

Alley SG - March 17-18, 2018

Bible Truth: Give Peace a Chance (Abigail Intervenes) • 1 Samuel 25:1-35

Bottom Line: Prove you care more about others by being part of the solution.

Key Question: What are ways you can be a peacemaker?

Memory Verse: "So let us do all we can to live in peace. And let us work hard to build up one another." Romans 14:19, NIV

1. Take a Snapshot

What You Need: Paper, pens, and markers

What You Do:

- **Divide** the kids into teams of three.
- **Give** each team a sheet of paper and markers.
- **Challenge** teams to describe a peacemaker:
 - How does a peacemaker act?
 - How does a peacemaker treat people?
- Teams "discuss" the question but not through talking.
 - All communication must be done on paper, in writing.
 - They can use words, arrows, gestures, or emoticons, but they must formulate their answer without talking.
- After giving kids a few minutes for the "silent discussion," **lead** them in a conversation about the experience.
- Team can show the group their discussion papers and use them during the "not silent" discussion.
- **Ask** the group:
 - What were the similarities among the teams' answers?
 - What were the differences?
 - Can anyone give an example of someone in his or her life who is a peacemaker? What makes that person a peacemaker?
 - **[Make it Personal] Give an example yourself of someone in your life who's a peacemaker. What is that person like? Share an age-appropriate story of something that person has done to make peace.**

2. Bible Story Extension

What You Need: "Peacemaker or Not" Activity Page, pens, markers, and Bibles

What You Do:

- **Give** kids a "Peacemaker or Not" Activity Page and a pen.
- **Read** the Bible story to the group, 1 Samuel 25:1-35.
- **Encourage** kids, as you read, to think about the words and actions of the people in the story to determine if they are peacemakers or not.
- When you are finished reading, **give** kids a moment to fill out the "Peacemaker or Not" Activity Page with the people from the story. Without using names, encourage kids to write in people from their own lives (e.g. sister, aunt, teacher, etc).
 - Before they start writing, ask if a volunteer can explain what a Venn diagram is (for those who might not have used them in school yet).

- Make sure kids understand that the Venn diagram implies there can be a “middle ground” between peacemaker and “not a peacemaker.”
- **Review** answers as a group.
- **Encourage** kids to explain their answers. Potential discussion topics:
 - Who were the peacemakers in the story? Why did you consider them peacemakers?
 - Who were the non-peacemakers? Why did you consider them not peacemakers?
 - What about the servants who told Abigail about David’s plan?
 - Were they trying to help with the solution or were they tattling on David?
 - What is the difference between helping and tattle-telling?
 - What about David and his men? Were they peacemakers or bullies? *(Potentially they could be both. They protected Nabal’s servants in the fields, making them a peacemaker. However, when they didn’t get their way with Nabal, they could be considered bullies. And when they listened to Abigail and didn’t attack Nabal, they could be considered peacemakers. This is an opportunity to discuss how it is important to intentionally try to live in peace. There may be times we may mess up, but as Christ followers we keep trying.)*

3. Discussion Questions

- What is one way you could be a peacemaker?
- When is it hard to be a peacemaker?
- When is it easier to be a peacemaker?
- How can you be a peacemaker with someone who likes to gossip and talk about people?
- Can having just one peacemaker in a group change the whole situation? Have you ever experienced this? If not personally, can you think of a situation in a book or movie?

4. Verses to Take with You

What You Need: Bibles

What You Do:

- If you have fewer than 10 kids in your small group, **combine** with another group for this activity.
- **Instruct** kids to count off as either a one or a two.
- The one’s create a small circle and face out; the two’s create a second circle around them facing in.
- **Say** one of the statements below and let kids finish the statement to the person standing in front of them.
- **Use** the statements more than once to give kids an opportunity to hear different responses to each statement.
- Feel free to add statements, especially if they tie in with your previous discussions.
 - I can be a peacemaker at school by . . .
- I can be a peacemaker when I don’t get my way by . . .
 - When there is drama with my friend, I can be a peacemaker by . . .
 - I know a peacemaker. Their name is . . .
 - A peacemaker is someone who . . .
- After kids have time to answer, **call out** a number.
- The outside circle should rotate according to number of spaces you called out. For example, if you say three, the outside circle rotates three spaces.
- **Say** another statement for the kids to answer. **Continue** for several rounds.
- **Wrap up** the activity by **reading** what Jesus says about peacemakers in Matthew 5:9.

Wrap Up and Say:

"You came up with some great ways to be a peacemaker. There are times it will be easy to be part of the solution and keep the peace, and there will be times it will be very difficult. This week as you practice being a peacemaker, I want you to remember Jesus' words of encouragement: *Blessed are those who make peace. They will be called children of God, (Matthew 5:9, NIV).*

5. Make it Personal with Prayer**What You Do:**

- **Challenge** kids to think of one way they can practice being peacemakers this week and **encourage** them to share their idea with the group.
- **Pair up** the kids and have them pray for each other, specifically asking God for guidance on how they can be peacemakers this week.