

# DAVID: GOD'S CHOSEN KING

## DAILY BREAD BISTRO II

**\*While this workshop is assigned to the Bistro, it is a science workshop.**  
(Coordinator and leaders to decide whether to be in Bistro or Oasis.)

**Bible Story** -- 1 Samuel 16:1-13

**Memory verse** 1 Samuel 16:7b – “For the Lord does not see as mortals see; they look on the outward appearance, but the Lord looks on the heart.”

**Theme:**

David, a man after God's own heart, was chosen by God to be the King of Israel.

God directs the prophet Samuel to anoint David in secret as Israel's future king. Twenty-four years later all of Israel covenants with David and anoints him king, “according to the word of the Lord to Samuel” (1 Chronicles 11:1-9)

**Objectives**

The students of this rotation will:

appreciate that God is in charge, working steadfastly according to God's own plan and timetable.

learn that the shepherd boy David will become Israel's greatest king, and, more importantly, an ancestor of the Messiah. David's idealized kingdom points ultimately to the coming Kingdom of God.

learn that God sees things that people do not. Even God's most trusted and most faithful followers sometimes fail to follow God's instructions, taking charge themselves and relying wrongly on themselves. We recognize ourselves in their struggles to understand and to do God's will.

see that when God calls people to do something, God prepares them and provides all they need to do God's work. We also can rely on the Holy Spirit's presence and support in our own lives.

**Objectives for Science Workshop**

Children will experience the story through their senses.

## PREPARATION

**Read Bible Background, this lesson plan AND the Additional Suggestions at the end of the lesson.**

### Materials List

- Cups, small
- Copy machine
- Markers
- Microwave oven
- Paper
- Rice, long grain (not quick cooking) – 4 cups
- Salt
- Socks, 2 identical sport-type
- Sugar, granulated
- Visual Illusions: Delboenf's Illusion; Helmholtz's irradiation illusion; Hermann's Grid Illusion; Kanizsa's Triangle; Muller-Lyer illusion (#s 2-6 at <http://www.jimloy.com/puzz/illusion.htm>)
- Vinegar, white
- Water

### Advance Preparation Requirements

Make copies of the visual illusions, at least one per pair of students.

**For each child**, prepare two small cups and mark them A and B. (Don't share cups between students because they'll be putting their hands into them.)

**For each group**, prepare two small cups and mark them C and D. You can use one set per class or per table or per group. There's no need to have one per student.

Put a small amount (1 teaspoon or less) sugar in the cups labeled "A."

Put a small amount (1 teaspoon or less) salt in the cups labeled "B."

Fill the cups labeled "C" halfway with water.

Fill the cups labeled "D" halfway with vinegar.

Add approximately two cups of rice to each sock and tie each sock in a knot so the rice doesn't spill out. Mark one sock "E" and one "F" (The mark can be a paper tag or a ribbon if you don't want to ruin a sock.)

Just before the lesson begins, microwave the "E" sock for one minute. Test to see if the sock is warm (like a heat pack for an injury). If needed, microwave for an additional minute.

## **PRESENTATION**

### **Open – Introduction**

Begin by saying “The Lord's Prayer” together.

Say: Let's go around the room and say your name and your favorite smell.  
[Remember to introduce yourself!]

Take out the optical illusions.

Ask: Everyone look at the two sets of circles. Which is bigger, the outer circle on the left or the inner circle on the right? (Same size)

Ask: Now, let's look at the big white square with the black one inside it and the big black square with the white one inside it. Which small square is larger?  
(Same size)

Ask: Now, let's look at the grid of small black boxes, with white streets in between them. Does anyone see grey spots where the streets meet? The grey spots aren't really there. They're an illusion.

Ask: What do you see in the next figure? How many people see a white triangle? That white triangle isn't really there.

Ask: Next, look at these two lines. Which one is longer? (Neither, both same size)

Say: Isn't it funny how our eyes can't always judge things correctly?

### **Dig – Main Content**

Ask: Does anyone know what story we're talking about this rotation? (David)  
Give treats for those who brought their Bible and/or a friend.

Ask: Is this a New Testament or an Old Testament story? (Old Testament because it's before the time of Jesus.)

Say: We're going to read from 1 Samuel Chapter 16. Do you remember how to find that? [Demonstrate these instructions to the students as you say them.] Open to the front of the Bible to find Genesis. Then, flip through Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, and Ruth, to 1st Samuel. Inside 1st Samuel, turn to chapter 16.

Check to make sure everyone has found 1 Samuel 16.

Say: We're going to start reading with verse 1 and read through verse 7.

Ask: Who would like to read? [Take volunteers to read one to two verses each. Never force anyone to read. If you run out of volunteers, you or the shepherd can read.]

Say: Our memory verse this month is verse 7b. Do you know what the b means? It means that it's the second part of that verse. In this case, it starts with "For the Lord." Let's read that again, together.

1 Samuel 16:7b (NRSV)

"For the Lord does not see as mortals see; they look on the outward appearance, but the Lord looks on the heart."

Let's read that one more time.

1 Samuel 16:7b (NRSV)

"For the Lord does not see as mortals see; they look on the outward appearance, but the Lord looks on the heart."

Can you say it now without looking?

1 Samuel 16:7b (NRSV)

"For the Lord does not see as mortals see; they look on the outward appearance, but the Lord looks on the heart."

Ask: Who was it who originally said this to Samuel? (God)

Ask: Why did God say it? (Samuel thought the oldest brother would be the one to anoint as king. That wasn't the one God had chosen.)

Ask: What do you think it means that God looks on the heart? (God looks at more than outer appearances -- God looks to see what kind of person you are inside.)

Say: Let's see what happens next in the story. We're going to start again with verse 8 and read through verse 13.

Ask: Who would like to read? [Take volunteers to read one to two verses each. Never force anyone to read. If you run out of volunteers, you or the shepherd can read.]

Ask: Which brother did God choose? (David, the youngest)

Ask: Why was it weird for God to choose the youngest? (In Bible times, the oldest child was the most important.)

Ask: Why wasn't David there with his brothers? (He was in the fields with the sheep.)

Say: Samuel tried to trust his eyes. He expected the oldest son to be chosen, but he was wrong. God looked inside the boy's hearts and chose based on God's own ideas.

Say: Let's look at some experiments today. First, let's look at these two socks.

Ask: What's the difference in them? (The only visible difference should be whatever you used to mark them as "E" and "F.")

Say: One of these socks is warm and would feel very good on a sore muscle.

Ask: How do you think we could tell which one is warm? (Feel it)

Say: Let's make a line, so we can take turns feeling each sock. Then, we'll vote on which sock is the warm one.

Ask: So which one was warm? ("E")

Ask: Could you tell with your eyes? (No)

Say: Let's try another experiment. Each of you has two cups. One is marked "A" and one is marked "B". One cup has salt in it and the other has sugar in it.

Ask: Can you tell them apart by looking? (Hopefully not)

Ask: How can we tell them apart? (Taste)

Say: You can put a finger into one of the cups and let some stick to it. Then, you can lick your finger.

Ask: After one taste, can you tell which is which?

Ask: Which one is sugar? ("A")

Pass out cups of water and vinegar. You can use one set per class or per table or per group. There's no need to have one per student.

Say: We have one more experiment. We have cups of clear liquid. One of these cups has water in it and the other has vinegar.

Ask: How can we tell them apart? (Taste or smell)

Say: Smelling is the easiest way to tell them apart. Smell each glass and tell me which one is the vinegar. ("D")

### **Reflect – Closure**

Ask: With our experiments today, could your eyes tell the things (socks, liquids, powders) apart? (No)

Ask: How did you tell which was which? (smell, taste, touch)

Ask: How does this relate to our story? (Samuel's eyes didn't help him know which son to anoint/which one had been chosen as king)

Ask: So do we go around smelling people to tell what they're like? (No)

Ask: So how do we tell? (Watch what they do, what they say, who they're friends with)

Say: Before our closing prayer, let's take times to share our joys (happy things) and concerns (sad things). (Give each child a chance to share a joy or concern from the past week.)

Say: Please bow your heads with me.

Dear God, Thank You for the chance to be here today and to learn more about you. Help us look at the heart of each other, like you do. Amen.

## **ADDITIONAL SUGGESTIONS**

### **Adaptations - Younger Children**

Read the story aloud without asking for volunteers. Alternatively, you can read the story from a Children's Bible storybook.

Instead of asking the students to read the memory verse together, have them echo a phrase at a time.

You may want to have the cups of water and vinegar in casserole pans so that if they tip over the liquid will be caught.

### **Adaptations - Older Children**

Before Joys and Concerns, add the following questions:

Ask: What's a stereotype?

Say: Merriam-Webster Dictionary says a stereotype is a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment.

Ask: Can you think of a stereotype? (Athletes are dumb, people with glasses are smart, blonde girls are ditzy, black kids are good athletes, and so forth.)

Say: When we use a stereotype, we're only looking on the outside, not on the heart like God does. We're saying that all people in one group are the same.

Ask: Do you think anyone has ever stereotyped you? How did that feel?

Ask: How can we remind ourselves to look at the individual and see the person as God does?

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