

## God Makes Samuel a Leader

**Theme:** Sacrifice — Requires giving all of self to God



### Sunday Morning Lesson

#### Pre-Class Activity

**Bible Facts:** Working Hard on Bible Facts (See page 8 of this Guide)

**Memory Verse:** Introduce the new Memory Verse. Have Memory Verse strips in the pocket chart. Read it aloud together. Ask “Who, What, When, and Why?” about the Memory Verse.

#### Prayer

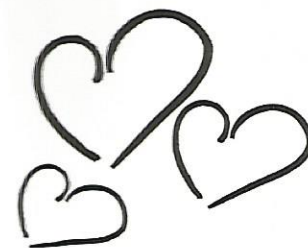
#### Teaching Today’s Lesson

1. For non-reading students, read 1 Samuel 3:2-10, 19-20. Have reading students find and mark 1 Samuel 3:2 in the classroom Bibles.
2. Ask students to bring the Bibles and move to the Bible story area.
3. Establish the setting of the lesson by asking a student to point to the place on the time line when today’s events took place. (Using a lighted telescoping pointer, which can be purchased in the toy section of a discount store, is exciting for students and solves height problems if the time line must be mounted high on a wall.)
4. Further establish the setting by helping students locate the following places on the map of Israel in the time of David, found on page 71 of this Guide – Ramah in Ephraim, Shiloh.
5. Introduce the Lesson Graphics using the “Loving & Working Toolbox” as described on page 10 of this Guide. Also put as many props as will fit in the toolbox. Take them out as you tell the story, creating an element of suspense.
6. Tell the story using the *Loving Hearts & Working Hands Lesson Graphics* and other props such as a doll to represent baby Samuel, a pillow for boy

*This quarter of study involves many locations in the land of Israel where events occur or people live. Many of these locations are not familiar. For this reason, a map is provided on page 71 of this Guide that may be removed, laminated, and kept on the table top for use in each class period. The teacher may help students find the locations that pertain to each lesson. Teachers will need to tailor this activity to the ages of their students.*

Samuel to “sleep” on, a large, three-pronged barbecue or cooking fork, and a large cooking pot to show how Eli’s sons sinned by forcing the Israelites to give them meat to be sacrificed.

7. Tell the story and teach the lesson emphasizing the following scenes and points, tailored to the students’ ages:
  - Every year, Hannah and Elkanah worshiped God in Shiloh where Eli was the priest.
  - Hannah cried and prayed for a son and made a vow to give him to the Lord.
  - God gave Hannah a son, whom she named Samuel.
  - When Samuel was 3-5 years old, Hannah took him to Eli in Shiloh to serve the Lord, as she had promised.
  - God called Samuel three times in the night, but Samuel ran to Eli, thinking it was him calling; on the fourth time, God told Samuel that He would bring judgment on Hophni and Phinehas for their disobedience and on Eli for not rebuking his sons.
  - Vows to God must be kept.
  - Sin has consequences.
8. In telling the lesson story, read 1 Samuel 3:2-10, 19-20. At the appropriate times, signal the students to say, “Here I am,” and then, “Speak, for your servant is listening.” Talk to the students about this as a practice in their own lives.



## God Makes Samuel a Leader

**Theme:** Sacrifice — Requires giving all of self to God

### Wednesday Night Lesson

#### Pre-Class Activity

**Bible Facts:** Working Hard on Bible Facts (See page 8 of this Guide)

**Memory Verse:** Read the Memory Verse together. Ask students what they remember of “Who, What, When, and Why?” about the Memory Verse.

#### Prayer

#### Starter

Do you remember playing “Follow the Leader”? One person acts as the leader and everyone else follows. What if the leader can’t make up his mind which way to go? Does the game work? Imagine playing this game without a leader. Who would know where to go or what to do? Everyone just sort of stands there or wanders around. Now imagine that everyone is a leader. One girl goes off marching in one direction while a guy zigzags off in another direction. Everybody does his own thing. Does the game work? Is this fun? (See Activity 3 below).

This helps us see the need for a leader and for a leader who leads. Leaders are important in all areas of life and God provides for this. But leaders who really do what God wants them to do are not like other leaders. God wants His people to have leaders who lead them in God’s way. Let’s see how Samuel was able to lead people in God’s way.

Briefly review the lesson from Sunday morning and read 1 Samuel 3:2-10, 19-20.

#### Illustrations and Applications

1. *Objective: Review the lesson from Sunday morning.*

From 1 Samuel 1-3, reenact the story of Elkanah, Penninah, Hannah, Eli, and Samuel featuring the following scenes:

- Elkanah and his two wives – Penninah has children and makes fun of Hannah who cannot have children
- Elkanah’s family goes yearly to Shiloh to worship; Hannah prays for a child, mouthing the words without sound

- Eli and Hannah – Eli thinks Hannah is drunk, but learns she is not; Eli delivers a message from God that Hannah will have a child
- Hannah and Samuel – Hannah named her baby Samuel; Elkanah goes to Shiloh alone until Samuel is weaned; Elkanah and Hannah take Samuel to Shiloh and leave him with Eli to serve in the tabernacle
- Eli and Samuel – God calls Samuel to special service

Talk with the students especially about God being in control and preparing Samuel to be a leader in Israel.

 2. *Objective: Demonstrate that loving God means listening to God.*

Cut out a big ear for each student. Tell the story of the lesson. Have the students hold up their cut-out ears each time you come to a part in the story that tells of someone listening or hearing. Discuss the importance of listening in anything we do, especially in doing God's work. Ask each student to write his or her name on the ear and mount it to the big heart on the wall. Talk with the students how loving God means listening to God. See John 14:23. Give examples of listening and hearing that relates to kids.

3. *Objective: Demonstrate the need for leaders.*

Announce that everyone will play "Follow the Leader." Explain the rules that each person must follow the leader, doing exactly what he or she does. Once everyone understands the rules given thus far, choose two or three students to be leaders. Give a command for the leaders to begin and for others to follow. The way this should work is that the leaders strike out doing different things, but none of the followers knows what to do. Which leader should they follow? Can they change from following one leader to another? Allow the confusion to persist for just a little while, and then talk about the need for and value of a leader who is recognized and respected by the followers. Refer to the situation during the time of judges in Israel when "every man did what was right in his own eyes" (Judges 17:6; 21:25). Discuss how we need leaders and that God provided leaders for His people. Direct this to a discussion of Hannah promising her son to serve the Lord and the Lord calling Samuel.

4. *Objective: Learning that obedience requires listening.*

From 1 Samuel 3, have students act out the story of God calling Samuel during the night. Discuss the difference between Samuel's decisions and those of Hophni and Phinehas (see 1 Samuel 2:12-17).

**BIG HEART Display:** A few ears from Activity 2 above.