

# WEEK 1

## The Strong Man

### Preparation:

Read Judges 13:1-10, 24-25; 14:1-15:5, using the Bible study notes to help you.



### Lesson Aim:

To show how God chooses a deliverer for his people.

13:1 The pattern of events recorded in Judges 2:10-19 recurs again and again in the book of Judges.

1. A period of disobedience by the Israelites.
2. Punishment through foreign oppression.
3. Repentance.
4. Raising up a judge as a deliverer.
5. This was often followed by a period of peace.

God punished his people in order to bring them to repentance.

13:4 Samson's mother also had to observe special requirements.

13:25 Samson's great power came from God, not from himself.

14:2 Marriage with a non-Israelite was warned against because of the risks of being led into idolatry (Deuteronomy 7:1-4).

14:5 Lions were not uncommon in Palestine in those days (cf. 1 Samuel 17:34-36, 1 Kings 13:23-32).

14:19 Ashkelon was an important Philistine city on the Mediterranean coast about 25 miles from Timnah.

15:9 'Lehi' means jawbone.

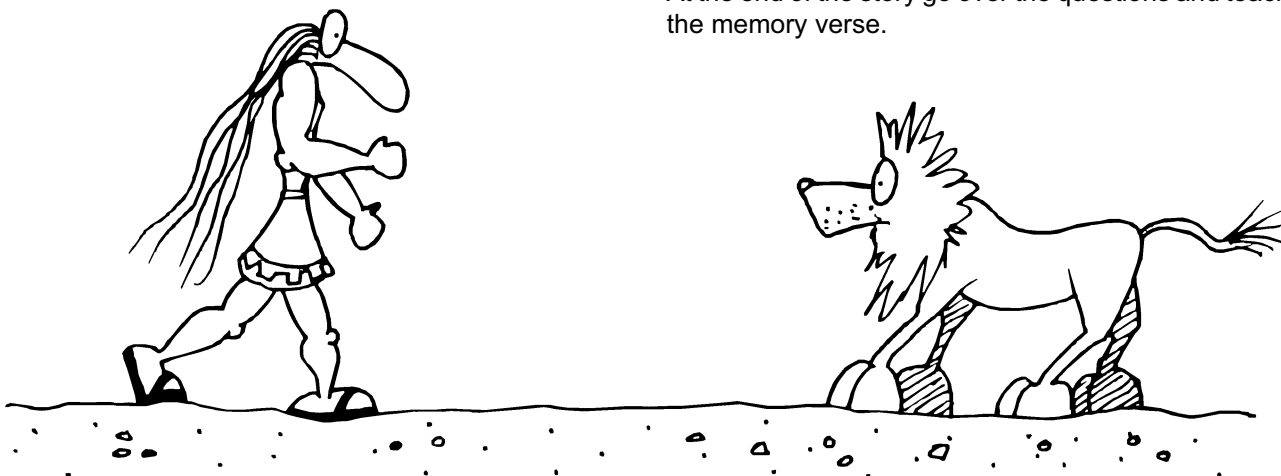
15:15 The jawbone, complete with teeth, would have been a formidable weapon.

This is the first of 2 lessons on Samson. Either show the children pictures of people doing jobs requiring specific

tools, e.g. a man digging up the road, a doctor listening to a heart, a fireman using a water hose, etc. or mime various actions, e.g. digging, sweeping, dusting, etc. Each time ask the children what tool is being used. Could the job be done without the tool? In today's true story from the Bible we will find out about a man who had a special job to do. Ask the children to listen carefully so that at the end they can tell you the man's name, who gave him the job, what tool was given him to do the job (great strength).

At the beginning of the story for the older children remind them of the historical context - God's people are living in the land God has given them; Joshua has died; God's people have stopped following him so he has allowed the Philistines to rule over them. (See the series overview for information about the Philistines). If you have used the lessons on Gideon from On The Way for 3-9s Book 4 remind the children about Gideon. At the end of the story go over the questions and teach the memory verse.

Lesson Plan



Flannelgraph or pictures of Manoah, his wife, the angel (without wings - he looked like a man - 13:6,8), baby Samson, Samson as a man with long hair, Philistine girl, lion, donkey's jaw bone (see Visual Aids on pages 83-87). As this is quite a complex story to illustrate you might want to use the pictures from a Child's Story Bible.

### Visual aids



It is important to explain the Nazirite vow to the older children before telling the story. Prepare a series of 5 strips of card with the following written on them: Nazirite, - no alcohol, - no grapes, raisins, - no cutting hair, - no dead bodies. Pin these up on a board as you explain what the Nazirite vow entailed. At the end of the story look at the statements to see which Samson kept.

### 3-5s

Photocopy pages 8 and 9 for each child. Prior to the lesson cut along the dotted lines on both sides of Samson's hand on page 9. Cut out the shapes from the top of page 8 and place in an envelope for each child.

### Activities



The children colour Samson and the shapes cut from page 8. Glue the robe, hair and beard onto Samson. Thread the jawbone through the slits either side of the hand and sellotape in place on the back of the picture.

Point out to the children that Samson's strength came from God. Just as they are putting things on Samson, God put his power into Samson - and what can be put in can also be withdrawn.

### 5-7s

Each child requires pages 10 and 11 photocopied on card and yellow tissue paper to scrunch up as honey. (Play dough can be used instead of tissue paper.) Prior to the lesson cut out the shapes from page 10 and score and fold along dotted lines.

### Instructions

- Colour the lion, fold along the dotted lines and glue the 2 sides of the beard together (see diagram).
- Fold the tail towards the feet and the fringe of the mane towards the nose.
- Colour the mane and glue to the top of the lion's head (see diagram).
- Glue the lion upside down onto page 11 where marked.
- Place scrunched up tissue paper or play dough in between the lion's legs to represent the honey.

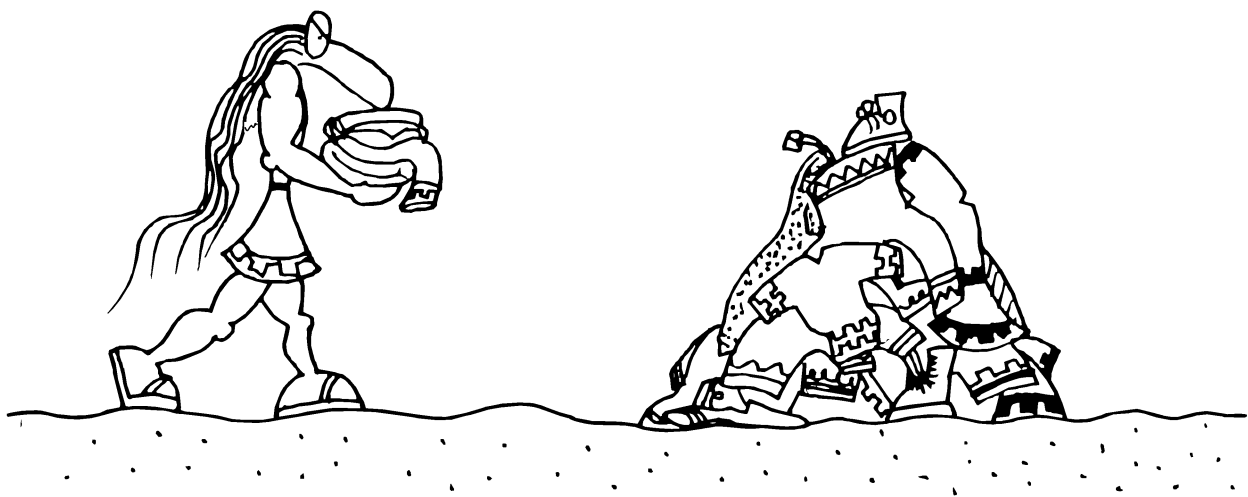


### 7-9s

Photocopy pages 12 and the bottom part of page 8 for each child.

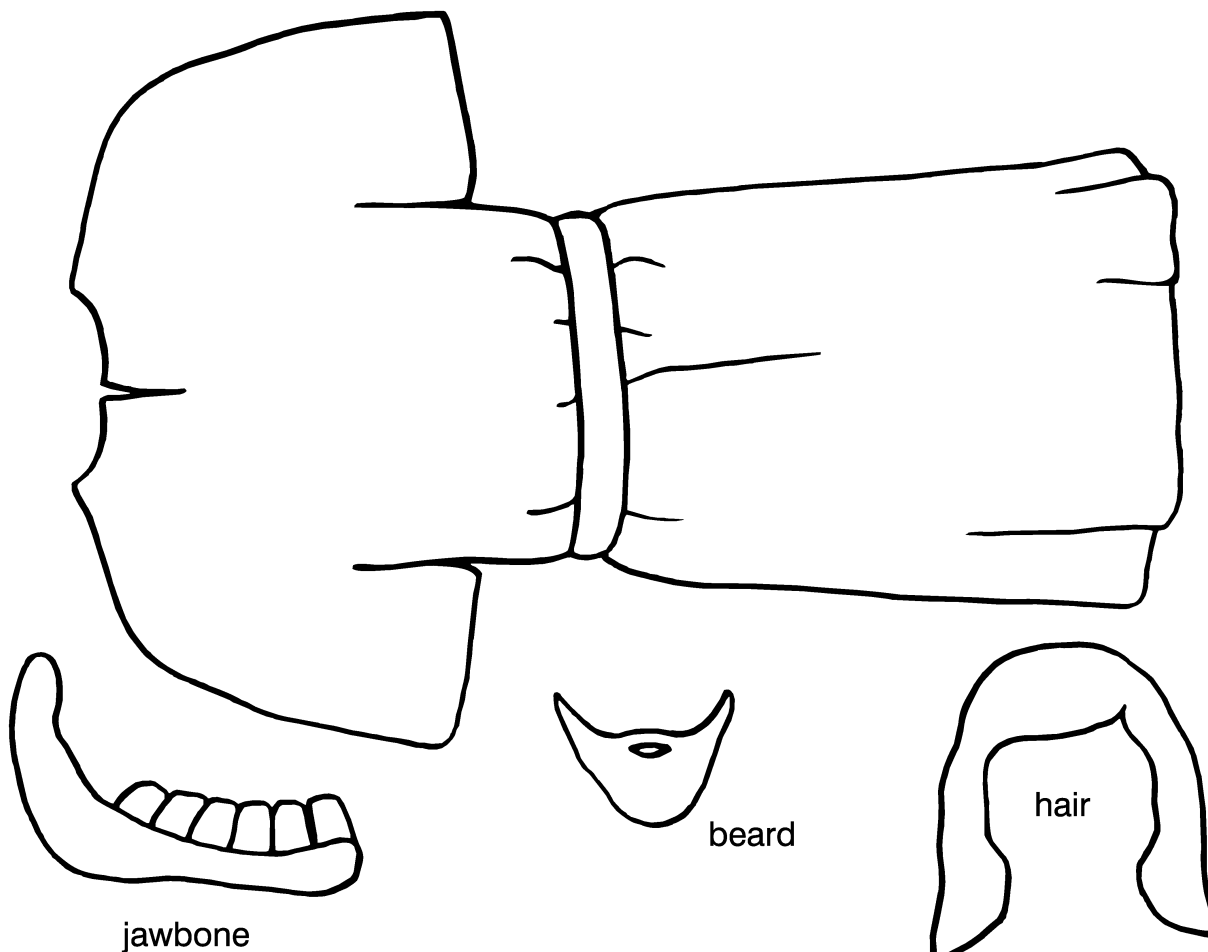
- Cut along the dotted lines on both sides of Samson's hand on page 12.
- Colour Samson and the symbols on the bottom of page 8.
- Cut out the symbols and glue in place on page 12. Glue the flame onto the chest (heart). Slot the jawbone slots through the slits either side of the hand and secure with sellotape on the back of the picture.
- Use the Bible passage to fill in the missing words on page 12.

Use the activity to point out to the children that Samson's great strength came from God and that God uses the people he chooses. Samson's life was not a godly one, but God still used him.

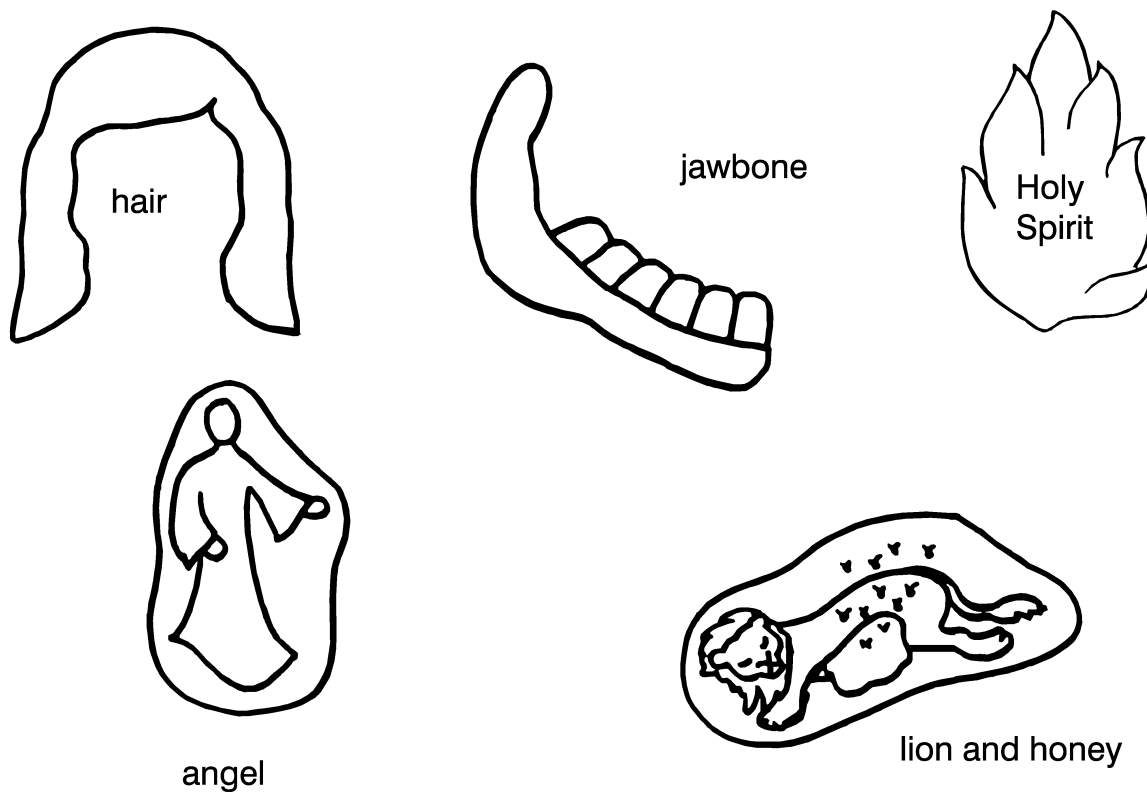


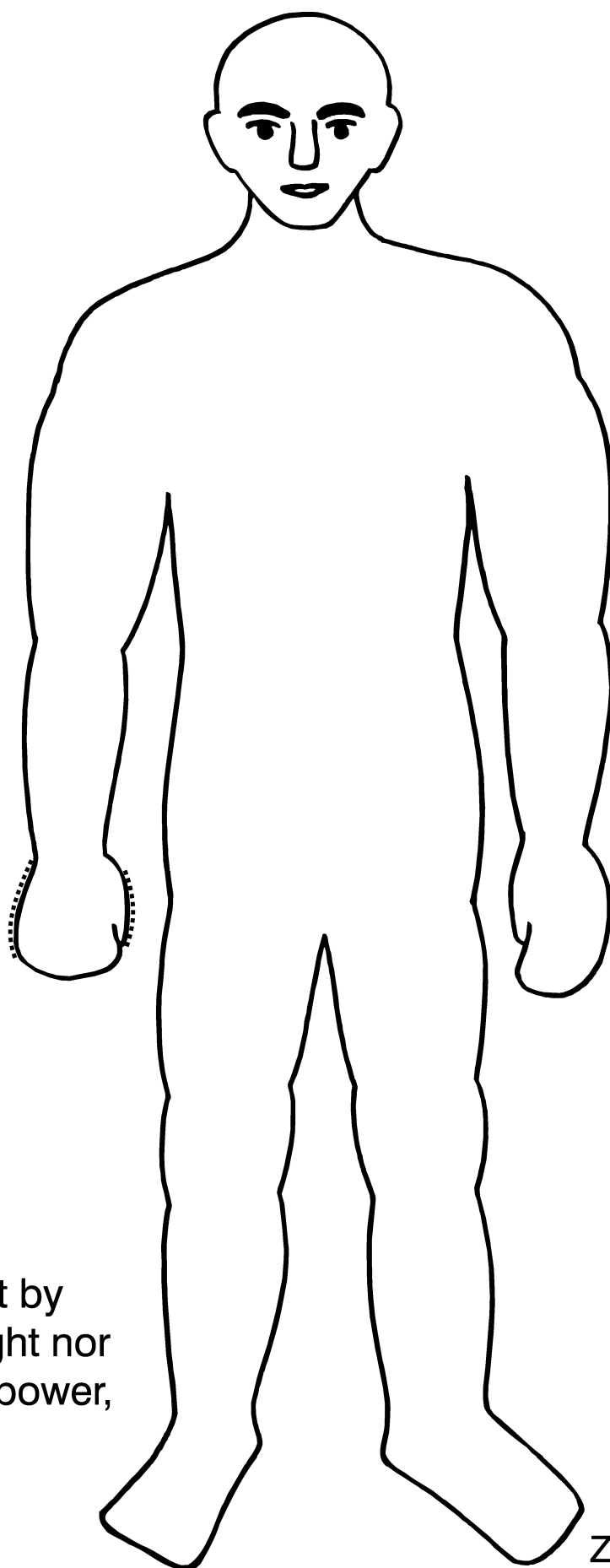
## The Strong Man

## Activity for 3-5s



## Activity for 7-9s

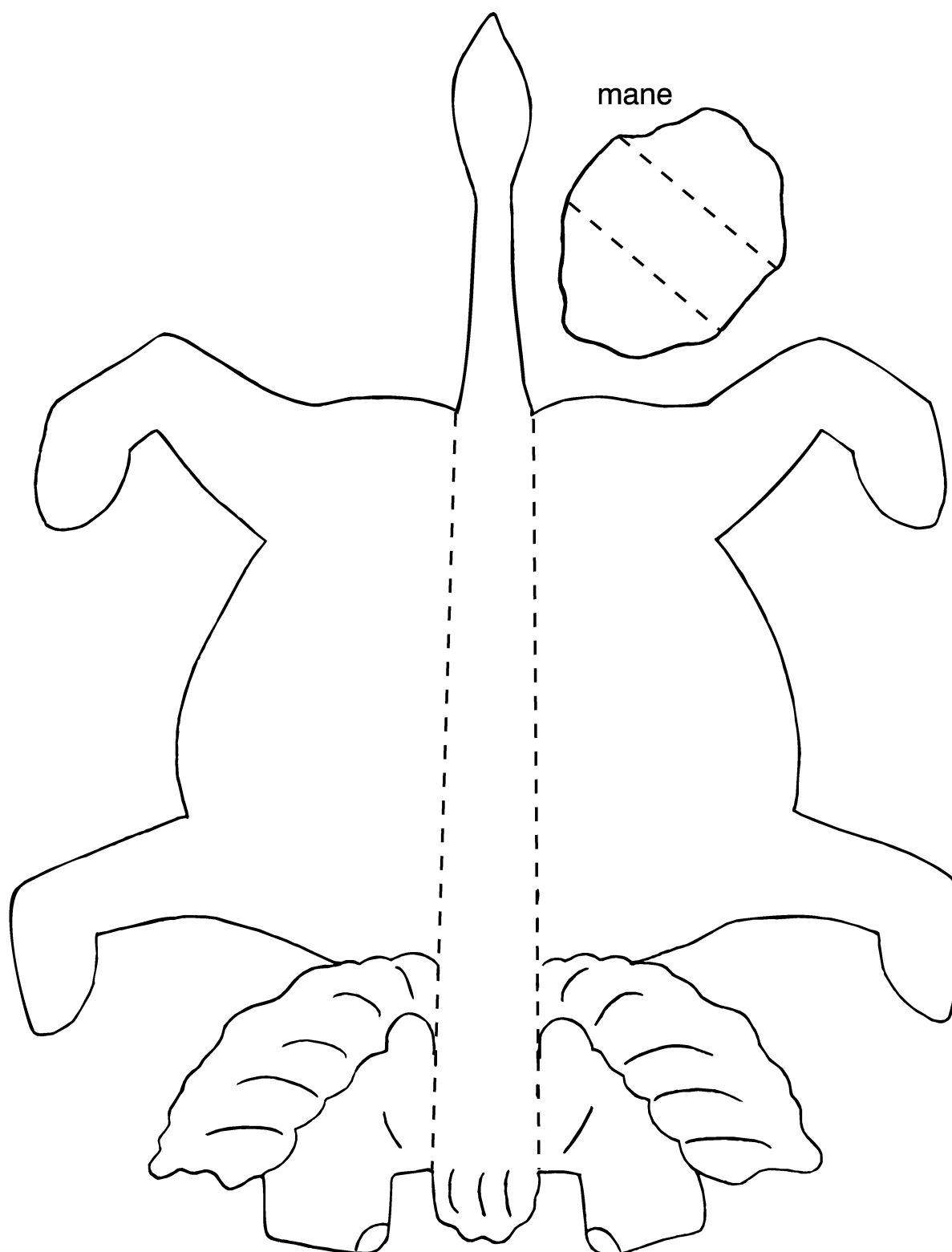




'Not by  
might nor  
by power,

but by my  
Spirit,'  
says the  
Lord.  
Zechariah 4:6





Samson asked the Philistines the following riddle.....

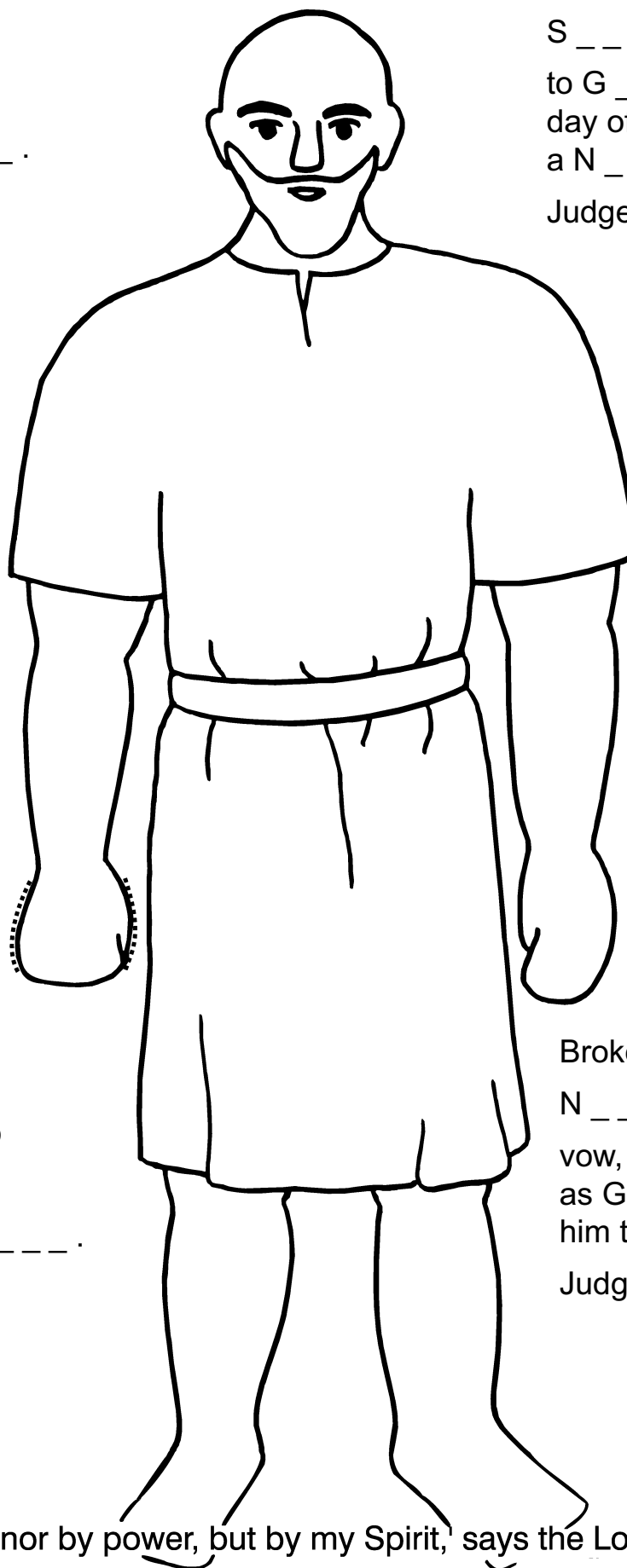
glue lion here

'Out of the eater came something to eat;  
Out of the strong came something sweet.'

'Not by might nor by power, but by my Spirit,' says the Lord Almighty.  
Zechariah 4:6

B \_\_\_\_\_  
announced  
by an \_\_\_\_\_.  
Judges 13:3

S \_\_\_\_\_  
to G \_\_\_\_ from the  
day of his birth as  
a N \_\_\_\_\_.  
Judges 13:5



Given his mighty  
s \_\_\_\_\_  
by G \_\_\_\_\_.  
Judges 16:28

Used by God to  
k \_\_\_\_ the  
P \_\_\_\_\_.  
Judges 16:30

Broke the  
N \_\_\_\_\_  
vow, so did not live  
as G \_\_\_\_ wanted  
him to live.  
Judges 14:5-9

'Not by might nor by power, but by my Spirit,' says the Lord Almighty.  
Zechariah 4:6