



# Arrows of Friendship

**COMMUNITY** We treat each other with respect.

## Power Text

"Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, "The Lord is witness between you and me, and between your descendants and my descendants forever"'" (1 Samuel 20:42, NIV).

## Key Text and References

1 Samuel 20; *Patriarchs and Prophets*, pp. 649, 652-655, 660, 696; student story on page 84 of this guide.

## Objectives

### The students will:

**Know** that it is wise to choose Christian friends they can trust and respect.

**Feel** an appreciation for friendships with other Christians.

**Respond** by wanting to be the kind of friend that they would like to have.

## Power Point

We trust and respect friends who have the same goals and values.

## Getting Ready to Teach

### The Bible Lesson at a Glance

David and Jonathan are best friends. They work and play together. David thinks that Jonathan's father, Saul, is trying to kill him. Jonathan and David agree to a plan to find out if this is true. Jonathan tells David the truth. They share the information, talk about what to do, and carry out their plan. Both young men promise loyalty and friendship to each other.

### This is a lesson about community.

Because God loved us, we love each other. We encourage and support one another in our common goals as Christians.

### Teacher Enrichment

**"The Lord be with thee.** Out in the field Jonathan bound himself to David by a solemn oath that he would not desert him, regardless of the turn of events. If the news was good, as he

# NINE

<b>Program Notes</b>			
<b>Lesson Section</b>	<b>Minutes</b>	<b>Activities</b>	<b>Materials Needed</b>
<b>Welcome</b>	Ongoing	Greet students at door Hear pleased/troubled	
<b>1</b> <b>Readiness</b>	10-15	A. <i>Trust Me</i>  B. <i>Unequal</i>	Items for obstacle course; blindfolds Colored stickers or pieces of yarn
<b>*</b> <b>Prayer and Praise*</b>	15-20	See page 79. <b>*Prayer and Praise</b> may be used at any time during the program.	
<b>2</b> <b>Bible Lesson</b>	15-20	Introducing the Bible Story	Six copies of <i>Net Kids</i> script
		Experiencing the Story	Four tall stools (or chairs), Bibles
		Exploring the Bible	Bibles
<b>3</b> <b>Applying the Lesson</b>	10-15	<i>The Color of Friendship</i>	(See "Unequal" above)
<b>4</b> <b>Sharing the Lesson</b>	10-15	<i>Covenants</i>	Paper, art supplies, sample covenants (p. 142)

hoped it would be, he would not forsake David. On the other hand, if the news was evil, he would notify him of the truth and pray God's blessing on him as he fled for his life. Jonathan had been personally convinced of God's presence with his father when Saul took over the heavy responsibilities of the kingdom. But since meeting David he had been divinely impressed that the Lord had planned a high destiny for David also, which destiny would be accomplished, regardless of Saul's malice toward him.

In this attitude Jonathan showed true magnanimity" (*The SDA Bible Commentary*, vol. 2, p. 552).

According to Webster, magnanimity means having "loftiness of spirit enabling one to bear trouble calmly, to disdain meanness and pettiness, and to display a noble generosity" (*Merriam Webster's Collegiate Dictionary*, tenth edition).

*How have friends blessed my life? For whom am I most grateful? What have I learned about God from the friends He has provided for me?*

## Teaching the Lesson

### Welcome

Welcome students at the door. Ask how their week has been—what they're pleased/troubled about. Ask if they have any results from the "water of life" surveys suggested in the daily Bible study. Did anyone offer someone a cup of water?

Direct the students immediately to the Readiness Activity you have prepared.

# 1

## Readiness Activities

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

### A. Trust Me

#### You Need:

- obstacle course
- blindfolds

(This activity can be done as students arrive so that many students will have a chance to try it.) In one section of the room or hallway you will set up an obstacle course using chairs, boxes, cones, etc. You will also need cloth for blindfolds. Students should find partners and one partner will put on a blindfold. The other student will guide their blindfolded partner through the obstacles by calling out directions. "Blind" students may not use their hands. If time permits, partners will switch places. (If you have a large group, you may have time only for two or three sets to do the activity.)

#### Debriefing

Ask: **What was difficult about being the guide? What was difficult about being the blindfolded person? What did the blindfolded person have to do?** (trust) **How is this like what we have to do with our friends? What did you learn from this activity?** (to trust; it's hard to trust)

Say: **Our point today is that**



**We trust and respect friends who have the same goals and values.**

**Why do you think that is?** (Take this opportunity to discuss what a "goal" [ambition, purpose] and a "value" [ideals, standards, moral codes] are.)  
**Let's find and read our power text, 1 Samuel 20:42.**

### B. Unequal

#### You Need:

- four colors of stickers OR yarn

You will need stickers or lengths of red, blue, white, and yellow yarn for the students to wear/tie on their fingers as they arrive. Arrange the students wearing red and blue into one group and those wearing yellow and white into another group. Students with red will select a partner who is wearing blue. Students wearing yellow will select a partner who is wearing white stickers/yarn. (In some cultures this may have to be rearranged so that boys are wearing one set of colors and girls the other set.) Partners in each group will lock arms and line up. Each group forms a line for a relay race.

Pairs are to race to a given point, turn, and come back and tag the next pair. Say: **When I give the start signal (1) red-and-blue pairs must skip to the goal and hop back, (2) yellow partners must skip the whole time, and (3) white must hop the whole time. You must keep arms locked with your partner at all times. If you fall or unlock your arms, you must go back to the start line and try again.** Allow students to finish the relay and return to their seats.

### **Debriefing**

Ask: **How did you feel about this relay?** (OK, fun, unfair) **What was difficult about this relay? How did those of you in the red-and-blue group feel about the activity? How did those in the yellow-and-white group feel? Why are your feelings different? What would have made it easier?** Read 2 Corinthians 6:14 aloud. Ask: **How was the relay like this verse? How is this like what happens when we choose friends who are not Christians?** Repeat the power point.

Ask the students to keep the stickers/yarn on because they will need them later.

## **Prayer and 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**

"Friends" (*He Is Our Song*, No. 118)

"Family" (*He Is Our Song*, No. 119)

### **Mission**

Use *Teen Mission* or other mission report available to you.

### **Offering**

Collect the offering this month in a box that you decorate (1) with faces of a wide variety of people that you cut from magazines, or (2) two hands shaking, or (3) some other symbol of friendship and community. (This could be a student project.)

### **Prayer**

Each student can put their name on a piece of paper and add it to a container. Have each student choose a name from the container and commit to praying for their "friend" throughout the week. They can start by praying silently for that friend and their special qualities during Sabbath School prayer time.

\*Prayer and Praise may be used at any time during the program.

2

**Bible Lesson**

**Introducing the Bible Story**

*The Net Kids*

**You Need:**

- six scripts

(Refer to Lesson 1 for background and setup information.)  
 Make the appropriate number of copies of the *Net Kids* script found at the back 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**

Ask: **What would you miss most about your best friend if he or she moved away? Have you ever made a pact with anyone? In what way did Jesus make a pact with us? In what ways is a relationship with Jesus like or unlike a relationship with your best friend?**

**Why is it important to have friends who also are friends with Jesus?**



**We trust and respect friends who have the same goals and values.**

**Experiencing the Story**

**You Need:**

- four stools or chairs
- Bibles

If possible, place four tall stools (or chairs) in the front of the room. Choose four students (or older youth) to read the parts of

Jonathan, David, Saul, and a narrator (or a teacher narrator) in 1 Samuel 20. Have students follow along in their Bibles. If possible, practice before class so that the reading is done with expression.

**Debriefing**

**Who had the same goals and values in this story?** (David and Jonathan) **What was King Saul's goal?** (to keep the throne in His family) **What was Jonathan's goal?** (to be true to his friend, to be honest, to obey God) **What was David's goal?** (to stay alive, to serve God) **Who in this story had the more similar goals and values?** (Jonathan and David)

**Exploring the Bible**

**You Need:**

- Bibles

Say: **Let's read 2 Corinthians 6:14, 16.** Ask someone who has not already read to read these verses aloud to the class.

Ask: **What is similar about these verses to what we have just been discussing?** (Saul was starting to choose different goals from David and Jonathan. There was more agreement and harmony between David and Jonathan than between Jonathan and his own father, because Jonathan respected God's choice of David as the next king.)

## 3

## Applying the Lesson

### *The Color of Friendship*

Every student should have a colored sticker or piece of yarn, either red, blue, yellow, or white (see Readiness Activity B). Where all can see, write: Red—courage and bravery; Yellow—encouragement; Blue—loyalty and faithfulness; White—honesty and truthfulness. Ask the students to divide into groups by color.

Say: **Being a friend requires many different qualities. Here are the qualities that your group possesses. As a group, create a role play demonstrating how your group's friendship quality could be used in the following situation.**

Read:

**You meet Rob during school vacation, when he and his family attend your church. Rob's family are new Adventist Christians, and your parents invite them to have dinner with your family after church.**

**After that, Rob comes over several times and you and he hang out together. Now that school has begun, you notice that Rob doesn't fit in very well with the rest of the guys. Your friends make several smart remarks about Rob's always being around you. During lunch break you hear them planning to play a not-so-funny joke on him.**

### *Debriefing*

After students perform their role plays, ask: **What would be the hardest thing for you to do in this situation? Why? What if you didn't help Rob? Let's look at some Bible verses together. Turn to 1 Samuel 20:42.** Have a student find the verse and read it. **How do you think this verse applies to the situation? Now let's read Psalm 136:1. Who is the friend who never lets us down?**

## 4

## Sharing the Lesson

**Covenants****You Need:**

- paper
- art supplies
- sample covenants (p. 142)

Say: **A covenant is a written agreement or promise between two or more parties, especially for the performance of some action. David and Jonathan made a covenant. Let's look at it again in 1 Samuel 20:12-16.** (Ask a student to read it.)

Provide paper, art supplies, computer printed contract pages, etc. Ask students to think of another Christian (it does not have to be someone their age) with whom they would like to enter into an agreement of loyalty and friendship.

Ask: **Can you think of another Christian with whom you would like to enter into a promise or covenant? The covenant could be a promise you make to a friend to each study your Bible every day. It could be a commitment between**

**you and a parent to be respectful of one another. In small groups, discuss whom you will make your covenant with and then create two copies of the covenant.** (See sample on page 142.) **You and your friend or family member will each sign both copies, and each keep one.**

**Debriefing**

Ask: **With whom did you decide to make a covenant?** (Allow several students to share.) **Why did you choose that person?** (Give time for responses. Draw from students the concept of common goals and values.) **How do you think your friend or family member will respond when you ask them to enter into this covenant with you?** Encourage students to report next week on their covenant-signing experiences.

**Closing**

Say: **Thank God for the covenant He entered into with us. Thank Him for the gift of friends with the same goals and values. Pray that He will bless the covenants that are entered into in His name. Ask God to help you to be friendly with all people, even those you would not enter into a covenant with.**

Ask the students to pray silently. After a short time close with your own prayer.

**Notes**

A large, empty rectangular box with a thin black border, intended for students to take notes during the lesson. The box occupies most of the page's vertical space.

## STUDENT LESSON

# Arrows of Friendship

## Key Text

1 Samuel 20

## Power Text

"Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, 'The Lord is witness between you and me, and between your descendants and my descendants forever'''" (1 Samuel 20:42, NIV).

## Power Point

**We trust and respect friends who have the same goals and values.**

*Have you ever learned a secret way of communicating? Or learned sign language? Do you have a secret way of communicating with your best friend? Two friends in the Bible did just that a long time ago. Imagine one of them, who later became King David, telling the story to his son Solomon.*

"Father," 12-year-old Solomon called, "I'm so angry with one of my friends. I don't want to be his friend anymore."

"I'm sorry to hear that," King David said. "Let me tell you a story before you make up your mind for sure."

Solomon always enjoyed his father's stories. He slouched into a comfortable position, ready to listen.

"I had a friend once who was closer to me than any of my seven brothers," David said.

"Oh! You mean Jonathan," Solomon interrupted.

"That's right. I met Jonathan after the battle with Goliath," David answered. "From the very beginning we were good friends.

"I had never lived in a palace," David continued. "There were many things I had to learn. Jonathan helped me with new things that were now a part of my life. But being a friend isn't one-sided, you know."

"What do you mean?" asked Solomon.

"I didn't just want to take from Jonathan," said David. "I wanted to give something to him in return."

"What could you give the son of the king?" laughed Solomon. "You were just a shepherd."

"Well, you're right," agreed David. "But I could still give him the best gift of all—true friendship. We did so many things together. Things were great between Jonathan and me. But his father, King Saul, didn't like me very much. Oh, at first he did. But later he began to feel threatened by me. Saul wasn't allowing

God to work in his life. Because of that, he began to distrust many of the people close to him. I was one of those people."

"That must have made it difficult for you to be friends with Jonathan," Solomon said.

"In some ways it did. But real friends don't give up when things get difficult," said David. "We eventually had to be careful. After Saul sent out some of his men to kill me, I knew that Jonathan and I couldn't meet where anyone else could see us."

"What did you do?" asked Solomon.

"I sent a message for Jonathan to meet me. When he arrived, I told him his father was trying to kill me. We made a plan," continued David. "I would hide after I returned from a quick visit to my family.

"Jonathan and I had agreed that when Saul noticed I was missing from his family celebration, Jonathan would say that he had given me permission. If Saul was OK with that, Jonathan would know I was safe. If Saul got angry, Jonathan would know that I was right and Saul was trying to kill me."

"What happened?" Solomon stirred, curious.

"What happened was that Saul was so angry, he threw a spear at his own son, Jonathan.

"But back to our plan," David shifted in his seat, leaning closer to Solomon.

"We agreed that Jonathan, pretending to be target practicing, would come out to the field where I was hiding. He would shoot an arrow at a rock. I would know whether I was safe or not by what

he said to the small boy he brought with him to carry his arrows.”

“What happened?” Solomon asked again.

“Jonathan did things just the way we had planned. When he realized how angry his father was, he came out to where I was hiding. After he shot an arrow, he said the secret code we had worked out. He sent the boy to pick up the arrow. Then he sent the boy home so I could come out of hiding, and we could talk.”

“What did Jonathan say?” Solomon wanted to know.

“Jonathan told me that he knew that I was going to be the next king of Israel. But he also wanted me to promise that if anything happened to him, I would take care of his family as long as they lived.”

“We didn’t know when we might see each other again. But we knew that we had promised always to be friends no matter what happened.”

“Both of you kept your promise to be each other’s friend even if it was difficult to do,” Solomon said, deep in thought.

“That’s right,” David nodded. “When you find a friend who loves and serves God, you work hard to make your relationship last. You treat each other with respect, and you’re honest with each other. When the bad times come, you work through them. You don’t desert your friend.”

“I guess I better work a little harder on my friendship,” Solomon admitted. “This friend is too good a friend to let get away!”

### Sabbath

- Do this week’s activity on page 66.

### Sunday

- Read “Arrows of Friendship.”
- Write 1 Samuel 20:42 on a piece of paper that you design to look like a legal document. Create a border around the words. (Use a computer if you have one.)
- Begin to learn the power text.

### Monday

- Read 1 Samuel 20:1-10 to learn about a problem David faced.
- In your Bible study journal, describe the problem in your own words. If you were Jonathan, how would you have solved it?
- Tell God about *your* problems. Be sure to say, “God, I turn these over to You. Help me not to worry about them, but to solve them with You.”

### Tuesday

- Read about the plans David and Jonathan made in 1 Samuel 20:11-23.
- Notice the words that indicate that God was involved with this plan. What common goals did Jonathan and David have?
- With one of your friends, make a list of common goals the two of you have.

### Wednesday

- Read about what happened between Saul and Jonathan in 1 Samuel 20:24-33.
- How do you think Jonathan felt to see his father behave in this way?
- Talk with a Christian adult you trust about actions or behaviors you have seen that you feel are not right. You may feel nervous and shy, but it is important to share with someone.
- Ask God to help you be strong enough to do the right thing in every situation.

### Thursday

- Read 1 Samuel 20:34-40 to find out how David and Jonathan make their plan work.
- List three to five of your best friends in your Bible study journal. Beside each name list two reasons why that person is your friend.
- Thank God for your Christian friends. Name them.

### Friday

- Read the ending of the story in 1 Samuel 20:41, 42.
- Write a letter to someone thanking them for being a supportive Christian friend to you.
- Ask God to help you to be an honest and thoughtful friend to others, as He is to you.