

THE THREAD

DISCOVERING THE THREAD OF THE GOSPEL THROUGH THE BIG-PICTURE STORY OF THE BIBLE

PART 2: A PEOPLE RISE. A PEOPLE FALL.

LESSON 4 || SAMUEL ANNOINTING DAVID

SESSION SNAPSHOT

NARRATIVE PASSAGE: 1 Samuel 16:1-13; 2 Samuel 5:1-5

GOSPEL FOCUS: Philippians 2:5-11

STUDENT TAKEAWAYS:

- Learn the story of how David was an unlikely choice to be king of Israel.
- See how Jesus breaks expectations by redeeming us from our sins.
- Define what humility looks like in their context and how they can embrace it daily.

OVERVIEW:

We all have expectations about the way life works. In this lesson, we're going to explore the lives of David and Jesus, who were both unlikely choices by the world's standards. David was an unlikely choice for king, yet God chose him and used him to lead Israel. Likewise, Jesus was not the Messiah that people expected, and He accomplished victory in a completely unexpected way. God doesn't always work in the ways that we expect He should. In fact, He often uses the least likely candidate to accomplish a completely unexpected end.

TEACHER PREP VIDEO:

Each *Thread* lesson comes with a Teacher Prep Video. These short videos are designed to help you grasp the lesson's main point as you prepare to teach.



BIBLE BACKGROUND

The Bible Background is designed to help you provide the basic context for the passages you'll be studying.

- **WHAT DO WE MEAN BY "CONTEXT"?** In every YM360 Bible study lesson, we encourage teachers to help students know *who* wrote a particular book, *when* it was written, and *why* it was written.
- **WHY TEACH CONTEXT?** Grasping the big-picture view of God's story of redemption is difficult for teenagers without understanding the context of the books and passages they're studying.

1 & 2 SAMUEL

- *Author:* The author of 1-2 Samuel is unknown. While it's certainly possible that Samuel wrote some of what's recorded in these books, the mention of his death in 1 Samuel 25 means that he didn't write all of it. The books are given the title of "Samuel" because of his prominent role in the establishment of the monarchy.
- *Time frame:* It's difficult to say for sure when 1-2 Samuel was written. It's possible that they were written and edited over some time. More than likely, they were established in their final form around the 10th century BC.
- *Purpose:* The main theme of these books is God's choosing to accomplish His purposes through the lineage of David and to set up Jerusalem as the location for the temple. There are many "ups and downs" throughout 1-2 Samuel, and David goes through times of obedience and rebellion. He experiences blessings and consequences for sins.

PHILIPPIANS

- *Author:* The Apostle Paul wrote the letter to the Philippians. Of course, we know Paul as the one-time chief enemy of the Church. After his miraculous conversion on the road to Damascus, Paul would go on to have a position of great importance in the early Church and beyond. He wrote 13 of the 27 books of the New Testament.
- *Time frame:* Philippians was one of the last letters Paul wrote before he was martyred, sometime around A.D. 62.
- *Purpose:* Philippians was written to Paul's close friends at the church in Philippi, thanking them for their kindness and prayers while he was in prison. He encouraged them not to lose their faith because of his persecution.

LESSON PLAN

The Lesson Plan contains four elements:

- **GETTING STARTED**— An introductory activity designed to prepare teenagers to engage with God and the truth of His Word.
- **THE STORY**— A section featuring a narrative from Scripture that helps teenagers know God better through learning the story of the Bible.
- **THE THREAD**— A special emphasis where teenagers discover the Gospel thread coursing throughout the story of the Bible.
- **WRAPPING UP**— An application-focused segment helping teenagers ask the question, “How am I impacted by what I learned today”?

GETTING STARTED

- *Goal:* To get students thinking and talking about unexpected events.
- *Set-Up:* You’ll need a way to show the 3 GIF’s linked below.

FIRST, ask your students, “Have you ever said, ‘I didn’t see that coming?’” Explain that the “I didn’t see that coming” moment is when you are surprised or blindsided by something completely unexpected. **Say something like:**

- Maybe you never thought he would ask her to prom, maybe it was the plot twist in a movie, or maybe it was an unexpected hero that saved the day. Here are a few good GIFs showing some different “I didn’t see that coming” moments:

- o <http://i.imgur.com/sTUyI.gif>
- o <http://www.theandrewblog.net/wp-content/uploads/2012/09/Lee2.gif>
- o https://img.izismile.com/img/img6/20131109/1000/kids_even_find_nonscary_things_frightening_08.gif

NEXT, ask a few questions like:

- Have you ever had a “didn’t see that coming” moment? What made it so unexpected? What was your reaction?
- What’s the key to a great “didn’t see that coming” moment?
- How would you define the word “unexpected?”
- How do unexpected moments affect our lives? What would life be like if everything happened as we expected?

FINALLY, begin to wrap up the discussion by explaining that your lesson today is about an unexpected choice that no one saw coming. **Say something like:**

- As we continue to look at the big-picture narrative of the Bible, we’re going to look at the story of Samuel choosing David to be the next king of Israel. You’ll learn that David was a rather unexpected choice. But like many things in God’s way of seeing things, the unexpected choices are the best. Let’s open our Bibles and see what we find.

TRANSITION TO THE STORY.

THE STORY

- *Goal:* For students to learn the story of how David was an unlikely choice to be king of Israel
- *Set-Up:* Students will need a Bible or a Bible app.

FIRST, explain that in this lesson, you’ll be looking at 1 and 2 Samuel. If you’d like, use the Connecting The Dots section below to review or fill in the gaps between your last lesson and this one.

CONNECTING THE DOTS

As you teach *The Thread*, there will naturally be some gaps in the story. This is an optional way for you to fill in some of the gaps between the last lesson you taught and this one. Use it to review or connect the dots to the events surrounding the passage.

- Since our last lesson, God has rejected Saul as king because Saul rejected God's Word. Check out 1 Samuel 13:14; 15:23,26 if you want more context.
- Saul was Israel's first king. Today we're going to look at how God chose the next king.
- The purpose of a king was so that God's people had a clear picture of a benevolent, humble, and yet powerful leader.

NEXT, review last week's lesson with your students. Remind them that Saul was chosen as the first king of Israel because the people of Israel demanded a king. They longed to be like the nations surrounding them and requested God to give them a king. Explain that during Saul's reign, God rejected him as king because he repeatedly refused to heed God's direction and His Word. (If you'd like to review God rejecting Saul as king, you can read 1 Samuel 13:14 and 1 Samuel 15:1-29.)

THEN, explain to your students that your lesson today will explore how God chose the next king of Israel. Ask them to turn to 1 Samuel 16. Read or have a student read 1 Samuel 16:1-5. **Ask something like:**

- **According to this passage, who has chosen the next king of Israel?**
 - o *Answer:* God. He tells Samuel that He has already provided a new king.
- **Why is Samuel initially afraid to follow God's instructions? Who is he afraid of?**
 - o *Answer:* He fears Saul will find out about the plan and kill him. Even though Saul had been rejected by God as king, he was still ruling as king and was, therefore, very powerful.
- **When Samuel shows up in Bethlehem, the elders meet him and seem to be scared. Why?**
 - o *Answer:* Samuel is a prophet, which means he speaks to God's people on behalf of God. The messages he was told to deliver were not always good news. Here, Bethlehem's leaders, or elders, are afraid Samuel has come to deliver bad news.

NEXT, explain to your students that it is important to remember that Samuel will anoint the person that God has chosen as king. This person will display the characteristics that God deems vital to being a great leader, which may be different from the people's expectations. Read or have a student read 1 Samuel 16:6-7. **Ask something like:**

- **How did Samuel assess Eliab's qualifications to be king? How does God respond to Samuel's assessment of Eliab?**
 - o *Answer:* Samuel looked at him and concluded that he looked like a king. In other words, Samuel judged him based on his outward appearance, but God says that He has not chosen Eliab. God instructs Samuel not to look at his outward appearance, for the Lord looks at the heart.
- **Is outward appearance the best indicator of how qualified someone is to lead? Why or why not?**
 - o *Answer:* No. Looking like a king and acting like a king are different. Inward character, not outward appearance, is what determines our actions.
- **God says that He "looks on the heart." What does He mean by "heart?"**
 - o *Answer:* Your students may stumble around this answer. They will intuitively understand what it means but might not be able to explain the concept. Explain to them that the Bible uses the word "heart" to describe the center of your emotions, intellect, and will. So it is where your feelings, thoughts, and decisions combine to drive your actions and attitude.
- **How did God challenge Samuel's expectations in these verses?**
 - o *Answer:* Samuel expects the future king of Israel to look a certain way, but God explains that He expects something different. God is looking for a heart that is qualified to be king.

- **How do these verses challenge our expectations of great leaders?**
 - o *Answer:* We, like Samuel, often judge people based on their outward appearance. We should remember that God judges the heart. It is someone's heart, or his or her character, that makes him or her a great leader in God's Kingdom.

THEN, read or have a student read 1 Samuel 16:10-13. **Ask something like:**

- **David's own family didn't make sure he was there to meet Samuel. What does that tell us about his family's expectations of him?**
 - o *Answer:* Even David's family didn't consider him old or important enough to deserve an invitation to be in the running for king.
- **How did Samuel know David was the one he was supposed to anoint?**
 - o *Answer:* God told him. When Samuel saw Eliab, he looked at his outward appearance, but when he saw David, Samuel listened to God.
- **Why is it important for us to listen to God instead of judging people by their outward appearance?**
 - o *Answer:* Your students' answers may vary. The idea is that God can see people's hearts, so He is a much better judge than we are.

NEXT, instruct your students to go to 2 Samuel 5:1-5. **Say something like:**

- **David was an unlikely choice for king. His own family didn't expect him to be a candidate. He didn't come from the palace; he came from a field. He had never led an army; he was busy tending sheep. He didn't look the part, but he was exactly who God chose. David was the "didn't see that coming" choice for Israel's next king. David served under Saul as a musician, counselor, and warrior for years. Additionally, David's best friend was Saul's son, Jonathan, and David was married to Saul's daughter, Michal. Years later, Saul was finally removed, and David was crowned king.**

NEXT, read or have a student read 2 Samuel 5:1-5. **Ask something like:**

- **Who came to David to anoint him as king?**
 - o *Answer:* The people, all the tribes of Israel.
- **Why did the people want to anoint David as king?**
 - o *Answer:* They saw what God had seen. When he was given opportunities, he led them well.
- **Do you think it is important for a king to have the support of his people? Why?**
 - o *Answer:* It is much easier to lead people who trust and support you.

THEN, say something like:

- **God used the time between Samuel anointing David and the people anointing David to prepare David to be a great king and to prepare the people for his leadership. Remember, he was an unexpected candidate, so God used the time between the initial anointing and this anointing to display David's kingly heart in front of the people, so they would see what God saw in him.**

FINALLY, tell your students that there is another King in the Bible who seemed like an unlikely leader. He was not who people expected Him to be, but He was set apart to accomplish a mighty task.

IF STUDENTS DON'T HAVE ANY QUESTIONS, TRANSITION INTO THE THREAD AND SEE WHERE YOU CAN FIND THE GOSPEL IN THE BIG-PICTURE NARRATIVE OF SCRIPTURE.

THE THREAD

FIRST, ask your students to go to Philippians 2:5-11. As they find the passage, explain that the Romans were ruling the Jewish people during the first century. The Jewish people were waiting and hoping for a Messiah, a man sent from God who would rescue them from Roman rule. The people were expecting a great warrior king who would kick out the Romans and lead them as their new king.

THEN, read or have a student read Philippians 2:5-7. Tell them Philippians 2 describes the Messiah who came from God and, like David, He was extremely different from what the people expected. He was not the Messiah they saw coming. **Ask something like:**

- **The Jewish people expected a military or political leader. How was Jesus different from their expectations?**
 - *Answer:* Jesus humbled Himself and came as a servant instead of a political or military leader.
- **Look back at verse 5, which instructs us to have the same attitude as Jesus. What would it look like to have the same attitude as Jesus in your life?**
 - *Answer:* Humility, servanthood, sacrifice.
- **What does it mean that Jesus was “in the form of God?”**
 - *Answer:* This phrase may be confusing for your students. Another way to understand it would be that Jesus was (and is) of the same nature as God the Father.
- **How did Jesus view His status as God?**
 - *Answer:* He did not count it “to be grasped” or held onto. In other words, He was willing to give up His rights as God in order to serve and save us. This does not mean that Jesus ceased to be God when He came to earth as a man. This is the Prince taking on the rags of a pauper in order to best serve His Kingdom.

Say something like:

- **The big idea here is that Jesus stepped down from His position as Ruler to become a servant. This was an unexpected plot twist. When God wanted to show His people exactly who He was, He came as a servant. Didn't see that coming!**

THEN, read or have a student read Philippians 2:8. **Ask:**

- **We learned in the previous verses that Jesus unexpectedly came as a servant. In verse 8, what else did Jesus do that was unexpected?**
 - *Answer:* He laid down His life. Instead of kicking the Romans out, He allowed the Romans to crucify Him on a cross.
- **Why did Jesus lay down His life instead of kicking the Romans out of Israel?**
 - *Answer:* Jesus came to defeat a different and more dangerous enemy. He did not come to rescue us from our circumstances but from sin and death. Through His death and resurrection, Jesus rescued a much larger group of people than just the Jews.

Explain that just like Jesus was an unexpected Messiah, the way He rescued us was also unexpected. He gave His life on the cross to take the punishment we deserved for our sins. Read or have a student read Philippians 2:9-11. **Ask something like:**

- **How does God respond to Jesus' attitude of humility and His act of sacrifice on the cross?**
 - *Answer:* God exalts Him. He gives Jesus the Name above every name.

- **At the end of time, what position will Jesus hold?**
 - *Answer:* He will be King of all. Like David, He will have received His Kingdom because of His inward character, not His outward characteristics. He will be a King, not through war, but through service and sacrifice.

FINALLY, conclude by reminding your students that God often uses the unexpected to accomplish His purposes. He called David, an unexpected king. He sent Jesus, an unexpected Messiah and King. If your students don't have any more questions, transition into the Wrapping Up section by inviting them to examine their own lives in light of today's lesson.

WRAPPING UP

- *Goal:* For students to define what humility looks like in their context and how they can embrace it daily.
- *Set-Up:* A whiteboard, chalkboard, or other writing space.

FIRST, go to the whiteboard, chalkboard, or some other form of large writing space (or recruit a student to do it). Ask your students to help you make a list of all the things that students their age believe they deserve. The list might include a car when they turn 16, nice clothes, an education, food on the table, good parents, happiness, or dozens of other things. Try not to make it personal at this point so you can get a wide variety of answers. As your students answer, write down the answers on one side of the board.

THEN, draw a line down the middle of the board. Tell your students that this side of the board will be reserved for what they actually deserve. Give them a few minutes to consider what should belong in that column. Now **ask:**

- **In light of how Jesus laid down what He deserved as King of all, what would you like to move from column 1 to column 2?**
 - *Answer:* If your class is pretty quick, they will realize that there is not a single thing that should be moved into column 2. If they still want to move things, you might want to review who Jesus is and what He sacrificed once more.
- **After we understand Jesus' humility expressed toward us, is there really any right or privilege that we can say we deserve? How does this change the way we view our everyday lives?**
 - *Answer:* The key to humility is realizing that we are not entitled to anything. Moreover, if we are truly following Jesus, the One who set aside all His rights and privileges, we should be able to do the same through the power of the Spirit.

NEXT, have a discussion surrounding the following questions about how living a life with this type of humility would have an impact on those around us:

- **If you viewed your life this way, how would it change the way you live daily? Would embracing this type of humility be expected at your school? Among your friends? Why or not? What difference could this unexpected humility make in the lives of those around you?**

FINALLY, as you conclude, remind your students that God uses unlikely people. Remind them that God chooses people based on their inward character, not outward characteristics. Encourage them to embrace the humility of Jesus and to lead by serving because, as we've seen in the stories of David and Jesus, that is the attitude that God honors and uses. Pray together as a class for humility.

- If you've purchased the corresponding devotional journal, remind students they'll be working through Week 17 this week. Encourage them to keep up with the daily devotions and to give memorizing this week's verse their best shot.
- If you're utilizing the digital devotions included in the Thread curriculum, remind students how you'll be making them available, i.e., Instagram, Facebook, etc.

WE WANT TO HEAR FROM YOU . . .

- Do you have questions about a lesson?
- Something that worked particularly well that you want to share?
- Something that didn't work that you want to bring up?

We value your feedback! Please do not hesitate to email us with your questions, comments, or concerns at feedback@youthministry360.com.