

4

JONATHAN, MICHAL, AND DAVID

Today's Bible experience

1 Samuel (18) 19–20

King Saul was increasingly jealous of David. Saul's son Jonathan and his daughter Michal, who was also David's wife, tried to talk their father out of harming David because they believed it was the right thing to do.

Purpose statement

Peacemakers speak up for what is right.

Bible memory

If it is possible, so far as it depends on you, live peaceably with all.
—Romans 12:18

Bible background

Sometimes it's hard to speak up for what is right. There's a lot of drama in today's story, yet what is striking throughout it is that the siblings Jonathan and Michal practice peace by saying the right thing, even when it is difficult.

David is just a shepherd when he is anointed to one day be king. His actions against Goliath help Israel defeat the Philistines. David goes on to win more battles, and his popularity soars. As this happens, King Saul becomes hostile toward David.

This puts Saul's children in a difficult position. Saul's son Jonathan is David's close friend, and Jonathan loves David "as his own soul" (1 Samuel 18:1). Saul's daughter Michal marries David. It is Jonathan and Michal who work to keep David safe when Saul threatens him.

Saul decides to kill David, and Jonathan is devastated. He is so distressed that he finds the courage to speak with Saul about it, reminding Saul that David has done many good things for Israel. Jonathan asks Saul, "Why then will you sin against an innocent person by killing David without cause?" (1 Samuel 19:5). Saul relents, and David is safe.

But not for long. Saul's anger continues to grow. He sends soldiers to David's house to kill him. Michal understands the grave danger David is in. She does what is right and helps David escape through a window.

Saul again makes plans to kill David. Jonathan and David develop a secret code. David will hide in a field and Jonathan will go there to shoot arrows. If Jonathan shoots his arrow far, it will mean that David needs to leave. Jonathan has another conversation with Saul and speaks up for David. But in the end, Jonathan has to shoot his arrow far. David leaves, and the two friends never see each other again.

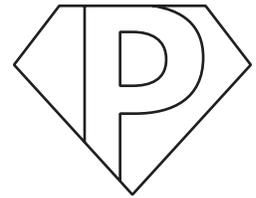
The violence and murderous schemes in this story can be disconcerting. We don't want children to think that Saul's action and schemes are okay. They are not—and they should not be glorified in any retellings of the story. Instead, the emphasis should be that despite Saul's jealous anger, Jonathan and Michal found the courage to do and say what is right.

Session materials

- Bibles
- Bible memory poster or slide show from the Resource CD; projector
- Lab Book*, one per child
- Peace Lab* CD, songbook, and CD player
- Paper superhero shield with the letter *P*, tape or safety pin
- Empty soda can
- Recycling container with a recycling symbol on its side
- Playground ball or jump rope
- Balloons (prepared according to directions in Bible memory section)
- Duct tape
- Pencils, markers, crayons, or colored pencils
- Supplies (see items needed for any Additional activities you choose to do)

Advance preparation

- Pray for the adults and children who will participate in VBS. May they be open to learning about God's way of peace and to practicing it in their lives.
- Read 1 Samuel (18) 19–20 and the Bible background (p. 20) to become familiar with today's story. Consider what Jonathan and Michal said and did to help protect David from Saul.
- Read the Bible Response daily plan and choose activities appropriate for your group. Gather materials.
- Create a paper superhero shield with the letter *P* on it. Read over the two peacemaking scenarios to make sure you understand how they will work.
- Prepare sets of balloons as described in the Bible memory section.



DAILY PLAN

Introduction

1. **Welcome the children to the fourth day of *Peace Lab***, where they will discover how to practice making peace.
2. **Share one thing you have done to practice peace** since Day 3 of VBS. Ask the children if they remember that the last time you were together, you said that you would ask them if they had an opportunity to practice peacemaking. Allow time for children to share their experiences with practicing peace.

Bible story

1. **Review the drama presented during Worship time.**
 - What happened?
 - How was peace practiced during the story?

note: Encourage children to bring their Bibles to Bible school. Help them find the stories and the memory passage.

2. **Act out peacemaking scenarios** in this modified role-playing activity. You will be the Director, and several children will help. Both scenarios need a superhero, Peacemaker, who wears a shield with the letter *P*. Both scenarios also need a teacher, perhaps another adult, who stands to the side of the room.
Each scenario has multiple parts.

Scenario 1

Put the recycling container within sight somewhere in the room. Choose a child to be the superhero Peacemaker, and use tape or a safety pin to attach the *P* shield to his or her shirt. Have Peacemaker stand to the side. Whenever Peacemaker hears “That’s not right!” it’s time to swoop into action. Choose one child to be the main character and give him or her the empty soda can. Tell the remaining children that whenever you motion to them, they should say loudly, “That’s not right!”

Director says: “Lights, camera, action! Now you (with the can), act as if you’re walking down the street. Drop the can along the way.” When the can has been dropped, cue the crowd to say, “That’s not right!”

Director cues Peacemaker. “Peacemaker, I want you to pick up the can and take it to the teacher. Tell the teacher you saw that kid drop the can on the ground.” Peacemaker follows instructions. Director says, “Okay, cut, cut, cut!”

Director says to the group, “That was one solution. Let’s see if there’s another one.”

Repeat the scenario, but this time tell Peacemaker to pick up the can and put it in the recycling container. Director says to the group, “That was a good solution. Let’s see if there’s another one.”

Repeat the scenario, but this time tell Peacemaker to go to the child who littered and say, “It’s not good to litter. Let me show you where you can toss the can.” Peacemaker should pick up the can, hand it to the child, and walk with the child to the recycling container.

Director says to the group, “Wow, I think maybe that was the best solution. Now we know where to throw our empty cans, and we’ll remember it next time.”

Scenario 2

Choose another child to be Peacemaker, and give him or her a ball or a jump rope. Designate two children to stand to one side, and a third child to stand alone on the other side.

Director says: “Lights, camera, action! The two of you standing on the one side should act as if you’re playing on the playground. You see there’s another child who is alone, but you keep playing and ignore him (or her).” Cue the crowd, “That’s not right!”

Director cues Peacemaker. “Peacemaker, I want you to go and tell the teacher that the two kids won’t play with the one who is alone.” Peacemaker follows instructions. Director says, “Okay, cut, cut, cut!”

Director says to the group: “That was one solution. Let’s see if there’s another one.”

Repeat the scenario, but this time tell Peacemaker to play with the child who is alone, sharing the ball or jump rope. Director says to the group, “That was a good solution. Let’s see if there’s another one.”

Repeat the scenario, but this time instruct Peacemaker to take the new friend over to the other children and initiate a game that they can all play together with the ball or jump rope by saying, “Can we all play together?”

Director says to the group, “Wow, I think maybe that was the best solution. That time the whole group got to play together and could learn to know each other!”

Talk about the scenarios. Say:

Peacemaker spoke up for what was right. Sometimes Peacemaker used words, other times Peacemaker used actions, and sometimes Peacemaker used both words and actions. In what situations might you want to speak up for what is right?

3. **Have the children turn to page 9 in *Lab Book*** and read the story of Malala together. Remind the children that it isn’t only adults who are peacemakers; young people can be peacemakers too!

Bible memory

1. **Today's Bible memory passage** is the third of three verses that will be learned during Days 2–5 of Bible school. Open your Bible to Romans 12:18 and help the children to find it in their Bibles. Review the two verses from the previous days (Romans 12:16-17) by having the children say them along with you. Read today's verse.

If it is possible, so far as it depends on you, live peaceably with all. —Romans 12:18

Explain that God wants us to live peaceably with everyone. Even though we don't always have control over what happens around us, especially with other people, God will help us to say and do the right things that will make peace.

Motions

you: point in front of you with both hands

peaceably: make a peace sign

all: make a large circle with both hands

To help the children learn today's verse, play a balloon game.

Make two or more sets of balloons. Each set should include 12 balloons of the same color. With a permanent marker, on each set write the words of the memory verse grouped like this: If / it is / possible, / so far / as it / depends / on you, / live / peaceably / with all. / Romans / 12:18

Put a loop of tape on the back of each balloon. (Duct tape works especially well.)

Mix the balloons together on the floor. Divide children into teams according to the number of sets of balloons. Assign each team a color of balloon.

When you signal that it's time to start, each team gathers its balloons and takes them to an assigned area of the wall. They will stick the balloons to the wall in the correct order. When teams are finished, everyone steps back and reads the verse in unison.

If the tape on the balloons is still sticky, mix up the groups and repeat the activity.

Optional: (a) For a younger group, tape pieces of paper to the wall with the words printed out so that the children only need to match the balloons with the papers. (b) The winning team can be given sharp pencils and allowed to pop all the balloons on the wall.

2. **Have the children turn to page 10** in *Lab Book* and help find a path for Pax the Porcupine to get home from school. Read the directions together and help the children get started. Younger children can be paired to work together. When everyone is finished, read the message together.

Closing

1. **Read the Peacemaker Challenge** together on page 19 of *Lab Book*. Pass out markers, crayons, or colored pencils. Remind the children they are decorating a page each day that will be part of a wall hanging to take home at the end of VBS. Allow time for the children to color the border.
2. **Sing together “Prayer of Peace”** from the *Peace Lab* CD. Find motions on page 12 of the *Peace Lab* songbook.
3. **Make connections by saying:**

When is a time that you spoke up for something that was right, or when was a time you watched someone else speak up for what was right? The next time we’re together, I will ask if you practiced peacemaking since this time together today. Let’s be sure to look for ways we can be peacemakers.

4. **Pray a closing prayer:**

Dear God, I pray for everyone who is here today—the children, the leaders, and everyone who is helping us. Help all of us to know when speaking up will be helpful. Please give us the words to say and the courage to speak, even if it’s hard. In Jesus’ name. Amen.

ADDITIONAL ACTIVITIES

note: Additional activities can be used to extend a session, depending on the amount of time available. Consider the age and abilities of your VBS children so that you choose appropriate activities.

1. **Peace Lab discovery.** In today’s story, Jonathan and Michal spoke up for David. There are many ways to communicate with each other. Invite the children to make simple telephones to talk to each other.

You will need two plastic cups for each telephone and a long piece of cotton string or fishing wire (a length of 10–20 ft / 3–6 m works well). Use a needle to thread string through the bottoms of each cup, then knot the string inside the cups. Pair children and have them stand apart from each other, as far away as the length of the string. Have them talk with each other at that distance. Can they hear each other? Then, have them speak into their cups, keeping the string taut. Can they hear each other? Say:

This is a fun way to speak to each other. There are many ways to communicate and many ways to speak up for each other.

2. **Play Telephone.** Begin by having children practice whispering to each other, making sure their voices are not too loud or too soft. Have the children sit in a circle and, as the leader, whisper something to the child next to you, such as “We are learning a lot about peacemaking” or “I wonder what David thought of his friends.” The child you whispered to will then whisper to the next child; continue around the circle. After the final child has heard the whisper, she or he will say it out loud. You may want to do this activity several times, switching who the first and last children are around the circle. Did any changes happen to the original sentences you whispered? Talk about how information gets changed or distorted when people pass it along, and how we need to be careful not to believe everything we hear. We should try to go back to the original source for our information.

3. **Explore current events.** Depending on the maturity level of the children and the issues your community faces, this is a good time to talk about the voices that speak up in your community. What organizations address bullying and other types of discrimination? How do they do it? Some of the books in the book list simplify this concept and can be read out loud to launch a discussion.
4. **Draw comic strips.** Give children sheets of paper with six to eight blank comic frames on them. Encourage them to think of a situation where someone needs to speak up for what is right. Have them draw and caption the scenario and the solution. Or, they may draw today's story. Have them share their comic strips with each other.

BOOK LIST

note: You may want to read to children or have them look at books, depending on how much time is available. This list offers suggestions that fit the day's themes. You are welcome to find other books as well.

- Abouraya, Karen Leggett. *Malala Yousafzai: Warrior with Words*. Great Neck, NY: StarWalk KidsMedia, 2014. A young girl from Pakistan speaks up for the right to education for every child—particularly girls. Malala becomes an international advocate and receives the Nobel Peace Prize.
- Engle, Margarita. *Drum Dream Girl: How One Girl's Courage Changed Music*. Boston: Houghton Mifflin Harcourt, 2015. A young Chinese African Cuban girl works to break through the traditional Cuban taboo that prohibits drummers from being female, and eventually becomes a world-famous musician.
- Ootoshi, Kathryn. *One*. Berkeley, CA: K O Kids Books, 2008. A simple yet profound book about the power of one voice standing up to a bully and eventually uniting the bully with those he has intimidated.
- Pinkney, Andrea Davis. *Sit-In: How Four Friends Stood Up by Sitting Down*. New York: Little, Brown and Company, 2010. Four black college students stage a peaceful lunch counter sit-in. Persevering despite strong opposition, their actions precipitate one of the defining moments of the early days of the civil rights movement.
- *Shine On: A Story Bible*. Harrisonburg, VA: MennoMedia and Elgin, IL: Brethren Press, 2014. Includes condensed versions of the various Bible stories studied during VBS.
- Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. New York: Abrams Books for Young Readers, 2014. True story of the Mendez family, whose 1940s legal fight against segregated schools for Mexican children in California helped end school segregation in the United States.
- Verdick, Elizabeth. *Words Are Not for Hurting*. Minneapolis: Free Spirit Publishing, 2004. This book teaches children the importance of careful and intentional use of their words. It includes tips for parents and teachers.

You can download drivers for your desktop PC, laptop or other device without a hitch. DevID is your personal database of all possible drivers which ensure stable and trouble-free operation of PC hardware. Introduction. Solid state drives of M.2 format are becoming increasingly popular. Compact dimensions, no additional wires in the system and significantly increased performance. David & Donna is a relationship on FOX teen soap Beverly Hills, 90210. This is one of the series' most enduring romantic relationships. David and Donna first started dating in high school. Donna was the socially awkward sophomore and David was a geeky freshman. The start of their relationship was David asking Donna to a school dance and Donna accepted. The night of the dance David leaned in to kiss Donna and she backed away. She didn't want to admit that she liked David because he was younger and their David (Hebrew: דָּוִד; Dāwīd, or David) and Jonathan (Hebrew: יְהוֹנָתָן; Yehōnatan) were heroic figures of the Kingdom of Israel, who formed a covenant recorded in the books of Samuel. Jonathan was the son of Saul, king of Israel, of the tribe of Benjamin, and David was the son of Jesse of Bethlehem, of the tribe of Judah, and Jonathan's presumed rival for the crown. David became king. The covenant the two men had formed eventually led to David, after Jonathan's death, graciously seating