with children about the hard things God helped David do when he was a shepherd.
Today I learned...

God helps us do hard things.

Help me learn this:

It is the Lord’s battle, not ours (adapted from 1 Samuel 17:47b).

Ask me:

■ What hard things did David do?
■ What are some hard things you have to do?
■ What can our family do to help each other with hard things this week?

Family Fun

■ Make your own flock of sheep. Glue cotton balls on a sheet of construction paper to make sheep bodies. Add cotton-ball heads, and then draw simple lines for feet and tails. As you work, ask your child to tell you what happened to David when he was taking care of his father’s sheep. Remind your child that God will help him or her do hard things just as he helped David.

David Fights a Lion and a Bear (1 Samuel 17:34-37)