

# Unit 1 – Lessons 42 - 48

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## Quiz Questions

1. Who ruled over Israel before they had a king?
2. Why did they want a different king?
3. What problems did God say a new king would bring to the Israelites?
4. Why was Saul chosen as the new king?
5. Why do you think Saul was reluctant to be king?
6. What was Saul doing when Samuel told him he was to be king?
7. What was the brave thing Jonathan and his armour bearer did?
8. Who did Jonathan trust to help him?
9. Why did God reject Saul and decide to choose a different king?
10. Why did God choose David as his king?
11. What did Samuel use to anoint the new king?
12. Who was Goliath?
13. What did Saul lend to David?
14. How did David kill Goliath?
15. Who was David's best friend?
16. How did David soothe Saul?
17. Why did the two friends have to separate?
18. How did Saul try and kill David?
19. Why did Saul want to kill David?
20. Where did David flee to?



# Activity 1: Crucial Pursuit Game

## Aims

To reinforce the lessons learned in the unit through themed questions.

## Equipment Needed

- Crucial Pursuit boards (photocopy as many as required, or print from web site)
- Yellow, blue, green, orange, pink and brown coloured pens
- Question sheets

## Instructions

The aim of the game is to colour in all the pie slices by answering the questions. Each slice should be a different colour which relates to the different categories of questions. Either divide the class into teams or give each child a board, depending on group size and ability, then each team takes it in turn to answer a question under the heading of their choice. They must correctly answer one question from each category in order to colour in their slices of pie and the winner is the first team to have coloured in every slice a different colour. Bibles may be used - unless you feel the children will know enough to manage without.

### *Yellow - History*

1. Why did Israel want a king other than God to rule over them? (to be like the other nations)
2. What did Samuel use to anoint Saul? (flask of oil)
3. How many went with Jonathan to attack the Philistine garrison? (one, his armour-bearer)
4. How many of David's brothers did God reject before he chose David? (seven)
5. How many days did Goliath come out morning and evening trying to find an Israelite to fight him? (forty)
6. For how long did Jonathan make David promise to show kindness to his house? (forever)
7. What did Michal put in the bed to convince Saul's messengers that David was ill? (an image with goat's hair for a head)

### *Blue - Geography*

1. Where was Samuel when the people came to ask for a king? (Ramah)
2. Where did Saul become king? (Gilgal)
3. Where was the first garrison that Jonathan attacked? (Geba)
4. Which town did David come from? (Bethlehem)
5. Where was Goliath from? (Gath)
6. Where did Jonathan take Saul to persuade him not to kill David? (the field)
7. Where did Samuel and David go together after David's escape from Saul's house? (Naioth in Ramah)



## *Green - Science And Nature*

1. What percentage of the peoples' sheep did God say the new king would take from them? (a tenth)
2. What animals did Saul's father lose? (donkeys)
3. What did God cause to happen to help Jonathan defeat the Philistines? (earthquake)
4. What animal did Samuel take with him to Bethlehem when he went to anoint David? (heifer)
5. What animals had David killed whilst looking after his father's sheep? (lion and bear)
6. Why was Saul afraid of David? (because God was with David and had left Saul)
7. At what time was David missed by Saul? (New Moon)

## *Orange - Professions*

1. In God's warning to the people about the hardships a king would put on them, name one of the jobs God said he would make their daughters do? (perfumers, cooks and bakers)
2. What was another name for a prophet at this time? (seer)
3. Why were there no blacksmiths in the land of Israel at the beginning of Saul's reign? (to prevent the Israelites making weapons)
4. What was the first job that Saul gave to David? (armour-bearer)
5. What job was David doing when his father sent him to the battlefield? (shepherd)
6. After killing Goliath, what was David promoted to? (over the men of war)
7. How many groups of messengers sent to capture David instead became prophets? (three)

## *Pink - People, Places and Sayings*

1. Whom did God say the people had rejected in choosing a king? (Him)
2. How did Saul look different? (head and shoulders taller)
3. What did Jonathan need the Philistine garrison to say in order to attack? (come up to us)
4. What was the name of David's father? (Jesse)
5. Who was the commander of Saul's army? (Abner)
6. What does the Bible say about how much Jonathan loved David (as his own soul)
7. What was the name of David's wife who helped him to escape from Saul? (Michal)

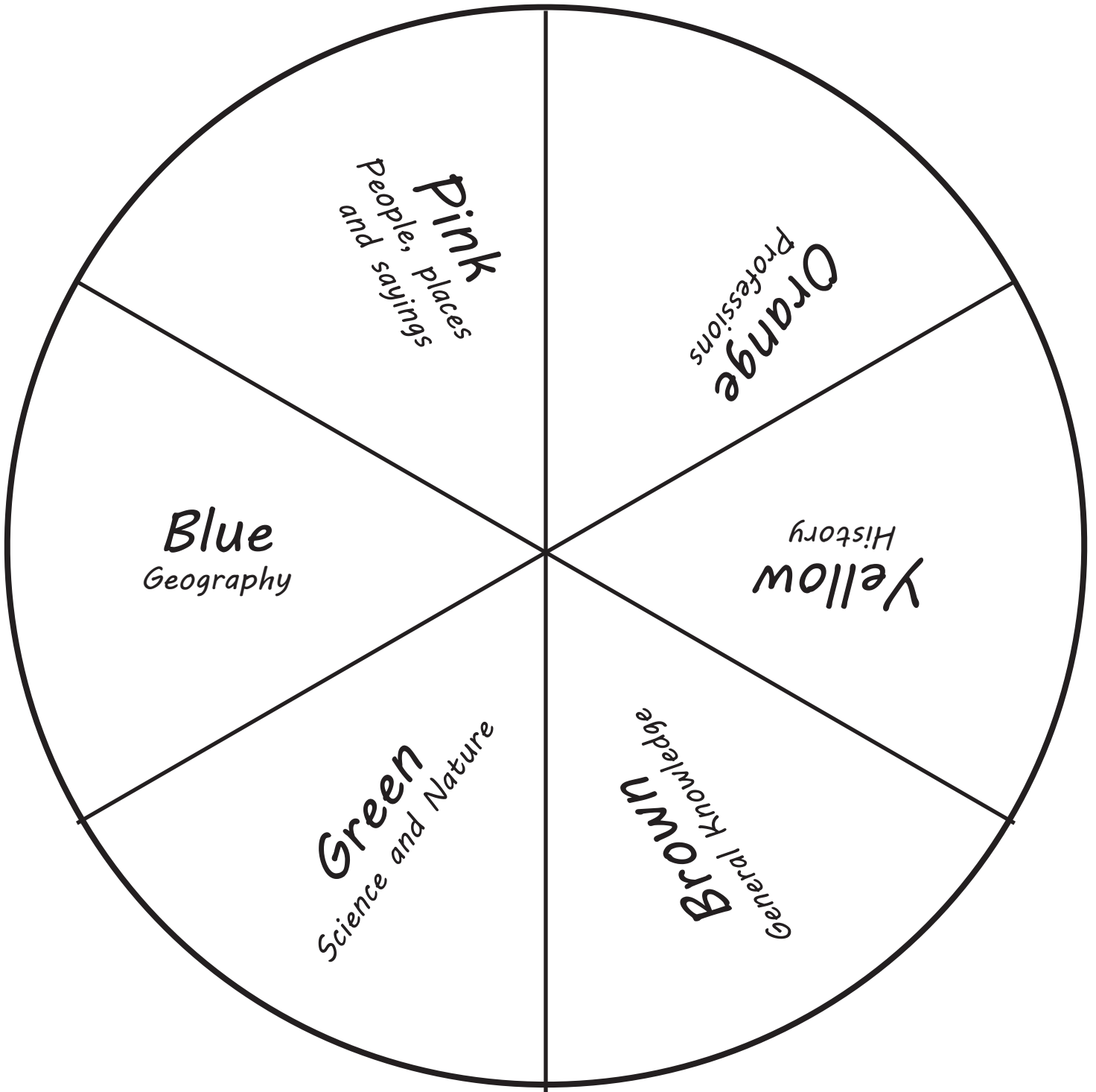
## *Brown - General Knowledge*

1. What was the first thing Samuel did when the people came to ask for a king? (prayed to the Lord)
2. When the people came by tribe and clan to find who should be king, where was Saul? (hiding)
3. How did Jonathan and his armour-bearer travel to the Philistine garrison? (climbing on hands and knees)
4. What was the difference between the choosing of Saul and David as kings? (the people chose Saul, God chose David)
5. What did Goliath do that makes David so sure he would defeat him? (defied the armies of the living God)
6. What were the words of the song about Saul and David that made Saul angry? (Saul has slain his thousands and David his ten thousands)
7. How many arrows were used in Jonathan's coded message? (three)



# Crucial Pursuit Game Board

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## Activity 2: Emotions and Events

### Aim

To recall episodes in the lives of Saul and Jonathan using emotions as the key words.

### Equipment

- Copy of Emotions and Events sheet, cut up into individual cards and stuck in the centre of a piece of paper.
- Paper and pencils
- Colours

### Instructions

This activity can be played by individuals or teams.

The lives of Saul and Jonathan were governed by some strong emotions. For each emotion card, talk through the events occurring in the stories in this unit of work (use the quiz questions or flick through your lesson worksheets to revise what happened). Get the children to make a poster for each emotion, drawing or writing about events when the emotions occurred. They could each add a different event to each page, or just have one event for each emotion.

Older children will be able to work independently on this activity; younger ones will need you to help them talk about things more closely.

Look at all the posters together. Discuss when the children have felt these emotions, whether they are good or bad things to feel, and why.

<i>Jealousy</i>	<i>Love</i>
<i>Courage</i>	<i>Fear</i>
<i>Humility</i>	<i>Disobedience</i>
<i>Obedience</i>	<i>Anger</i>
<i>Faith</i>	<i>Hatred</i>

