Living the Word:

Teaching Youth God's Story

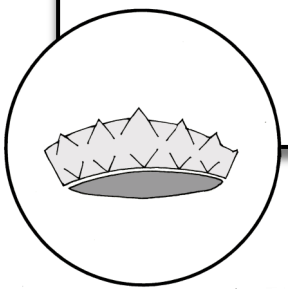
Narrative Lectionary, Year 2

David Becomes King

2 Samuel 5:1-5; 6:1-5; Psalm 150

Lesson #2-7

October 22, 2023



Spirit & Truth Publishing
www.SpiritAndTruthPublishing.com

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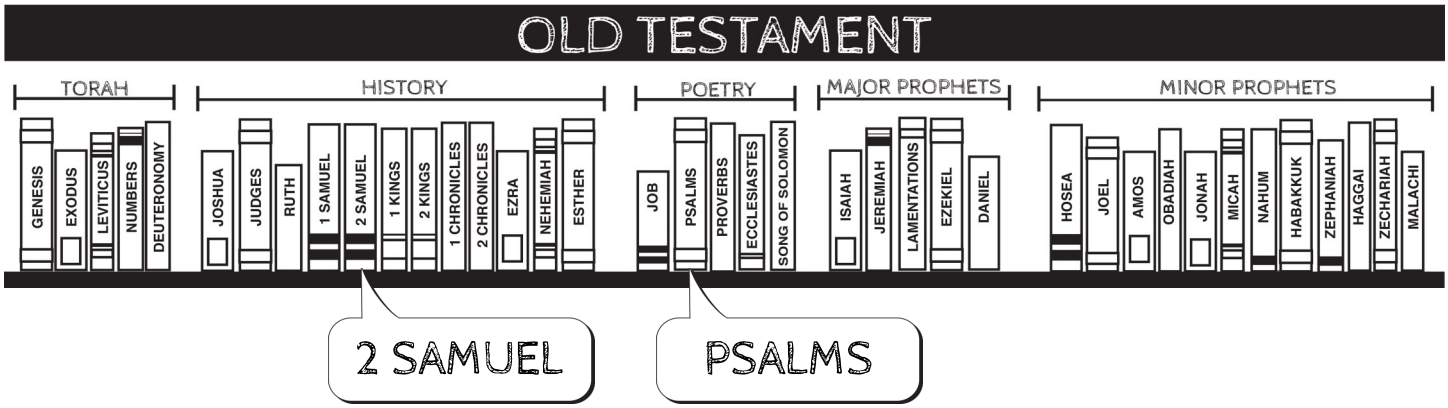
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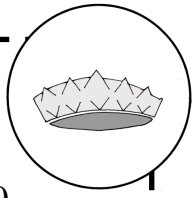
David Becomes King

2 Samuel 5:1-5; 6:1-5; Psalm 150

After Saul, the first king of Israel, becomes unfaithful, God chooses David to usher in an era of glory for God's people.

Making Connections

David lives out God's kingdom by being a good leader of the people. One of the ways he does this is by moving the Ark of the Covenant to Jerusalem. The Ark was a reminder of God's promise to be with Israel. Moving the Ark to the capital city of the whole kingdom showed the people that David wanted God to be central in his reign as king.



Lesson @ A Glance

#2-7: David Becomes King
2 Samuel 5:1-5; 6:1-5; Psalm 150

The Point: A good leader serves God and the people.

Making Connections: God's Way of Leading

Spiritual Practice Emphasis: Worship

Bible Nuts & Bolts: The Desert to the Kingdom

Story Summary

David Becomes King

David is anointed king over all of Israel. Signaling a new era for Israel, David makes Jerusalem the capital city. In one of his first acts, David brings the Ark of the Covenant to Jerusalem. The ark signifies that Jerusalem is the spiritual center as well as the political center of Israel. The Israelites celebrate the ark's arrival. Even David dances with joy. David contributes to the religious life by composing psalms that inspire and comfort us today.

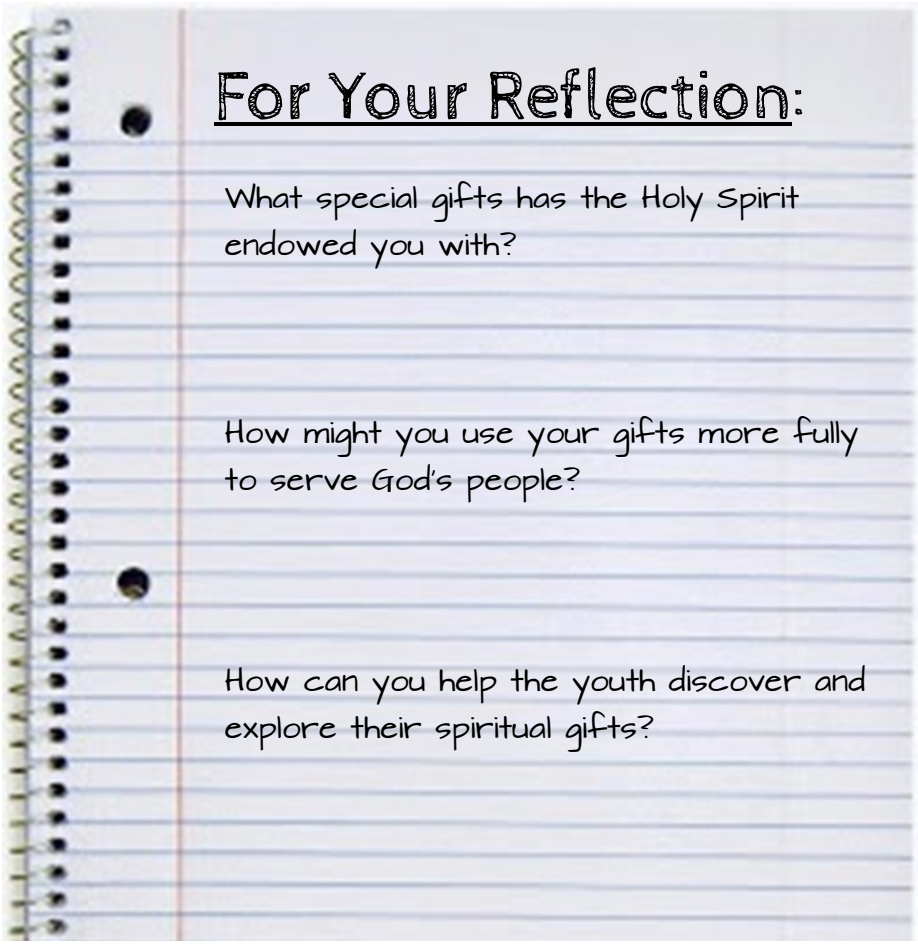
The Point

A good leader serves God and the people. Leaders can be on sports teams or class projects. Leaders can be older siblings or parents. Whether the leader is an elder in the church, an adult in the community, or a youth in the school, a leader who puts God first will be a good leader.

> The LORD said to [David]: "It is you who shall be shepherd of my people Israel, you who shall be ruler over Israel."
> 2 Samuel 5:2

Bible Nuts & Bolts: The Desert to the Kingdom

A lot happens in the time period between the exodus and today's story. After Moses led the people out of Egypt, they received the Ten Commandments and the rest of the Torah at Mt. Sinai. The Israelites then wandered for forty years in the wilderness before entering the Promised Land. After Moses died, Joshua became the leader of Israel. Joshua led the people to conquer and settle the land. After Joshua, God raised up leaders (judges) to save Israel from nations who conquered and oppressed the people. Later, the people of Israel asked for a king. The prophet Samuel anointed Saul to be the first king of Israel. Saul became a corrupt king. Samuel then anointed David to be the next king.



Spiritual Practice: Worship

Dancing with joy in your heart as you celebrate God is a form of worship. Listen to a hymn or praise song. Does the music make you feel like dancing like David? What other music makes you feel like dancing with praise to God? Choose a song and worship God through dance.

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Overview, Objectives, and Materials You'll Need

Core Elements

+Into the Story

10 min.

Bible Trivia

Discover the most common names in the Bible.

- None

+Learning the Story

15 min.

Shepherd Boy to Servant King

Follow the story of David's rise to leadership.

- Bibles
- Highlighters
- Pens or pencils
- Optional: Printed copies of the Bible text

Living the Story

15 min.

Praise God

Praise God while listening to a song of praise.

- Bibles
- Sound recording and lyrics to "Let Everything that has Breath" by Matt Redman
- Music player
- Printed lyrics

+Sending the Story

5 min.

- Story ⌀ Home

Short on time?
Items marked ✝ can be adjusted to be done with what you probably already have in your pocket or classroom.

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Extending the Learning:

Hands On

15 min.

Psalm Playlist

Create bookmarks of psalms for times of need.

- Bibles
- White board or mural paper
- Markers
- Card stock
- Pens or pencils
- Scissors
- Emoji stickers
- Optional: thin ribbon, hole punch, glue sticks

+Mixed Media

15 min.

Spiritual Gifts

Think of ways to use your spiritual gifts.

- Internet-connected devices
- White board or mural paper
- Markers

+The Competitive Edge

15 min.

David in Jeopardy

Answer questions about the Bible story.

- Bibles
- Activity Sheet #2-7.A
- White board or mural paper
- Marker
- Card stock
- Scissors
- Bulletin board
- Tacks

+Simply Serving

15 min.

Psalm to Share

Write your own psalm.

- Activity Sheet #2-7.B
- White board or mural paper
- Markers

+Worship Connection

15 min.

Let's Dance

Involve minds and bodies in worship.

- Sound recording suitable to liturgical dance
- Music player

+Discussion Guide

15 min.

David Becomes King

Discuss today's story.

- Youth Discussion Guide

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Into the Story:

Bible Trivia (10 minutes)

Discover the most common names in the Bible.

Supplies:
› Nothing

DURING CLASS:

1. **Which person's name do you think appears most often in the Bible?** Wait for responses. **The answer is Jesus. Whose name do you think appears most often after Jesus?** Wait for responses. **The answer is David.** Depending on the answers, you can tell the youth whether they guessed the fourth most popular person, the tenth, and so forth by referring to the list below. Please note that the numbers vary slightly depending on the Bible translation. This list comes from BibleGateway.com for the New Revised Standard Version.

Ranking	Name:	Number of times mentioned:
1	Jesus	1,091
2	David	1,023
3	Moses	837
4	Jacob	404
5	Saul	364
6	Aaron	354
7	Abraham	318 (note: 52 of those are "Abram")
8	Solomon	303
9	Joseph	253
10	Paul	209

2. **Did anyone guess David as the second-most mentioned figure? Is anybody surprised by the result? Has everyone heard of David? What have you heard about him?** Youth might cite the story of David and Goliath. Some may mention that he was a king. The goal is to discover how much they already know about David. If their knowledge is limited, say, **David is known as Israel's greatest king. Jerusalem became known as "The City of David." In fact, one of the symbols most commonly associated with the Jewish people today is called the Star of David. It is a six-pointed star made up of two triangles superimposed over each other. In fact, the Star of David sits at the center of the flag of the country of Israel today. Let's take out our Bibles and find out why David looms so large in Israel's history; he is the second most popular person behind Jesus.**

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Learning the Story:

Shepherd Boy to Servant King (15 minutes)

Follow the story of David's rise to leadership.

BEFORE CLASS:

1. For youth to get the most out of this lesson and become comfortable using their Bibles, it is recommended that youth have personal Bibles to mark in for this activity. If this is not possible for one or more youth, please provide printed copies of the day's Bible text.

Supplies:
- Bibles
- Highlighters
- Pens or pencils
- Optional: Printed copies of the Bible text

DURING CLASS:

1. **Last week, we learned about Ruth, who is a wonderful example of loyalty and faith. Ruth is important for another reason. She was the great-grandmother of David.** Optionally, have youth turn to Ruth 4:17. Otherwise, explain that Ruth gave birth to a son, Obed, whose son, Jesse, was David's father.
2. **During Ruth's lifetime, the people of Israel lived in different tribes. The tribes did not always get along with each other or with their neighbors. They fought constantly with one neighboring group: the Philistines. Later, the Israelites were led by Samuel. Samuel was both a judge and a prophet. Who can define judge?** *[Leaders who ruled over the tribes in a legal sense during peacetime and in a military sense during wartime.]* **Who can define prophet?** *[People through whom God speaks. Prophets advise the people on how to live and warn of trouble.]* **The people respected Samuel, but as Samuel became elderly, the tribes started clamoring for a king like those who ruled their neighbors. God continued to communicate with Samuel but chose Saul to be the first king. At the beginning, King Saul did a good job, but that did not last. Saul started to do as he pleased. Let's turn to 1 Samuel 15:10 and find out what happened.** As with the passages to follow, the youth can take turns reading aloud or you can read to them. Invite them to highlight 1 Samuel 15:10.
3. **Let's skip ahead and read 1 Samuel 16:1.** Invite the youth to highlight "olive oil," "Bethlehem," "Jesse," and "I have chosen one of his sons to be king." **Let's review: who is Jesse's father?** *[Obed.]* **Who is Jesse's grandmother?** *[Ruth.]* **What other famous person do we know was born in Bethlehem?** *[Jesus.]*
4. Read 1 Samuel 15:6-13, noting that God looks into our hearts while others may judge us by our appearance. Invite the youth to draw the six-pointed Star of David next to the first mention of his name. You may need to draw one on the white board as an example. **What does it mean that Samuel anointed David?** *[David was being set aside by God for a special purpose.]* **Did Samuel tell David that God had chosen him to be the future king?** *[No.]* **Did Samuel tell King Saul that David would become king?** *[No.]* **Why do you think**

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Samuel kept that a secret? *[He knew that Saul would feel threatened by David or that David was too young then to become king.]*

5. Read 1 Samuel 16:14-18. Invite the youth to draw the Star of David here. **This verse describes David as having several strengths. How many can you identify?** *[Bravery, skilled soldier, able speaker, talented musician, godly spirit.]* **David plays his harp to cheer up Saul, and Saul grows fond of David.**
6. **Let's turn to 1 Samuel 17. This chapter is about the Philistine giant Goliath. He proposed that the war between the Israelites and the Philistines be settled by one fight between him and one of Saul's soldiers. The trick: if Goliath won, all of the Israelites would become slaves of the Philistines. No one in Saul's army takes Goliath up on the challenge.** Read aloud 1 Samuel 17:32-37. The youth can mark these verses with the Star of David. **What makes David so confident that he can defeat Goliath when Saul's soldiers are so fearful?** *[He is aware that God is with him and will keep him safe.]* Skip ahead and read 1 Samuel 17:49-50. Highlight verse 50.
7. **As you can imagine, David becomes an instant hero. King Saul becomes jealous. He figures he can get rid of David by putting him in harm's way. But Saul's plan backfires. David wins every battle and escapes every attempt on his life. As a result, David's fame grows. This drives Saul mad.**
8. Explain that eventually Saul dies in battle. Jump ahead to 2 Samuel 5:1-5. The youth can mark this passage with the Star of David. Draw attention to the fact that David becomes king at the age of 30. He waited a long time after Samuel anointed him to wear the crown. Explain that David united the different tribes and made Jerusalem the capital city.
9. Go to 2 Samuel 6:1-5**. Once king, David makes Jerusalem the religious center of Israel as well as its political center. He fetches the Ark of the Covenant. The ark is a special box that contains the stone tablets of the Ten Commandments. The people of Israel carried it with them since the time of Moses until the Philistines stole it. David knows that installing the ark in Jerusalem will give the people a visible sign of God's presence among them**. Read 2 Samuel 6:5 aloud. Youth can draw the Star of David here.
10. **David also used his musical talents to compose songs for the people. Do you know what these songs are called in the Bible?** *[Psalms.]*

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Living the Story:

Praise God! (15 minutes)

Praise God while listening to a song of praise.

Supplies:
- Bibles
- Sound recording and lyrics to "Let Everything that has Breath" by Matt Redman
- Music player
- Printed lyrics

BEFORE CLASS:

1. Print copies of the lyrics to the song.

DURING CLASS:

1. **Psalm 150 is embroidered in Hebrew on the velvet cloth that covers what is remembered as David's tomb in Jerusalem. Tradition has it that David wrote this psalm. Read the psalm. What is the message of this psalm?** *[Praise God with music and dancing. There are a variety of ways to praise God.]*
2. **Over the years, Psalm 150 has been set to music many times. Let's listen to a song called "Let Everything That Has Breath" by singer Matt Redman**. Distribute the lyrics so the youth can follow along. **How does Matt Redman incorporate the ideas of Psalm 150 into this song?** *[Some may find that the music itself embodies the exuberance expressed in the psalm. Others will notice the song's title is taken from Psalm 150:6.]* **Are there particular words that resonate with you?**

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Hands On:

Psalm Playlist (15 minutes)

Create bookmarks of psalms for times of need.

Supplies:
- Bibles
- White board or mural paper
- Markers
- Card stock
- Pens or pencils
- Scissors
- Emoji stickers
- Optional: thin ribbon, hole punch, glue sticks

BEFORE CLASS:

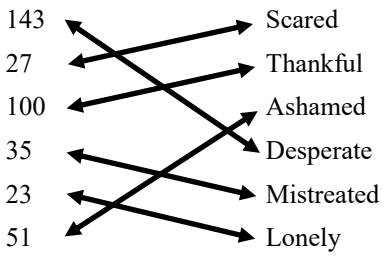
1. Write this list on the white board or mural paper:

Psalms	**Emotions**
143	Scared
27	Thankful
100	Ashamed
35	Desperate
23	Mistreated
51	Lonely

2. Write "My Psalm Playlist—Psalms to read when I feel…" at the top of a bookmark drawn on cardstock. Photocopy enough for one bookmark per youth.

DURING CLASS:

1. **Who has created their own music playlists? Do you have playlists for times when you are happy or sad? It seems there is a song for every mood.**
2. **Today we are going to create a playlist of psalms. Sometimes it is hard to pray because we cannot find the right words. Chances are, whatever you are feeling, a psalmist has done the work for you. Keep your playlist in your Bible in the Book of Psalms.**
3. Refer to the list you have created ahead of time. Explain that the group will match each Psalm in the first column with one of the emotions in the second column. Assign a Psalm to each person or pair of youth. The youth should read the psalm quietly and choose the emotion that best fits the psalm. Allow three to five minutes for this. Then ask the youth to share their findings. The matches should look like the example on the right:



4. Distribute the blank bookmarks and emoji stickers. You may want to pre-select the stickers that correspondent to your list of emotions. As an alternative to stickers, you can download and printout emojis from the Internet for the youth to glue into place. Spread the stickers along the left edge of the bookmark. Youth can write the psalm number beside the corresponding sticker.
5. Optional: Punch a hole in the top of each bookmark. Cut 8-inch pieces of ribbon that can be looped through the hole.

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Mixed Media:

Spiritual Gifts (15 minutes)

Think of ways to use your spiritual gifts.

Supplies:
- Internet-connected devices
- White board or mural paper
- Markers

BEFORE CLASS:

1. Write the following spiritual gifts on the white board or mural paper. Change this list if necessary to fit your context:

Prophesying	Serving	Believing
Teaching	Leading	Showing Mercy
Giving	Healing	Evangelizing
Preaching		

DURING CLASS:

1. **The Bible tells us that the Holy Spirit gives everyone spiritual gifts to help build up the church.** Point to the list on the board. **The Bible specifically mentions these gifts, but that does not rule out the existence of others.** Explain terms that might be unfamiliar. "Prophesying," for example, means declaring or interpreting the will of God. "Evangelizing" means spreading the gospel to other people.
2. **David had several spiritual gifts. Can you identify any of them?** You may need to prompt the youth with the following examples:
   - Fighting Goliath/Leading soldiers in battle/Uniting Israel— faith and leadership
   - Writing psalms—faith and evangelism
   - Playing/composing music—faith and serving
   - Dancing in worship—faith and evangelism
   - Bringing the Ark of the Covenant to Jerusalem—faith, leadership and evangelism.
3. **The Holy Spirit has given you spiritual gifts, too. No one has the same gifts. Perhaps you are beginning to discover what your gifts are. Think about your own areas of giftedness. After you have thought for a while, turn to those around you and help one another create lists of giftedness that you see in each other.**
4. Are they surprised at the ways that others see them as gifted? Skeptical? Can they see where those gifts have shown forth in their life at some point? Be aware that youth compare themselves to others and some may feel lacking.
5. **Now that you have an idea of your own spiritual gifts, what are some ways that you think you could use them to serve others at school? At home? At church? Brainstorm ways that you can serve, or search the Internet for other ideas.**
6. **Turn back to those who helped identify your gifts. Help each other plan ways to use your gifts for service to others.**

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The Competitive Edge:

David in Jeopardy (15 minutes)

Answer questions related to the Bible story.

Supplies:
- Bibles
- Activity Sheet #2-7.A
- White board or mural paper
- Marker
- Card stock
- Scissors
- Bulletin board
- Tacks

BEFORE CLASS:

1. Copy Activity Pages #2-7.A onto card stock. Cut game cards apart along the solid lines. Fold cards in half along the dotted lines. The side printed with the category title and point value is the front of the card. The side printed with the question and answer is the back of the card. Tack the cards to a bulletin board so that the front sides face outward. Arrange the cards in columns by category and in order of point value.

DURING CLASS:

1. Ask if the youth are familiar with the television show *Jeopardy*. Explain that the group will play a game with similar rules to review David's life story. Explain the rules:
   - **The goal is to earn the most points.**
   - **Players take turns representing their team.**
   - **I will choose one team to go first. One player from that team will select a card from the board. For example, if you are the player, you may choose "Young David for 10 points." I will then read the question on the back of the card. The cards worth 10 points are the easiest to answer. Those worth 40 points are the hardest.**
   - **Both teams have the opportunity to answer the question. As soon as you think you have the answer, clap your hands. If you guess correctly, your team receives the points noted on that card.** You will need to keep track of scores on a white board or mural paper.
   - **If you guess incorrectly, the opposing team has a chance to suggest the correct answer and win the points. There is no penalty for a wrong guess.**
   - **The team with the correct answer gets to choose the next card. Once your play is over, move to the end of your team's line.**
2. If you think the youth will have trouble with the questions, allow them to refer to their Bibles for answers or to work together as a team to answer each question.

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Simply Serving:

Psalm to Share (15 minutes)

Write your own psalm.

Supplies:
- Activity Sheet #2-7.B
- White board or mural paper
- Markers

BEFORE CLASS:

1. Makes copies of Activity Sheet #2-7.B for each person.

DURING CLASS:

1. Follow the suggestions on the Activity Sheet to help the class collectively write what you can call Psalm 151.
2. The activity sheet follows each verse of Psalm 150 with a question intended to get the youth thinking of how they would express the same sentiments in their own words. Encourage them to brainstorm. Record all of their ideas on the white board or mural paper, without commenting on their quality. Once you have all the ideas down, go back over them and help the youth arrange the phrases into an order.
3. Optional: Ask the pastor if the group can share their psalm at an upcoming service. Alternatively, post the psalm on a bulletin board, newsletter, or on social media.

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Worship Connection:

Let's Dance (15 minutes)

Involve minds and bodies in worship.

Supplies:
- Sound recording suitable to liturgical dance
- Music player

BEFORE CLASS:

1. Speak to the pastor about the possibility of the youth offering a liturgical dance at an upcoming service. The dance might replace the oral reading of the psalm or take place during the offertory. Determine the physical space available to the dancers. Work with the music director to identify appropriate music. One suggestion is "Lord, I Lift Your Name on High" by Rick Founds. Choose a song that has been pre-recorded so the youth can practice at home. If there are lyrics, print out copies.
2. If possible, you may enlist the help of an adult dancer in the congregation. Do not worry if you cannot find one. Dance is a personal expression. Here are some basic moves to get started:
   - **Bow**: While standing, bend at the waist and lower your head toward your knees in a bow.
   - **Arms**: Sweep both arms and turn your face toward the sky as if making an offering to God. Lift both arms in front of your body as if reaching out to God. Cross your arms over your chest as a sign of love.
   - **Hands**: Press palms together in prayer position in front of your chest then lift hands toward the sky.
   - **Grapevine step**: Start with your feet shoulder's width apart. Step the left foot behind the right. Move the right foot to the right again to return to starting position. Step the left foot in front of right foot. Return to starting position and repeat.

DURING CLASS:

1. Help youth approach liturgical dance as an offering to God rather than a performance in front of an audience.
2. Read through the words of the psalm or lyrics of the song you have chosen. Discuss the meaning of each phrase and the emotion behind it. Brainstorm ways the lyrics could be communicated through body movements—including facial expressions. Build a simple choreography. For variety, have dancers mirror each other's action or dance in a circle. Depending on the music or the occasion, incorporate props such as streamers or flags.
3. Take time to pray with youth before practicing. Encourage them to practice at home. Remind them that the Holy Spirit is always with them.

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Sending the Story (5 minutes)

Review:

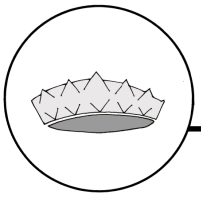
- What was one of the first things David did when he became king?
- What is the main difference between Saul's leadership and David's?

Prayer:

Read Psalm 150 aloud together as a closing prayer. After each line, clap or drum hands on tables or chairs.

Remember to send "The Story @ Home" take home sheet with the youth before dismissing them.

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David Becomes King

Youth Discussion Guide

If you break into small groups (or are a small group), use the following questions to discuss the day's Bible passage and how it relates to your lives. Make a copy of this sheet for each member of the group and provide pencils or pens. Encourage each other to take a moment to write your response in words or doodles before discussing out loud.

Start your time by going around your group and asking each member (adults included) to share a high point and a low point from the past week.

Opening Prayer

God, please guide our thoughts and words as we consider how a good leader serves God and the people. Amen.

Understand

- Who chose David as king of Israel?
- How long did David serve as king?

Wrestle

- Is God involved in selecting leaders today (in government, in churches, in school, etc.)?
- What qualities make a good leader?

Share

- Write or draw a song of praise that comes from the depths of your heart, or choreograph the steps of a praise dance.

Apply

- How can you experience this week with a heart for God like David's?

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David in Jeopardy

Answer questions about the Bible story.

Young David 10	Q: As a young boy, David took care of his family's what? A: Sheep.
Young David 20	Q: Who was David's father? A: Jesse.
Young David 30	Q: What musical instrument did David play? A: A harp.
Young David 40	Q: How many older brothers did David have? A: Seven.

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David in Jeopardy

Answer questions about the Bible story.

Prophet 10	Q: The story of David begins in the book of the Bible named after which prophet? A: Samuel.
Prophet 20	Q: Who sent this prophet to visit David? A: God.
Prophet 30	Q: What did the prophet pour over David's head? A: Olive oil.
Prophet 40	Q: What did the anointing of David signify? A: God had chosen David.

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David in Jeopardy

Answer questions about the Bible story.

Kings 10	Q: Who was king of Israel when David was a boy? A: Saul.
Kings 20	Q: Why did this king invite young David to his palace? A: To play music to soothe the king's troubled mind.
Kings 30	Q: Why did God reject this king? A: He disobeyed God's instructions.
Kings 40	Q: Why did this king eventually want David killed? A: He was jealous of David's fame.

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David in Jeopardy

Answer questions about the Bible story.

Israel 10	Q: How old was David when he became king of Israel? A: 30.
Israel 20	Q: Who selected David to be the new king of Israel? A: The elders of various tribes.
Israel 30	Q: Under David's leadership, what city becomes the capital of Israel? Note: It is still known as "The City of David" today. A: Jerusalem.
Israel 40	Q: David united Israel with what kingdom? A: Judah.

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David in Jeopardy

Answer questions about the Bible story.

Faith 10	Q: What do we call the lyric poems that David wrote? A: Psalms.
Faith 20	Q: How many of these lyric poems are collected in the Bible? A: 150.
Faith 30	Q: What sacred object did David bring to Jerusalem? A: Ark of the Covenant.
Faith 40	Q: How did David and his friends celebrate the object's arrival? A: David danced and praised God. Others played music.

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Psalm to Share

Write your own psalm.

Psalm 150

1 Praise the Lord! Praise God in the sanctuary; praise God in the mighty firmament!

Where would you go to praise God? Where do you feel God's presence?

2 Praise God for God's mighty deeds; praise God according to God's surpassing greatness!

What adjectives would you use to describe God instead of "mighty" or "surpassing greatness"?

What amazing things has God done in your world, community or life?

3 Praise God with trumpet sound; praise God with lute and harp!

Which musical instruments would you suggest for praising God?

4 Praise God with tambourine and dance; praise God with strings and pipe!

What other ways are there to praise God besides music and dance?

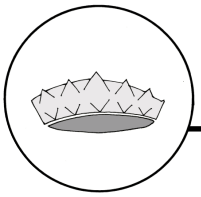
5 Praise God with clanging cymbals; praise God with loud clashing cymbals!

Could you praise God in silence?

6 Let everything that breathes praise the Lord! Praise the Lord!

Whose attention do you want to draw to God?

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David Becomes King

Unit 3: God's Way of Leading

LAST WEEK

After the people of Israel have settled in the Promised Land, a non-Israelite foreigner, Ruth, shows love and loyalty to her mother-in-law, despite the great risk to herself (Ruth 1:1-17 [4:13-17]).

THIS WEEK

Ruth's faith and loyalty are passed down to her great-grandson, the most famous, and faithful, king of Israel: David (2 Samuel 5:1-5; 6:1-5; Psalm 150).

Story Summary

David is anointed king over all of Israel. Signaling a new era for Israel, David makes Jerusalem the capital city. In one of his first acts, David brings the Ark of the Covenant to Jerusalem. The ark signifies that Jerusalem is the spiritual center as well as the political center of Israel. The Israelites celebrate the ark's arrival. Even David dances with joy. David contributes to the religious life by composing psalms that inspire and comfort us today.

Practice: Worship

Dancing with joy in your heart as you celebrate God is a form of worship. Listen to a hymn or praise song. Does the music make you feel like dancing like David? What other music makes you feel like dancing with praise to God? Choose a song and worship God through dance.

The Point

A good leader serves God and the people.

Bible Nuts & Bolts:

The Desert to the Kingdom

A lot happens in the time period between the exodus and today's story. After Moses led the people out of Egypt, they received the Ten Commandments at Mt. Sinai. The Israelites then wandered for forty years in the wilderness before entering the Promised Land. After Moses died, Joshua became the leader of Israel. Joshua led the people to conquer and settle the land. After Joshua, God raised up leaders (judges) to save Israel from nations who conquered and oppressed the people. Later, the people of Israel asked for a king. The prophet Samuel anointed Saul to be the first king of Israel. Saul became a corrupt king. Samuel then anointed David to be the next king.

NEXT WEEK

A selfish decision by King Rehoboam, David's grandson, leads the ten northern tribes of Israelites to leave the united kingdom and form their own kingdom (1 Kings 12:1-17, 25-29).

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David Becomes King

2 Samuel 5:1-5; 6:1-5; Psalm 150

Going Deeper

As you hear and study these stories each week, consider what God has to say to you and your family. What is God's message to us? Consider the following basic pattern as a way of forming family devotions:

- ✞ Light a candle to help you focus this time as "God time." Pray a simple prayer together.
- ✞ Take a moment to check in with each other; what are each person's "highs" and "lows" today?
- ✞ Read aloud from the Daily Bible Readings from below. Discuss the questions following each.
- ✞ End with a blessing, by simply tracing a cross on each other's forehead. The Lord's Prayer is a good way to end your devotion time. If you used a candle, extinguish it as a sign of the end of the devotions.

Note: *This is only a suggested pattern. It will vary with your household's context and patterns. What works best for you? First thing in the morning? Over breakfast? Bed time? Be creative and flexible with how you practice and keep your devotions!*

Daily Bible Readings

Sunday—

Read 2 Samuel 5:1-5; 6:1-5;

Psalm 150

David becomes king of Israel.

- God exalted David as king for God's glory. Ask God to give you a task for God's glory.
- Using instruments or household objects, read Psalm 150 and offer praise to God.

Monday—Read 1 Kings 2:1-4

David instructs Solomon to walk with God.

- How can you be strong and courageous?
- Does the condition given for Solomon to prosper apply to us today?

Tuesday—Read 1 Kings 3:3-14

Solomon receives wisdom from God.

- If you could ask God for anything that would help make you a stronger influence for God, what would it be?
- Why did God give Solomon more than what he requested?

Wednesday—Read 1 Kings 3:16-28

Solomon solves a dispute between two women.

- Why do you think this incident was chosen to illustrate Solomon's wisdom?
- What is your process for working through conflict?

Thursday—Read 1 Kings 4:29-34

Solomon's wisdom makes him famous.

- What makes people famous today?
- Read James 1:5. Coupled with today's reading, how does that verse encourage you?

Friday—Read 1 Kings 9:1-9

The Lord speaks to Solomon again.

- What was the criteria for Solomon's success?
- What was the criteria for Solomon's demise?

Saturday—Read 1 Kings 11:1-13

Solomon falls from his faithfulness to God.

- What led to Solomon turning his heart away from the Lord?
- What can you do to keep your heart focused on God?

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