

# Becoming a Person After God's Own Heart

## The Life of David, the Boy

### (By Annette Gulick)

## Lesson 4

### A heart that delights in God's glory

**Lesson Objective:** That students seek to bring God glory through their lives.

**Bible Passage:** I Sam. 17: 40-54

**Bible Truth:** David wanted to see God receive glory and honor.

**Memory Verse:** I Samuel 17: 47

**What you need:** Paper; copies of coat of arms handout, colored pens or pencils. (If you have trouble seeing the images of coats of armor at the end, download the pdf version.)

#### Opening

Distribute paper and a pen to each student and have them write down 5 things that they like about themselves. Explain that you will go around the room and each person will read what they have written and then several people (maximum of three) should share a specific example of how they have seen one of those characteristics in that person. For example, if Mary says that she is kind, someone might tell the group about how they have seen her being kind to her younger siblings.

As the leader be prepared to participate when no one has anything to say about someone. If the person is a visitor and doesn't come with a friend who speaks up about them and you really don't know them, after they read their list you might say something like, "We are very glad you are here and are really looking forward to you strengthening our group with your...." and then mention a quality they had said about themselves. When everyone has had their turn discuss the following questions:

- *How did you feel praising yourself?*
- *How did you feel when other people praised you?*

#### Interactive Learning

*In the church we frequently hear people talk about praising and giving glory to God. It has even been said that, "Man's chief end", in other words our main purpose in life, "is to glorify God and to enjoy him forever." But since "glorify" isn't a word we use too frequently outside of church, most of us probably don't quite know what it means. The dictionary defines glory as follows:*

1. *great honor or distinction*
2. *magnificent splendor*
3. *a praiseworthy characteristic or quality*

Write that definition on the board. Then read the following statements (or any ones that you prefer) and ask the students to tell you which definition of glory each one is exemplifying:

1. History tells of the glory of the Mayan empire. [a praiseworthy characteristic or quality]
2. The hero's actions brought great glory to his nation. [great honor or distinction]

3. The glory of the huge diamond dazzled the jeweler. [magnificent splendor]

***It is common that the world glorifies or praises someone or something more than they deserve. For example people on infomercials frequently say that a product has changed their life and brought them happiness, when it really has done nothing of the kind. Or the media interviews a very good athlete or the star of the latest blockbuster movie on their political opinions, as though being talented in one area of their life makes them qualified to give intelligent opinions in every area of life. But when we talk about God, it is impossible to praise him too much or give him too much glory. Just telling the facts about God brings him glory, because everything about him is praiseworthy.***

***Hopefully most of us have experienced a time when we were impressed by something about God. The Bible says that the world around us is constantly telling us about God, “The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they display knowledge” (Psalm 19: 1,2.)***

Ask the students to form groups of three and give them a piece of paper and something to write with. Explain that in their groups they are to come up with three different things in nature and how those things give glory to God. For example, lions give glory to God because they give us an idea of what power is, and we know God’s power is much greater than theirs; the complexity of an ecosystem makes us marvel at God’s wisdom. Remind the students that it will be helpful to remember a time when they learned something about God, or appreciated his greatness or his creativity or some other characteristic of his, from the world around them.

While they are working, walk around the room and try to help spur the thinking of students who are having trouble. To do this you might ask leading questions like, “What makes you appreciate the beauty of God’s creation?” or “Have you ever looked at the night sky or a sunset and thought about God? What did you think about him?”

When it looks like most groups have finished, have each group share at least one of their answers. Then say,

***We have already studied how David was able to defeat Goliath because he was not intimidated but trusted in God and because he had let God train him throughout the daily circumstances of his life. Today we are going to see one of the most important characteristics of David’s heart—he wanted to see God glorified in the world and in his life.***

### **Bible Application**

Have the students open their Bibles to 1<sup>st</sup> Samuel 17. Explain that as you read out loud verses 40–54 they should follow along in their Bibles and participate in the following way: every time you mention David’s name, they will shout “Go God!”; Every time you read Goliath’s name or say “the Philistine” referring to Goliath they will shout, “I’m the best!”; and every time you read about the one true God (not the gods of the philistines) using either the word “God”, “the Lord”, or “he”, they will shout, “Praise the Lord God Almighty!” You might practice the shouts a few times, or write them on the board, so the students remember them, then have them follow along in their Bibles as you read 1<sup>st</sup> Sam. 17: 40-54, pausing every time they should shout something. It will help if ahead of time you read through the passage and underline in pencil the words where you need to pause.

When you have finished ask if anyone was struck by something in the story that they hadn't noticed before. After hearing from the students, discuss the following questions:

- **According to verse 45 what did Goliath bring to the fight? And David?**
- **Both David & Goliath threatened to feed the flesh of the other to the birds of the air and the beasts of the field. What did David say it would prove if he killed Goliath (v. 46, 47)?**

***Goliath was a big hero in his country and if he lived today he would probably be famous, maybe as a basketball player or a WWF wrestler. But when we hear the name Goliath we think "loser" because he lost the most important battle of his life, and to a kid. We are going to spend the next few minutes comparing these two people to help us understand what makes one such a loser and the other truly great.***

Hand out "coat of arms" worksheet to each student. Explain that when warriors were covered with their armour it was difficult to identify them so the custom developed of having a "coat of arms" to let others know who they were. These coats of arms contained colors and symbols that communicated something about the person or group it represented.

Each student will create a coat of arms and a motto for Goliath and for David based on what they have learned from the verses you have been studying for the past few lessons. They should refer back to chapters 16 and 17 of 1<sup>st</sup> Samuel. In the top section of the shield they will write a motto that they think describes each person's philosophy of life. In one of the lower sections depict their purpose in life and in the other section portray what abilities or tools they relied on to carry out that purpose. For example if we were creating a coat of arms for king Saul we might think about the fact that being king was very important to him, more important than actually leading his men into battle or than obeying or trusting God, and so we could choose a motto like "Stay Safe, Stay King." We could depict his purpose by coloring the background purple and drawing a big crown. We might draw a big, fancy tent as a tool that he used to stay safe and sound as king on the battlefield.

Allow the students a few minutes to do this activity. Then have several people share with the rest of the class the coat of arms they have created for Goliath and have other students share what they came up with for David. When they have finished thank them and congratulate them on their creativity.

As you talk about the difference in the motivations of David and Goliath, emphasize that what motivated David to fight Goliath was God's glory, *not* the promise of marrying the king's daughter (later he refused an offer to marry a princess two different times saying "*Who am I and what is my family that I should become the king's son in law?*" 1<sup>st</sup> Sam. 18:18). He couldn't believe the nerve of Goliath to mock God, "*Who is this uncircumcised Philistine that he should defy the armies of the living God?*" (1<sup>st</sup> Sam. 17:26b) He wanted every one on that battlefield to know, "*that it is not by sword or spear that the LORD saves; for the battle is the LORD's, and he will give all you into our hands*" (1<sup>st</sup> Sam. 17:47.) And He wanted the whole world to know "*that there is a God in Israel.*" (1<sup>st</sup> Sam. 17:46c) So the best description of David's purpose in life was to bring God glory.

### **Commitment**

***As you know, the purpose of this series is to learn from the life of David so that we can become more like him. Obviously we aren't trying to become like him in things like his ability to use a sling and we don't aspire to chop someone's head off with their own***

**sword. What we want is to become like him in our hearts, in our attitudes and motivations. We see that David's purpose in life was to bring glory to God and he used the training, the talents, and the opportunities that God gave him to do this.**

**You may think that your life is very insignificant and that you don't have any spectacular talents. You may think that you will never have the opportunity to bring glory to God. But the life of David shows that God can use very ordinary skills and seemingly insignificant people for very great things. As Paul says in 1<sup>st</sup> Corinthians 1:27b, 29, "God chose the weak things of the world to shame the strong.... so that no one may boast before him."**

Explain that each student is going to design a coat of arms for him or herself, but this time their motto and the section that depicts their life purpose should reflect that they are trying to bring glory to God through their lives. In the third section they should depict any talents, gifts, or opportunities they have that they can use for that purpose. Before you let them work individually, say a brief prayer asking God to help them understand what it means to bring him glory and to accurately assess what tools they have to do that.

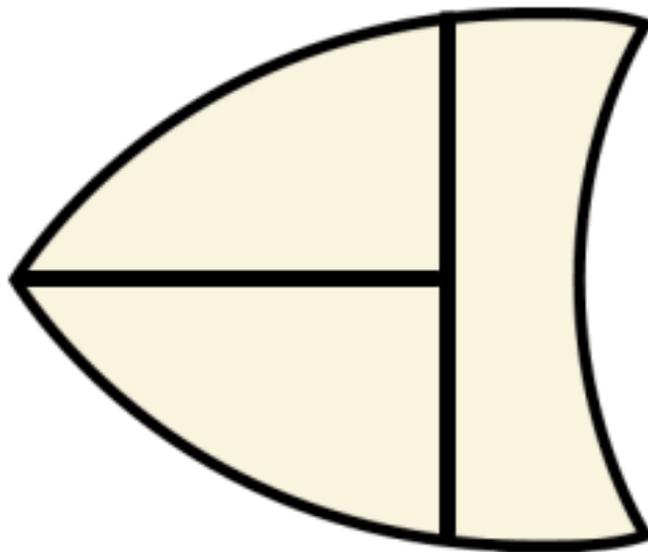
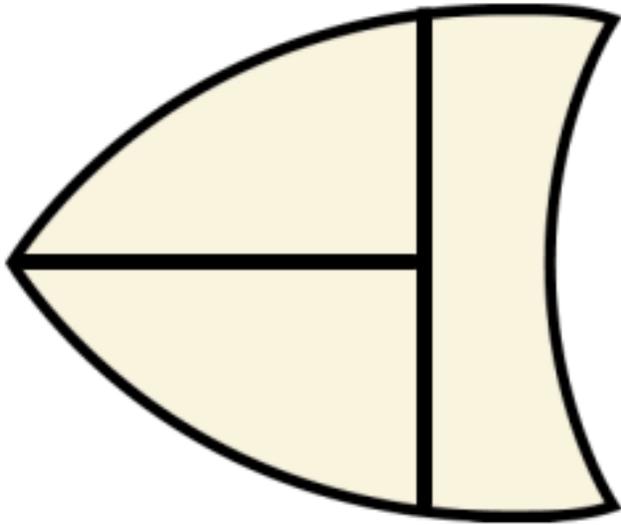
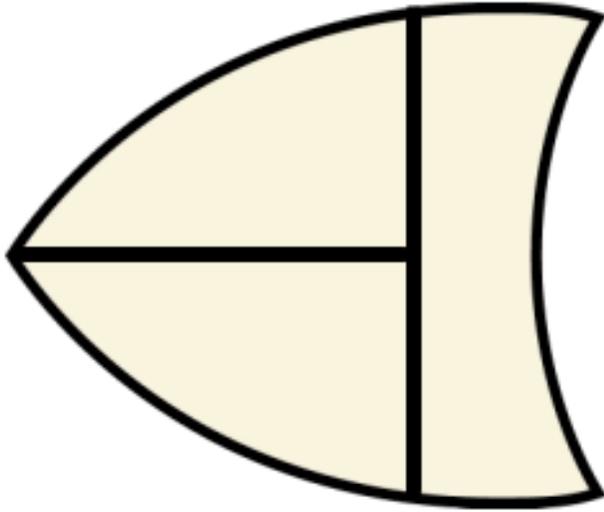
When they have finished the project, give the opportunity for several students to share their coats of armor. When possible, use their ideas and comments to help the group understand what they can do to bring God glory in their everyday lives. If these ideas have not been mentioned you might want to explain that one of the most important ways we can bring glory to God is by "*living a life that is worthy of the calling you have received.*" (Eph. 4:1) and that the Bible says that even the most ordinary thing that we do can be done for God's glory, "*So whether you eat or drink or whatever you do, do it all for the glory of God.*" (1<sup>st</sup> Cor. 10: 31) You may also want to bring in some of the things in nature that were mentioned in the interactive learning section and explain that those plants or animals or even inanimate creations of God bring him glory by simply being what he created them to be.

### **Closing**

Divide the students into three groups in the following way: ask the students to choose whether they prefer to sing, to act, or to make rhythm and have them move into specified areas of the room according to their preferences.

Explain that each group will prepare a presentation of some verses from Psalm 145. Assign verses 1-7 to the percussion group and ask them to prepare a rhythm or percussion accompaniment to perform as they read the verses. Give the singers verses 8-13 and have them prepare to sing these verses, either creating a tune or using one from another hymn or praise song. Finally ask the actors to prepare movements that express the ideas in verses 14-21. The acting group should choose at least one person to read the verses as the rest act them out. Everyone must participate in one of the groups. After giving the students a few minutes to prepare have each group present their verses to the rest of the class, beginning with the verses 1-7, then 8-13, and finishing with 14-21.

Close with a prayer of thanksgiving.



## How To Become a Man or Woman after God's Own Heart Reading Guide (Week 4)

*Too often we feel like what we read in the Bible washes over us without ever really sinking in. This series of readings and their accompanying meditation exercises is designed to help you connect with God's word in a deeper way. Most of us don't have much practice meditating so you might find yourself frustrated, wishing you could just write down a few answers to some questions and get on with your day. But once you begin to feel a deeper intimacy with God, you will be amazed at how present he is in His word and in your life. You will find that your time with Him makes you feel centered and peaceful. Keep in mind that the purpose of meditation is "to enable us to hear God more clearly." (Richard Foster) To this end, you will get the most out of these readings if you do them regularly in a quiet place when you are not distracted by time pressure (and when you aren't sleepy!)*

**May God use His word to form His heart in you.**

### Day 1 **Psalm 19**

This week your meditation exercises based on David's psalms come to a conclusion with a crescendo of praise. Each psalm that you read this week focuses on praising God, for who he is and for what he does. Psalm 19 has been called "the greatest poem in the Psalter and one of the greatest lyrics in the world" (C.S. Lewis, Reflections on the Psalms.) Read the psalm through once. Then reread verses 1-4. Think about an occasion when you have spent time looking at the sky, maybe at night looking at the stars. What thoughts came to your mind as you sat under the immensity of the heavens? What message do you think they communicate as "day after day they pour fourth speech"? Read Romans 1:18-20 to amplify your answer. Read verses 5-8 where David talks about the sun and God's law. Writers often compare two apparently unlike images to help the reader understand each thing better. For example both the sun and the Bible "give light to the eyes" and "nothing is hid from them" (see Hebrews 4:12, 13.) Spend a few minutes thinking about the sun and about God's word and then think about the similarities already mentioned and see if you can come up with any more. Read verses 9-11 carefully, thinking about what each verse says. Do you agree or disagree with what David says here? Why? Finish your devotional time today turning verses 12-14 into a prayer to God.

### Day 2 **Psalm 29**

This psalm praises God for his attributes, for his power, majesty, strength and glory. Read the psalm out loud two times, picturing in your mind what each verse says and trying to "worship the Lord in the splendor of his holiness." Which images in this psalm convey God's strength? Underline or make a note of every time the word "glory" is used in this psalm. What does this psalm teach or show about God's glory?

### Day 3 **Psalm 65**

This psalm praises God for the good things he gives us, for hope, joy, and provision for our needs. Read the psalm once through. Then carefully re-read each verse or section, turning it into a prayer, affirming what David is saying or thanking God for his provision for the world in general and for you in particular.

### Day 4 **Psalm 103**

This psalm praises God for the spiritual benefits God provides for those who love him. Read the psalm carefully through once. Then read it again thanking God for each of the things David mentions that God does for his people and for the ways he relates to us (with compassion, with grace, etc.) Then choose a verse that resonates with what is going on in your heart. Memorize it and repeat it to yourself throughout the day.

Day 5 **Psalm 145**

Read the psalm out loud, using the words of David to get you started expressing to God what you feel in your heart.