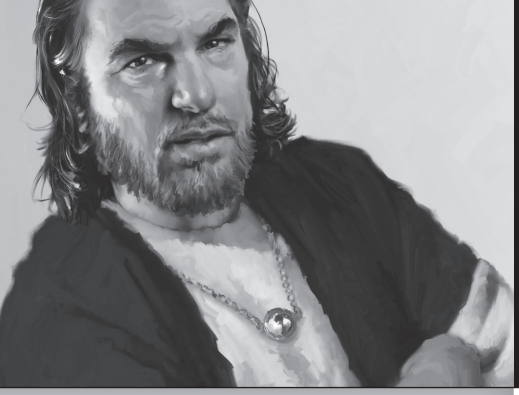




13

# Manners or Murder?

### Grace in Action
We extend God's grace to others as we forgive them.

**POWER TEXT**

"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).

**KEY REFERENCES**

- 1 Samuel 25:1-35
- *Patriarchs and Prophets*, chap. 65, pp. 664-668
- *The Bible Story* (1994), vol. 4, pp. 41-45
- Student story on page 142 of this guide

**OUR BELIEFS**

- No. 7, The Nature of Humanity
- No. 22, Christian Behavior
- No. 11, Growing in Christ

**OBJECTIVES**

**The students will:**

- **Know** that God's children treat each other with respect.
- **Feel** a desire to treat others fairly and respectfully.
- **Respond** by choosing to listen before judging or acting.

POWERPOINT

**God's grace empowers us to treat each other fairly.**

## The Bible Lesson at a Glance

After David has protected Nabal's sheep and shepherds, Nabal responds in a cruel and uncharitable way. He denies David and his men any bounty during sheepshearing time. David responds in haste and anger and sets out to deal with Nabal and his entire household. On the way David is stopped by Nabal's beautiful wife, Abigail. She treats David with respect and persuades him to be forgiving.

## *This is a lesson about grace in action.*

In a family of faith, we take responsibility for helping one another grow. As our judgment matures, we learn the beauty of both fairness and forgiveness.

## Teacher Enrichment

**"A Contrast of Characters.**—In the character of Abigail, the wife of Nabal, we have an illustration of womanhood after the order of Christ; while her husband illustrates what a man may become who yields himself to the control of Satan" (manuscript 17, 1891).

**"God Will Set Matters Right.**—When David heard the tidings of the death of Nabal, he gave thanks that God had taken vengeance into His own hands. He had been restrained from evil, and the Lord had returned the wickedness of the wicked upon his own head. In this dealing of God with Nabal and David, men may be encouraged to put their cases into the hands of God; for in His own good time He will set matters right (*Signs of the Times*, Oct. 26, 1888)" (*The Seventh-day Adventist Bible Commentary*, vol. 2, p. 1022).

*How am I tempted to deal unfairly with others? When and how do I trust God to set matters right? How different would my life be if I consistently trusted God to take care of the injustices in my life?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.**

# Program notes

| LESSON SECTION | MINUTES | ACTIVITIES | MATERIALS NEEDED |
|---|---|---|---|
| Welcome | Ongoing | Greet students at the door. Ask about their week. | |
| 1 Readiness | 10-15 | *A. No Fair!*<br>*B. Amoeba* | paper, pencils, white/chalkboard, markers/chalk<br>obstacle course, long rope |
| * Prayer & Praise | 15-20 | See page 137. Prayer & Praise may be used at any time during the program. | songbooks, world map, pushpins, decorated offering box |
| 2 Bible Lesson | 15-20 | Introducing the Bible Story<br>Experiencing the Story<br>Exploring the Bible | four copies of *Net Kids* script (p. 158)<br>Bibles, paper with six circles for each student, markers<br>Bibles |
| 3 Applying the Lesson | 10-15 | *Role-Play* | |
| 4 Sharing the Lesson | 10-15 | *Real Life* | |
| * Closing | | A. Prayer and Closing Comments<br>B. Reminder to Parents<br>C. Coming Up Next Week | |

# 1

## READINESS ACTIVITIES

*Select the activity or activities that are most appropriate for your situation.*

### A

YOU NEED:
- ☐ paper
- ☐ pencils
- ☐ white/chalkboard
- ☐ markers/chalk

### No Fair!

Have the following list of pet peeves written where all can see. Ask each student to vote for five facts that bother them most. When students have finished voting, add up the votes.

1. Teacher's pets
2. Rich kids
3. Kids who don't take turns
4. Loudmouths who get their own way
5. Pushy kids
6. Having rules bent for popular kids
7. Having rules tightened for unpopular kids
8. Having the same students chosen as leaders all the time
9. Having people in power make the rules
10. Having people with money win popularity

***Debriefing***

Say: **Let's read John 7:24 together.** Ask: **How does this verse apply to this list? What is our power text?** Say: **Let's say it together:**

***"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).***

**Our power point reminds us that**

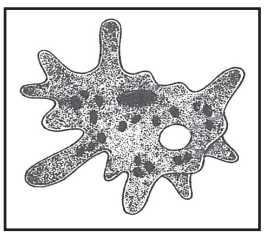
***God's grace empowers us to treat each other fairly.***

### B

YOU NEED:
- ☐ obstacle course
- ☐ long rope

### Amoeba

Set up a simple obstacle course, including a narrow place for the "amoeba" to get through. Have students stand in a tight circle with arms raised. Tie a rope around the circle, just under the students' arms. Tie it so tightly that some students cannot fit at the rope, but are inside the circle. Those at the circle lower their arms to hold the rope in place. Time them to see how long it takes the whole amoeba to run around the obstacle course. When they go through the narrow place, only a few should be able to get through at a time (the "amoeba" will have to change form). If you have a large group, have several amoebas. If you have a small group, include teachers with the students in the amoeba; place obstacles closer together.



***Debriefing***

Ask: **How did you feel being part of the "amoeba"? How much control did you have?** Ask someone who felt they had no control: **How fair do you think that was? What happens to fairness when you do things as a group?** (You need to give up some individual control for the good of the group.) **How can you keep your self-respect when you work as a group? Let's read 1 John 4:11 and 12 together.** Have students read the verses aloud with you.

Say: **Today's story is about someone who was not thinking about anyone but himself. Let's say our power text together:**

***"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).***

**We are reminded by our power point that**

***God's grace empowers us to treat each other fairly.***

# Prayer & Praise

## Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

## Suggested Songs

"He Has Shown Thee" (*He Is Our Song*, no. 125)
"Love Is in Your Hand" (*He Is Our Song*, no. 134)

## Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use *Adventist Mission for Youth and Adults* (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

## Offering

YOU NEED:
- ☐ decorated offering box

Say: **The offering in our Bible lesson today consisted of 200 loaves of bread, two leather bags full of grape juice, five ready-to-cook sheep, a bushel of cooked grain, 100 cakes of raisins, and 200 cakes of pressed figs. Our offering may not look like that, but it is just as important in spreading God's love.** Use the offering box from the previous weeks.

## Prayer

Ask a student volunteer to choose how you will have prayer time today. Close with a prayer for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

**Notes**

2

BIBLE LESSON

YOU NEED:
- ☐ four scripts (p. 158)

## Introducing the Bible Story

***The* Net Kids**

(Note: The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. Refer to Lesson 2 for background and setup information.)

Make four copies of the *Net Kids* script found on page 158 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

***Debriefing***

Say: **Today we are going to study a Bible story about a woman who offered food to help stop some violence. Just as in our skit, there was not a lot of considerate or respectful behavior going on until she appeared.**

YOU NEED:
- ☐ Bibles
- ☐ paper with six circles for each student
- ☐ markers

## Experiencing the Story

Ask everyone to turn to 1 Samuel 25:1-35. Give each student a paper with six circles already drawn on it. Read the story, going around the class with each volunteer reading one verse. Stop the story at the following points and ask the students to draw in each one of their circles the expression on the face of the character you name.

Stopping points:

End of verse 3: **Nabal**

End of verse 8: **One of David's group when they came in to the camp and smelled food**

End of verse 11: **Nabal's face when he was pretending not to know David**

End of verse 13: **One of David's group when they heard Nabal's reply**

End of verse 17: **Abigail's face**

End of verse 22: **David's face when Abigail comes toward him.**

Summarize Abigail's speech in verses 23-31. Ask: **What do you imagine David replied to this beautiful and respectful woman?** Have students read verses 32-35.

Say: **This is a story about a woman who made "a right judgment" as we read about in John 7:24. Her action prevented David from doing evil. David was planning to treat Nabal as disrespectfully as Nabal had treated him. Abigail, on the other hand, showed respect to David, and treated him fairly for the protection he had given her husband's flocks and herds. Remember:**

***God's grace empowers us to treat each other fairly.***

# 3

## APPLYING THE LESSON

YOU NEED:

□ Bibles

### Exploring the Bible

Divide students into groups; have each group look up one of the following texts: Lamentations 3:35, 36; Proverbs 16:11; Deuteronomy 19:20; Deuteronomy 25:13. Have each group discuss how their text relates to the power point:

***God's grace empowers us to treat each other fairly.***

Say: **Let's say together our power text:**

***"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).***

### *Role-Play*

Divide the students into two groups. Have each group plan a role-play based on one of the following scenarios to present to the rest of the students:

(1) a group of students at school that does everything together (remind them of the Amoeba activity)

(2) a large group at school that follows one or two popular leaders (remind them of the No Fair activity)

Have students present their role plays.

#### *Debriefing*

Ask: **If you were in one of these situations, how would you go about making sure that a new person joining your class was treated with respect and fairness? What might some of the problems be? How would you handle them? Remember:**

***God's grace empowers us to treat each other fairly.***

**Accommodation for students with special needs**

Guide students with special needs to groups that offer them assistance in participation. Identify their skills and encourage these students to contribute in ways that they feel comfortable and can experience success.

# 4 SHARING THE LESSON

### *Real Life*

Ask students to share about their interactions with others during the past week if they had the opportunity to treat others fairly, considerately, and respectfully. Ask: **How did you show respect and fairness to someone last week?**

Say: **Think about a situation in your life in which you feel someone is not being treated respectfully or fairly.** Encourage students to think carefully. Prompt them about school or church situations they have observed.

Ask: **What could you do to show respect and fairness to someone in your home or school?** Get specific commitments.

After identifying injustices, take action! Say: **Let's think of ways we could practice fairness and inclusivity with others.** (Offer suggestions: Write a note of encouragement or a word of thanks to a hurting individual. Invite a lonely, left-out friend over to play or to a party. Plan a party and invite everyone you can think of who has been or is being treated unfairly! Practice inclusivity!) Have students come up with additional ways of showing consideration, fairness, and respect to others. List these on the board.

**Remember:**

***God's grace empowers us to treat each other fairly.***

# Closing

### Prayer and closing comments:

Pray that you and your students will practice love and respect for one another, that you will treat others as God wants you to treat them.

### Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

### Coming up next week:

Say: **David cares for Mephibosheth. God is pleased when we help and care for those who are in need.**

## Notes

# Student lesson

## Manners or Murder?

*Have you ever felt that you were not being treated respectfully or fairly? Do you always treat others with respect? Since we are all God's children, we owe each other consideration and respect.*

David and his men still lived in the wilderness. They were not totally alone. Nearby camped 1,000 goats, 3,000 sheep, and the men who watched over them. David and his men protected them from wild animals and robbers who threatened them. Life for the shepherds was better because of these wilderness warriors.

Then sheepshearing time arrived. All the animals and those who cared for them had gone home to the estate of their owner, Nabal. Nabal was rich, but he wasn't very nice. He had a terrible attitude and even worse manners. On top of that, he was stingy. In fact, his name, which meant "foolish" and "senseless," suited him very well.

David was short of food, as usual. So he decided to send 10 men to Nabal to ask for some supplies. David gave a very polite and respectful speech for his men to deliver to Nabal. He told them to wish peace on Nabal and his house, to explain that they hadn't taken any animals of his, and to describe how they had protected them.

Nabal, true to his nature, did not think twice about what David and his men had done for him. All he could think about was himself and not wanting to part with what was his.

"Who is this David?" Nabal bellowed. "How do I know these men aren't just runaway servants? Why should I give them anything of mine?"

David's men returned empty-handed and reported to David. David's face turned red. "Get ready for a fight," he commanded. Not only had Nabal denied him what was fair; he had insulted him as well. David wasn't about to ignore this. Four hundred hungry men set off for Nabal's home. Two hundred stayed to guard the camp.

Meanwhile, at Nabal's home, one of the servants who had met David's men in the wilderness went quietly to Abigail, Nabal's beautiful and intelligent wife.

"Mistress," he wailed, "David sent messengers to give our master his greetings, but he hurled insults at them. These men were very good to us. The whole time we were out in the field with them, nothing was missing. They were like a big wall of protection to us. Please, can you do something? I'm afraid something terrible is going to happen to this whole household."

Abigail whirled into action. She had had plenty of experience as a peacemaker. A man like Nabal had made many people upset. She started calculating as she headed for the cooking quarters. Two hundred loaves of bread, two skins of wine, five sheep ready for the fire, 37 liters of roasted grain, 100 cakes of raisins, and 200 cakes of pressed figs ought to help. How many donkeys would she need to carry it? Abigail didn't stop until she and all her provisions were on the trail heading up the mountain ravine.

David, heading down the ravine with his men, had just finished saying, "What good was it, our watching after those shepherds and fighting off their enemies! I don't plan to leave one male alive of his entire household." Then he saw a loaded donkey train. A beautiful woman was riding on one of the donkeys. As she saw David and his men coming toward her, she halted the train, got off her donkey, and bowed to the ground.

David halted his men and stepped toward Abigail. She said, "Let this gift, which your servant has brought to my lord, be given to the men who follow you. Please forgive your servant's presumption. The LORD your God will certainly make a lasting dynasty for my lord, because you fight the LORD's battles, and no wrongdoing will be found in you as long as you live. Even though someone is pursuing you to take your life, the life of my lord will be bound securely in the bundle of the living by the LORD your God, but the lives of your enemies he will hurl away as from the pocket of a sling" (1 Samuel 25:27-29).

David studied the woman before him. Her words made sense. Her good judgment and considerate actions convinced him not to take matters into his own hands. He had been about to do wrong and treat Nabal without respect and consideration as a child of God. He decided he would allow God to be the judge between him and Nabal, just as he had done when Saul pursued him.

David and his men gladly accepted the food that Abigail had brought and carried it back to their stronghold. That night Abigail didn't tell Nabal what had almost happened. He was too drunk. The next morning she told him, and he was so afraid that his heart failed and he became paralyzed. About 10 days later he died. When David heard, he was glad that he had taken Abigail's advice and left things in God's hands.

**KEY REFERENCES**

- 1 Samuel 25:1-35
- *Patriarchs and Prophets*, chap. 65, pp. 664-668
- *The Bible Story* (1994), vol. 4, pp. 41-45
- Our Beliefs, nos. 7, 22, 11

**POWER TEXT**

"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).

**POWER POINT**

God's grace empowers us to treat each other fairly.








## Sabbath

**DO** Do the activity on page 102.

## Sunday

**READ** Read 1 John 4:11-16 and this week's story, "Manners or Murder?"

**DRAW** Draw a small pair of footprints, to represent you, beside a larger pair of footprints, to represent God. Around the footprints, write the power text. Don't forget the reference. Memorize it.

**PRAY** Pray for help to be a positive influence on others.

## Monday

**READ** Read 1 John 4:17-19.

**WRITE** Rewrite the verses using *I* and *me* for *us* and *we*.

**THINK** What is a better course than getting revenge?

**REVIEW** Review the power text.

**PRAY** Ask God to show you what these verses mean.

## Tuesday

**READ** Read 1 Samuel 25:2-17.

**LIST** List the characters mentioned in these verses, along with their personal characteristics. Do you think David's request was reasonable? Why? Do you think Nabal's response was reasonable? Why?

**CARE** Make a commitment that in your interactions with others you will treat them fairly, considerately, and respectfully.

**REVIEW** Review the power text.

**PRAY** Ask God for a spirit of kindness and fairness toward everyone—especially toward your family members.

## Wednesday

**READ** Read 1 Samuel 25:18-22.

**DRAW** These few verses tell of the hustle and bustle going on in both groups. Draw a picture or create a timeline (a chart of the sequence of events) of these events.

**REVIEW** Review the power text.

**PRAY** Ask God to help you be understanding of others in the same way that He is understanding of you.

## Thursday

**READ** Read 1 Samuel 25:23-31.

**FIND** Abigail's kind words persuade David not to "get even" with Nabal. What respectful things did she do?

**REVIEW** Review the power text.

**PRAY** Ask God to help you show consideration and respect to others.

## Friday

**READ** Read 1 Samuel 25:32-35.

**THINK** This is David's response to Abigail's speech. How do you think you might have reacted had someone come and told you to reconsider what you were about to do? What was David's response?

**REPEAT** Say your power text aloud by memory.

**PRAY** Thank God for Christian friends and family who can help you remember to treat others considerately and fairly.