

Isaac the Peacemaker

Genesis 26:12-35



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 26:1-6,12-35; Romans 12:17-20; Proverbs 20:3

MEMORY WORK:

“Blessed are the peacemakers, for they shall be called sons of God” (Matthew 5:9).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Beatitudes”](#)
- [“Isaac the Peacemaker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)
- Map showing area of Hebron and Gerar
- A sandbox, plastic animals, a “well” (made from play dough or a small tin can), and plastic male figures (of Bible men if possible). If plastic figures are not available, poster board cutouts of the necessary figures which have been laminated will also work.
- [“Isaac Caricature”](#) (provided in activity sheets)



PERSONAL APPLICATION:

God is not pleased when I fight or quarrel with others. God wants me to be able to control my actions, my words, and my thoughts (i.e., to have self-control).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who can tell me the name of Abraham and Sarah’s baby boy? (Isaac) Isaac grew up, and in today’s story we will learn about how he was a peacemaker. Do you know what “peacemaker” means? (Discuss) He was kind to others, tried to get along with other people, and encouraged others to get along with each other. God wants us to try hard to get along with others and not fight with people. What are some things we could do to be a kind friend? (Give examples: e.g., let your friends go first, share your toys, etc.) Let’s listen to what Isaac did that was so kind!

INTRODUCTION: (OLDER CHILDREN)

Stage a quarrel between the teachers over where they will sit, and by whom they will or won’t sit. The teachers should move two or three times before they agree. Have students talk about what happened, and why it was wrong for the teachers to behave that way.

POINTS TO EMPHASIZE:

1. Discuss the meaning of “famine.” Another famine came to Canaan. To make sure his family and servants had food, Isaac moved to Gerar and lived among the Philistines. It seems that he was considering moving his family and herds to Egypt, as his father Abraham had done many years before because of a famine. But God spoke to Isaac and told him to not go to Egypt, but rather, stay where he was. God repeated the promises to Isaac that He had made to Abraham (Remind the children of those promises.). Isaac obeyed God and stayed in Gerar, about 30 miles southwest of Hebron, and about 10 miles southeast of Gaza.



RECOMMENDED READING FOR TEACHERS: See the article “[Philistines in the Time of Abraham—Fallacy or Fact?](#)” on the Apologetics Press Web site for a response to an alleged biblical discrepancy regarding the mention of the Philistines in Genesis 26.

2. Years earlier Abraham had dug wells for his livestock in this area. The Philistines had stopped up the wells after Abraham died. Because his animals, family, and servants needed water—especially during the famine—Isaac decided to clean out the wells. The herdsmen of Gerar did not want Isaac’s herds there. They wanted the water for their own animals. So they started arguments with Isaac’s herdsmen. God blessed Isaac, and the Philistines were jealous. Instead of fighting back, Isaac trusted God and moved on to another place.
3. By this time, Isaac was very wealthy. Abimelech, the leader of the Philistines, told Isaac that he realized that God had blessed him. Abimelech wanted to make a treaty with Isaac, an agreement that his people would not bother Isaac any more.
4. Isaac was a peacemaker, and it paid off. He believed that God would keep His promises and eventually give him and his descendants all the land of Palestine. He believed that it wasn’t necessary or important at this time to fight for the land or the water wells.

5. There is no need for you to argue or fight with other people when there is no danger of being hurt. There are times to stand up for what is right, but not every disagreement should lead to fighting. Fighting doesn't prove anything, and God is more pleased when we try to keep the peace with others. God wants us to make the right choices about what we say and the ways we react to others.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- [“Isaac the Peacemaker Coloring Sheet”](#) (provided in activity sheets)
- [“Situation and Conflict Activity”](#) (provided in activity sheets)
- Remind the children what “wells” were and how important they were (and still are) to daily living in Bible lands (drinking water, water to bathe, water for animals). Make a model of a well using a small tin can (such as a tuna fish or pet food can). Put water in the can, and let the children take plastic animals to the well to “get a drink.”
- For four and five year olds: Cut out ten “wells” from brown construction paper. Write review questions on the wells then laminate them. Put magnetic tape on the back of each one. Cut out ten animal shapes (sheep, camels, and/or cattle) from construction paper. Write the answers to the review questions on the animals then laminate them. Put magnetic tape on the back of each one. Put the wells on a magnetic board, then give each child an animal. Help them read the answer on their animals and match their animals with the correct wells. ([“Camel, Sheep, and Cow Cutouts,”](#) as well as [Isaac cutouts](#) are provided in activity sheets)
- On sheets of cardstock or construction paper, write “Isaac tried to help people get along” (Genesis 26:1-6).

1st-2nd Graders:

- Put the memory verse on index cards or squares of paper (one word per card). Make enough sets of the cards so that every child in the class can take home a set at the end of class. Divide the students into groups of two or three, and give each group a set of the cards. Ask the children to put the words of the memory verse in the correct order.
- [“Isaac the Peacemaker”](#) crossword puzzle (provided in activity sheets)
- Have the children role play different situations where a fight or argument might occur. Discuss how the students felt and how they could handle the situation without fighting.
- [“Isaac the Peacemaker”](#) word search (provided in activity sheets)
- *The Berenstain Bears Get in a Fight*, by Stan and Jan Berenstain, Random House
- *The Berenstain Bears and the Trouble with Friends*, by Stan and Jan Berenstain, Random House

3rd-4th Graders:

- Have the children read Genesis chapter chapter 26. [This could be assigned Sunday, to be completed by Wednesday.]
- Put the memory verse on index cards or squares of paper (one word per card). Make enough sets of the cards so that every child in the class can take home a set at the end of class. Divide the students into groups of two or three, and give each group a set of the cards. Ask the children to put the words of the memory verse in the correct order.

- [“Isaac the Peacemaker”](#) crossword puzzle (provided in activity sheets)
- Type several Scriptures about peace. Put the references to those passages in a column on the same page (or in a textbox at the bottom of the page). Give the students a certain amount of time to match the references with the passages.
- Provide enough concordances so that the students can work in pairs or groups of three. Ask them to use the concordances to find five Scriptures which mention peace.
- [“Isaac the Peacemaker”](#) word search (provided in activity sheets)

SONGS:

“THE BEATITUDES”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

“ISAAC THE PEACEMAKER” ([Click to Hear](#))

Author: Unknown*

(Tune: “Battle Hymn of the Republic”)

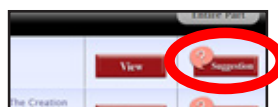
Isaac was a man of peace; he did not like to fuss. (3X)
He always trusted God.

He dug a well for water, and the Philistines came along. (3X)
They made him go away.

He moved and dug another well, and the Philistines came again. (3X)
They made him go away.

He dug another well, and then the Philistines went away. (3X)
God took care of him.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Isaac the Peacemaker

Genesis 26:12-35



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 26:1-6,12-35; Romans 12:17-20; Proverbs 20:3

MEMORY WORK:

“Blessed are the peacemakers, for they shall be called sons of God” (Matthew 5:9).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Beatitudes”](#)
- [“Isaac the Peacemaker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
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- [“Isaac Caricature”](#) (provided in activity sheets)



PERSONAL APPLICATION:

God is not pleased when I fight or quarrel with others. God wants me to be able to control my actions, my words, and my thoughts (i.e., to have self-control).

INTRODUCTION:

[O.T. 2 Bible Facts Flashcards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)
2. Being a peacemaker doesn’t mean we are weak or cowardly. When you think of the word “meek,” what kind of animal comes to mind? A tiny mouse? A little puppy? Maybe a sheep? We usually think of weak, helpless creatures as being meek—perhaps something like the cowardly lion in “The Wizard of Oz.” When Jesus lived, people used the word “meek” to describe horses. Then, like now, people used horses for transportation. Sometimes horses would pull a chariot. At other times people would ride them. A horse that would obey its master was called “meek.” A meek horse was still very strong and powerful, but it allowed its rider to guide it. A powerful horse under control is a much different picture than the cowardly lion! Jesus said, “Blessed are the meek, for they shall inherit the earth” (Matthew 5:5). That doesn’t mean we are to be weak, cowardly people. It means that we are to submit and allow God to guide our lives and obey Him—something that takes a lot of courage! (Can also use information about horses to add to this lesson.)

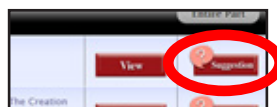
3rd-4th graders:

Discuss the rhyme, “Sticks and stones may break my bones, but words will never hurt me.” Is that true? Why or why not? Discuss some names that people call each other that hurt (even if said in a “joking” way). How we talk to one another and what we call each other often causes arguments or bad feelings. We should never call anyone a name that we wouldn’t want to be called (Matthew 7:12). Read what Jesus said about others calling us bad names (Matthew 5:9-10).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning lesson.

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Sharing:

Jacob and Esau

Genesis 25:19-34



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 25:19-34; Genesis 27:1-28:9; Hebrews 12:15-17

MEMORY WORK:

YOUNGER CHILDREN: "...[Be] ready to give, willing to share" (1 Timothy 6:18b).

OLDER CHILDREN: "Let them do good, that they be rich in good works, ready to give, willing to share" (1 Timothy 6:18).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jacob's Stew"](#)
- ["What You Have"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
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- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- "[Jacob and Esau Figures](#)" (provided in activity sheets)
- [Jacob and Esau images from freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



PERSONAL APPLICATION:

God wants me to be content and happy with what I have, and to be willing to share what I have with others.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Can anyone tell me how Isaac was a peacemaker? (Briefly discuss.) Isaac married Rebekah and they had twin boys. Does anyone know their names? (Jacob and Esau) Today we are going to learn how badly these two brothers treated each other. Listen as we learn more about them.


INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

What are some things you argue about with your brother or sister? Do you ever get upset with your brother or sister because they have something you want? Our lesson today is about two brothers who argued over a bowl of stew! You will see how both of them were very selfish, thinking only of themselves. Let's see what the Bible has to say about them and what we can learn from them.

POINTS TO EMPHASIZE:

1. Isaac was 40 years old when he married Rebekah. They were married for 20 years and had no children. Isaac prayed to God for children.
2. Rebekah became pregnant, and God spoke to her one day about her baby. First, God told her that there would be not one baby, but two. Second, God told her that the two boys would grow up and their descendants would become two strong nations of people.



HISTORICAL NOTE: “The family name and titles passed through the lineage of the oldest son. The birthright was more than entitlement to the family inheritance; it involved a spiritual position as well. The place of the individual in the covenant status of Israel was part of the birthright and it was this aspect which made the foolishness of Esau so profound” (*Zondervan Pictorial Encyclopedia of the Bible*).

3. Jacob and Esau were born when Isaac was 60 years old. Because Esau was born first, he was considered the oldest, or first-born son. As the first-born, he would be given twice as much of his father's goods as Jacob, after his father Isaac died. This custom of giving twice as much to the oldest son was called the birthright.
4. From the beginning, the boys were very different. For one thing, they didn't look anything alike. Jacob was very smooth-skinned, but Esau had lots of red hair all over his body. As the brothers grew up, they became different in even more ways. Esau became a very skillful hunter and loved to be outdoors. Jacob enjoyed staying closer to home and doing things “around the house,” like cooking. Most parents try very hard not to have “favorites” among their children. But Esau became Isaac's favorite son, and Jacob became Rebekah's.

5. One day after Esau had been out hunting, he came home to find that Jacob had fixed a pot of stew (or pottage) that had a red color to it. He was so very hungry that he thought he was starving to death. He asked Jacob for some of the stew.
6. Jacob told Esau he could have some stew **if** Esau would trade his birthright for it. Esau was so foolish (**profane**) that he decided his birthright was not as important as having something to eat right that minute. So Esau traded Jacob his birthright for something to eat.



NOTE: Hebrews 12:16 says that Esau was “profane” when he sold his birthright. To be “profane” means to treat something as common/unimportant that should be held in respect. When people take the Lord’s name in vain, they are being “profane” because they should be treating God’s name respectfully. We should always be careful to show respect when it is due!

7. Jacob was selfish because he would not share the stew with his brother. Esau was selfish because he was thinking only of himself. He had no right to sell or trade away his birthright. Both brothers were thinking only of themselves.
8. God is not happy when we are selfish. He wants us to share what we have with others. But He doesn’t want us to share, expecting that person to do something for us or give something to us in return. God gives us what we have and wants us to make the right decisions about using those blessings.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Jacob and Esau Coloring Sheet”](#) (provided in activity sheets)
- On strips of paper write statements children make, both good and bad, about sharing. (Examples: “That’s mine!” “Have one of my cookies.” “Sit with me.” “Put my toy back!” etc.) Put the strips of paper in a bag or box or can. Let each child take a slip of paper out. After the teacher reads the statement, the child will decide if it is the thing God would want them to say or not.
- Let the children role play being Isaac and Rebekah with twin boys. Provide child-sized robes as well as baby dolls, blankets, etc. Talk with them about Jacob and Esau getting older and how things would have changed. If the children have additional time after the lesson, talk more about Esau trading his birthright for a bowl of stew.
- Sharing Review Game: Talk about how we can play with a ball, but it is sometimes more fun to share and play ball with a friend. Have them sit in a circle. Roll a ball to one child, and ask him a question about the lesson. When he answers, ask that child to share by rolling the ball to someone else. Continue asking questions of each child as they roll the ball to one another.
- Help the children put their hand prints on colored cardstock. On the bottom of the page, print the memory verse: “...[Be] ready to give, willing to share” (1 Timothy 6:18b). Write the children’s names above their handprints. Talk about how we can use our hands to give and to share with others.
- For four and five year olds: Provide cutouts of Jacob and Esau that the children can glue onto craft sticks. Tell the children that you will say something about Jacob or Esau. Tell them to hold up the correct stick puppet to indicate which brother you’re describing. (Examples of clues: had red hair;

liked to stay home with his mother; liked to hunt; was his mother's favorite)

- *I am Sharing* by Mercer Mayer

1st-2nd Graders:

- “[Jacob and Esau Crossword Puzzle](#)” (provided in activity sheets)
- On strips of paper write statements children make, both good and bad, about sharing. (Examples: “That’s mine!” “Have one of my cookies.” “Sit with me.” “Put my toy back!” etc.) Put the strips of paper in a bag or box or can. Let each child take a slip of paper out. After the teacher reads the statement, the child will decide if it is the thing God would want them to say or not.
- Another way to use the statements described above: Write “Sharing” and “Not Sharing” on a magnetic board. Put magnetic tape on the backs of the statements. Give each child one statement and ask them to put it on the appropriate side of the board.
- Help the children put their hand prints on colored cardstock. On the bottom of the page, print the memory verse: “...[Be] ready to give, willing to share” (1 Timothy 6:18b). Write the children’s names above their handprints. Talk about how we can use our hands to give and to share with others.
- Play “Tic-Tac-Toe” with questions from this lesson ([Tic-Tac-Toe questions](#), [Instructions](#), and [Board](#) provided in activity sheets)
- Bring lentil stew for the children to taste (recipe below). Give them the opportunity to serve each other small portions of bread.
- *Hey! That’s Mine* by Benrei Huang, Standard Publishing

3rd-4th Graders:

- “[Jacob and Esau Crossword Puzzle](#)” (provided in activity sheets)
- Advanced Bible Reader: Have the kids read Genesis chapter 25 (and chapters 21-24 if they did not read those chapters this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 21-25 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Play “Tic-Tac-Toe” with questions from this lesson ([Tic-Tac-Toe questions](#), [Instructions](#), and [Board](#) provided in activity sheets)
- Bring lentil stew for the children to taste (recipe below). Give them the opportunity to serve each other small portions of bread.
- Draw a Venn diagram on the board to compare the differences and similarities of Jacob and Esau (A Venn diagram is composed of two circles drawn with an intersecting section that allows you to distinguish items that the two circles share and don’t share in common.).
- Recipe for Lentil Stew (from *Women’s Day Encyclopedia of Cooking*):
 - 1 1/2 cups lentils
 - 1/4 cup olive oil
 - 4 cups water
 - 3/4 cup rice, long grain
 - 1 tsp. salt
 - 1 1/2 tblsp. butter
 - 2 cups coarsely chopped onions

Sort and rinse lentils. Cover with water and add salt. Heat and simmer stirring occasionally. Sauté onions in olive oil until soft and yellow. Add to lentils. Wash rice

and sauté in butter until it becomes translucent, then white again. Add to the lentils enough hot water to finish cooking the rice without the lentils sticking. It is ready when the rice is tender and the lentils are soft, but not mushy (about 20 minutes). Can skip sautéing the rice and onions and just add them to lentils as is.

- Have the children read pp. 52-55 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”).
- *Rainbow Fish* by Marcus Pfister

SONGS:

“JACOB’S STEW” ([Click to Hear](#))

Author: Unknown*

(Tune: Mary Had a Little Lamb)

Esau wanted Jacob’s stew,
Jacob’s stew, Jacob’s stew.
Esau wanted Jacob’s stew,
For he was very hungry.

Jacob wanted Esau’s birthright,
Esau’s birthright, Esau’s birthright.
Jacob wanted Esau’s birthright.
So he asked to trade.

Jacob acted selfishly,
Selfishly, selfishly.
Jacob acted selfishly
And wouldn’t share his stew.

Esau acted foolishly,
Foolishly, foolishly.
Esau acted foolishly,
And traded his birthright.

“WHAT YOU HAVE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Skip to My Lou”)

Do, do, do good, to o-thers. (3X)
Do not forget to do good.

Share, share, share, what you have. (3X)
Share what you have with o-thers.

Give, give, give from your heart. (3X)
Give from your heart to o-thers.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Sharing: Jacob and Esau

Genesis 25:19-34



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 25:19-34; Genesis 27:1-28:9; Hebrews 12:15-17

MEMORY WORK:

YOUNGER CHILDREN: "...[Be] ready to give, willing to share" (1 Timothy 6:18b).

OLDER CHILDREN: "Let them do good, that they be rich in good works, ready to give, willing to share" (1 Timothy 6:18).

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- ["What You Have"](#)

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- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- "[Map of Abram's Journeys](#)" (provided in the map section of the curriculum site)
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- "[Jacob and Esau Figures](#)" (provided in activity sheets)
- [Jacob and Esau images](#) from [freebibleimages.com](#) (DISCLAIMER: some



representations may be biblically inaccurate)

PERSONAL APPLICATION:

God wants me to be content and happy with what I have, and to be willing to share what I have with others.

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

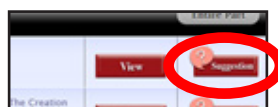
POINTS TO EMPHASIZE:

1. Discuss practical opportunities for kids of all ages to share and not be selfish. Show them pictures of children who do not have all the blessings they have and who need help.
2. **OLDER STUDENTS:** Discuss the birthright we have when we become Christians. God has promised each of His children, not just “the oldest,” a home in heaven. We need to be very careful that we don’t “sell our birthright” by disobeying God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning lesson.
- Review family tree of Jacob and Esau: Terah, Abraham, Isaac, Jacob, and Esau

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Rebellion: Jacob Deceives His Father

Genesis 27:1—28:9



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Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 27:1-28:9; Hebrews 11:20; 12:15-17

MEMORY WORK:

“You shall not covet...anything that is your neighbor's” (Exodus 20:17).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Ten Commandments”](#)
- [“Jacob's Lie”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- Ask adults and/or teenagers to act out the story.
- [Jacob Ladder Dream images](#) from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



PERSONAL APPLICATION:

When we make bad choices, there will always be bad consequences.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about Isaac and Rebekah having twin boys. Do you remember their names? (Jacob and Esau) Today we will talk about a bad decision that Jacob made which hurt his whole family.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

When you do something wrong (i.e., make a bad choice), do you always “get caught” and get into trouble? Not always—or not right away. Even if you think you “get away” with something, the consequences for what you did will come sooner or later (Read Ecclesiastes 12:13-14).

Today we will talk about Jacob and Esau again. You remember that they were the twin sons of Isaac and Rebekah, the grandsons of Abraham and Sarah. Last week, we learned about their selfishness. This week, we will learn how one of them, with the help of his mother, tricked his father Isaac and how everyone in the family was hurt by his choices. Let's see what else the Bible says about this family and what we can learn from their story.

POINTS TO EMPHASIZE:

1. Review last week's lesson on Esau selling his birthright to Jacob for a bowl of stew, and how selfish both brothers were.
2. Older children: Show the Venn diagrams from OT2 Lesson 8 illustrating the different characteristics of Jacob and Esau.
3. Sometime after Esau sold his birthright to Jacob, Isaac asked Esau to go hunting for him. Isaac was very old, and he was blind. He may have been expecting to die sometime in the near future because he asked Esau to do him a special favor: go hunting and come back home to prepare his favorite food. Isaac promised to give Esau the final blessing as the oldest son after Esau did this favor for him.
4. Rebekah was listening to this conversation and decided that **her** favorite son, Jacob, should receive his father's blessing instead of Esau. She told Jacob what she had heard and told him that she had a plan to help him get Isaac's blessing instead of Esau. Rebekah wanted Jacob to pretend to be Esau and trick Isaac, to lie to his own father.
5. God had already promised that the older son (Esau) would serve the younger (Jacob) (Genesis 25:23), speaking of the descendants of Jacob and Esau. Instead of praying to God for guidance, Rebekah wasn't paying attention to God's promises. She rushed to “handle things” on her own.
6. Jacob did not want to follow his mother's instructions because he was afraid that Isaac would curse him instead of bless him. Jacob also knew that Esau would be very angry with him for taking something else away that rightfully belonged to him as the oldest son. But **Jacob** decided to follow his mother's instructions anyway and lie to his own father.



The name “**Jacob**” means deceiver; supplanter; heel catcher.

7. Rebekah prepared the special meat dish that Isaac liked while Esau was gone. When Jacob took the food to his father, Isaac knew right away that the voice was not the voice of Esau. But Jacob lied and said he was Esau. In fact, Jacob did many things to deceive his father and make Isaac think he was Esau. He put on some of Esau’s clothes. He even covered his arms and the back of his neck with animal skins so that he would seem to be hairy like Esau. Isaac touched Jacob’s neck and arms and asked Jacob to come close so he could smell Esau’s clothes. With all of his tricks, Jacob convinced his father that he really was Esau. So, Isaac gave Jacob the blessing that was intended for Esau.
8. The blessing or curse of the father for his children was like a prayer to God on their behalf. Whatever the father said about their future was expected to happen. Isaac’s blessing on Jacob was that he would have good crops and big herds of animals (and therefore wealth), people of other nations would bow down to him, and that he would be master over his brother (i.e., his brother would some day serve him).
9. Almost as soon as Isaac had spoken the blessing to Jacob, Esau returned from hunting. He prepared the special dish Isaac had asked for and took it to him. Immediately Isaac knew he had been tricked, and he was so upset that he trembled! He explained to Esau what had happened. Esau was **very** angry and so upset that he cried (Hebrews 12:17). He decided that when his father died, he would kill Jacob and take back the birthright and the blessing that Jacob had taken from him.
10. Rebekah found out that Esau was planning to kill Jacob, so she told Jacob to go to her brother Laban, far away from home. She convinced Isaac that Jacob should go back to her family to find a wife.
11. Rebekah and Jacob made some very bad choices that had terrible consequences. Both parents were hurt, and the family fell apart. Jacob never saw his mother again; she died while he was gone. Because he was so angry, Esau made some bad decisions just to hurt his parents. His descendents would be enemies of Jacob’s descendants for hundreds of years. [Esau married three women from among the idol-worshipping people of Canaan (Genesis 28:8-9).]
12. Other people sometimes have things that are nicer or better or bigger than what we have. But God does not want us to covet what other people have (to want their things or the same things so badly that we will do almost anything to have them). God expects us to work for, and be grateful for, what we have—not to want what other people have. Sometimes people covet so many things that they are even willing to hurt other people or steal from them. That is not only disobeying God, it is choosing not to treat others like you want to be treated. (With older children, read together Romans 13:9-10; Luke 12:15; Exodus 20:17.)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Jacob Tricks His Father Coloring Sheet](#)” (provided in activity sheets)
- Provide child-sized robes so the children can dress up like the four characters in this story. You

could also provide fake fur for “Jacob’s” arms, a bow and arrow for “Esau,” a large pot for cooking the special meal.

- On cardstock or construction paper, trace around plastic letters to spell out the important words from this lesson. Laminate the pages. Supply the children with the plastic letters they will need to match the traced letters.

1st-2nd Graders:

- Provide child-sized robes so the children can dress up like the four characters in this story. You could also provide fake fur for “Jacob’s” arms, a bow and arrow for “Esau,” and a large pot for cooking the special meal.
- [“Jacob Deceives His Father”](#) crossword puzzle (provided in activity sheets)
- [Tic-Tac-Toe questions](#), [Instructions](#), and [Board](#) provided in activity section of the site

3rd-4th Graders:

- Have the children read Genesis chapters 27-28 (and chapter 26, if they have not done so this quarter). [This could be assigned Sunday, to be completed by Wednesday.]
- [“Jacob Deceives His Father”](#) crossword puzzle (provided in activity sheets)
- Play Hang Man with clues from this and previous lessons. ([OT2 Review Questions](#) provided on the curriculum Web site)
- [Tic-Tac-Toe questions](#), [Instructions](#), and [Board](#) provided in activity section of the site
- Have the children read *Isaac Blesses Jacob and Esau*, by Stephenie Hovland, Arch books
- Have the children read pp. 56-61 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”).

SONGS:

“THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

No other Gods before Me.
No carved images to bow down and serve.
Don’t take the name of the Lord your God in vain.
Remember and keep the Sabbath holy.

Honor your father and your mother.
No murder; no adultery; and you shall not steal.
Don’t lie against your neighbor,
Or covet what is his.

These are the Ten Commandments.

“JACOB’S LIE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Here We Go Round The Mulberry Bush”)

Jacob with his mother’s help, his mother’s help, his mother’s help.
Jacob with his mother’s help,
Lied to his father.

He put goats hair all over his arms, all over his arms, all over his arms.
He put goats hair all over his arms,
And served food cooked by his Mother.

How could he tell his father, his father, his father.
How could he tell his father,
That he was Esau his brother?

The extra blessing cost a lot, cost a lot, cost a lot.
The extra blessing cost a lot.
He fled to the land of his mother.

It never pays to tell a lie, to tell a lie, to tell a lie.
It never pays to tell a lie.
Put others first and here is why.

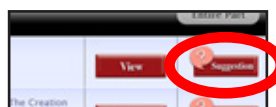
God wants us to act like His Son, act like His Son, act like His Son.
God wants us to act like His Son,
Who was a servant to everyone.

And if we do our very best, our very best, our very best.
And if we do our very best,
Life will be good, and we’ll be blest.

But if we lie like Jacob did, like Jacob did, like Jacob did.
But if we lie like Jacob did,
We will surely suffer.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jacob's Dream

Genesis 28:10-22



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 28:10-22

MEMORY WORK:

“You shall not covet...anything that is your neighbor's” (Exodus 20:17).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Ten Commandments”](#)
- [“Jacob's Lie”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- “[Map of Abram's Journeys](#)” (provided in the map section of the curriculum site)
- Jacob: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- Jacob Ladder Dream images from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)

PERSONAL APPLICATION:

No matter where I am, no matter how I feel, God is with me and will take care of me.



INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

POINTS TO EMPHASIZE:

TEACHING ALERTS:



- Note that angels when on Earth are consistently portrayed as having the appearance of a human male (i.e., without wings; e.g., Genesis 18-19; Hebrews 13:2; Judges 13), though sometimes glowing/shining (e.g., Luke 24:4; Daniel 3:25).

1. Review Sunday morning lesson (see [O.T. 2 Review Questions](#) for example questions)
2. Esau was very angry with Jacob for lying to their father and getting the blessing that was supposed to be his, along with the birthright. He said that he would kill Jacob after their father died. To protect Jacob, Rebekah decided that he should go far away to where her family lived.
3. She told Isaac that Jacob needed to go away to find a wife. Isaac agreed and sent him to Rebekah’s home country, Paddan-aram. Rebekah did not plan on Jacob being gone 20 years though. As far as we know, Jacob never saw his mother again.
4. Jacob left Beersheba and started on the long journey to Haran. One night during this journey, he stopped after sundown and found a place to rest. The place where he stopped was one of the places his grandfather Abraham had built an altar to God many years before on his journey from Ur to Canaan. The place was called Bethel (or Luz). Using a stone for a pillow, Jacob went to sleep.
5. During the night Jacob had a wonderful dream. This was not a dream like you and I have, nor was it his imagination. It was God’s way of speaking to Jacob and giving him a very special message. He saw a ladder reaching up to heaven, with angels going up and down on it. God spoke to Jacob, telling him the same promises that He had made to Abraham and to Isaac:
 - I will give the land of Canaan to you and to your descendants.
 - Your descendants shall be like the dust of the Earth.
 - Through your descendants all people of the Earth will be blessed.
 - I will always be with you.
6. When Jacob woke up, he was afraid because he knew that God Himself had spoken to him. He took the stone that had been his pillow during the night and set it up as a pillar (a special marker) to remind him later what a special place this was. Jacob worshipped God there at Bethel (which means “house of God”) and promised that, from that time on, he would give one tenth of everything he had to God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning lesson.
- Jacob’s Ladder game: Divide the class into teams or let the class play as a whole. Make an angel out of poster board (Two if you have divided the class into teams), and a ladder from poster board or cardboard. Ask the children review questions from the story. When they answer correctly, they can move the angel(s) up the ladder(s).

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Arranged Marriages to Leah and Rachel

Genesis 29:1—30:24



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 29:1-30:24; 35:23-26; 35:16-18

MEMORY WORK:

YOUNGER CHILDREN: "...for whatever a man sows, that he will also reap" (Galatians 6:7b).

OLDER CHILDREN: "Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap" (Galatians 6:7).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["These are the Sons of Jacob"](#)
- ["Oh, Be Careful, Little Eyes, What You See"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
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- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- Map of Old Testament world
- Use word cards for the following points to be emphasized during the lesson, or write each on the chalkboard as you teach:
 - **Jacob: son of Isaac and Rebekah**



- **Left Beersheba: to Haran**
- **Ladder dream at Bethel: God's promises repeated**
- **Well at Haran: Meets Rachel**
- **Worked 7 years for Laban**
- **Laban tricked Jacob: Wrong bride**
- **Worked 7 more years to marry Rachel**
- **12 sons, 1 daughter**
- **(If you have explained about the four women having children for Jacob, you might also write on cards/the board the following):**
 - LEAH: Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Dinah**
 - RACHEL: Joseph, Benjamin**
 - BILHAH: Dan, Naphtali**
 - ZILPAH: Gad, Asher**

PERSONAL APPLICATION:

When I do something wrong and make a wrong choice, there will always be consequences.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about Isaac and Rebekah and their twin boys. Do you remember their names? Which was older? (Esau) Why did Jacob trick his father? Remember how Esau got very upset and Jacob had to move away so he wouldn't get hurt? Jacob went to look for a wife. Today, we will learn about whom Jacob marries. (Bring a picture of a bride and groom and talk a little about marriage. Ask if they have been to a wedding.)

INTRODUCTION: (OLDER CHILDREN)

Do you remember from last week how Jacob, along with his mother, tricked his father? Remember how we talked about the fact that when we do something wrong, we have to suffer consequences? Well, in today's lesson, we will learn how someone from his own mother's family tricked Jacob in a big way! Let's see what the Bible says about this and how we can learn from it!

POINTS TO EMPHASIZE:

1. For the younger children, focus on the main points: End story when Jacob married Rachel and say Jacob had 12 sons and 1 daughter. (Don't go into detail about which children belonged to whom.)
2. Remind the class that Jacob and Rebekah tricked Isaac and that Esau was angry with Jacob. Therefore, Rebekah encouraged Jacob to go away to her relatives to get away from Esau and to find a wife.
3. After a long journey of several weeks, or maybe even months, Jacob came near Haran, where his uncle Laban lived. Genesis 29:1 says he "came to the land of the people of the east." These would not have been Canaanites. Jacob stopped at a well and talked to some shepherds, asking them if they knew Laban. They said they did and that the girl approaching with a flock of sheep was Laban's daughter, Rachel.

4. Jacob was so delighted to finally see someone from his own family! He rolled away the large stone covering the well so that Rachel could water her sheep, and then he told her who he was. After running to tell her father about Jacob, Laban quickly returned to Jacob and brought him home to stay with his family.
5. Jacob worked for Laban for a month without pay. Laban then offered Jacob wages for his work if he would stay there and live. Jacob said that he would work for Laban for seven years without pay, if Laban would let Rachel marry him. Laban agreed.
6. After the seven years had passed, Laban made a great feast as part of the wedding celebration for Jacob and his daughter. In the evening, after the feast, Laban brought his daughter to Jacob; she had her face covered with a veil. It was not until the next morning that Jacob learned that Laban had tricked him. His new bride was not Rachel, but her older sister, Leah.



NOTE: Veils were thicker than now, and probably very heavy and decorated with coins as part of the dowry. This fact, as well as the poor lighting in that time period, could have made it easy for Jacob to not notice that he had married Leah, rather than Rachel.

7. Jacob was very angry with Laban! Laban said that it was not their custom to let the younger daughter marry before the older. Laban said that in another week, Jacob could marry Rachel also, but he also wanted Jacob to work for him another seven years.



NOTE: If the students ask if it was “okay” for Jacob to have two wives, emphasize that it was not. It was **not** God’s will for anyone to have more than one wife or husband. This was not God’s plan from the beginning (Genesis 1:27; 2:24; 1 Corinthians 7:2).

8. Because Jacob loved Rachel so much, he agreed and worked for seven more years after their wedding. Jacob eventually worked 20 years total for Laban because Laban was not honest with him. (Read Genesis 29:20, 30 together.) Jacob loved Rachel more than Leah, and this caused problems for them and their descendants for many years to come.
9. God blessed Leah with children because she was not loved as much as Rachel (Genesis 29:31). Since great value was placed on a woman who could bear children, especially sons, Leah no doubt received great admiration and respect from others, even if her husband loved Rachel more. Rachel’s envy (Genesis 30:1) indicates, in the Hebrew, a strong feeling of internal rage (see Genesis 37:11).
10. When Jacob and Leah married, Laban gave Leah a servant named Zilpah. When Jacob and Rachel married, Laban gave Rachel a servant named Bilhah. Because Jacob loved Rachel more than Leah, the two wives became very jealous of each other. They gave their servant girls to Jacob at different times for him to treat as if they were also his wives. So Bilhah and Zilpah also had children for Jacob. This was **not** right, and Jacob had many problems with his two wives and most of his children for the rest of his life. (12 sons and 1 daughter born within 13 or 14 years!)
11. Jacob tricked his brother and his father, but later his Uncle Laban tricked him. Jacob the deceiver was deceived by Laban! Because of Laban’s lies, Jacob ended up with two wives who were jealous of one another and made his life hard. If you tell a friend a lie, later he may either lie to you or trick you in some way. If you are dishonest with your parents or teachers or friends, you will eventually suffer the consequences (i.e., you’ll be paid back, or they won’t believe you when you are telling the truth).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for the complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Leah and Rachel Coloring Sheet](#)” (provided in activity sheets)
- Help children plant a seed or small bedding plant in a small pot or Styrofoam cup to take home. Write the memory verse on each pot/cup.

1st-2nd Graders:

- “[Jacob, Rachel, and Leah True or False Questions](#)”: On strips of paper, write statements about the lesson which are true, and other statements which are false. Put magnetic tape on the back of each strip. Put the strips in a basket or can. Write “True” and “False” on a magnetic board. Ask each student to take a statement from the basket or can, read it, and then decide under which heading it should go on the board. (True or false questions provided in the activity sheets)
- 1st graders: Help the children plant a seed or small bedding plant in a small pot or Styrofoam cup to take home. Write the memory verse on each pot/cup.
- 1st and 2nd graders: Write key words and names from this lesson and previous lessons on half-sheets of cardstock or large index cards. Help the children sound out the words; talk with them about how the words are spelled and how they should sound, etc. Make copies of pages of the Bible which include these sight words. Laminate the pages. Ask the children to circle, with dry erase markers, the sight words they see on the Bible pages. ([Questions](#) from the previous lesson provided in activity sheets)
- “[Leah and Rachel](#)” word search (provided in activity sheets)
- “[Jacob, Rachel, and Leah Matching Game](#)” (provided in activity sheets)

3rd-4th Graders:

- Advanced Bible Reader: Have the kids read Genesis chapters 29-30 (and chapters 26-28 if they did not read those chapters this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 26-30 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- “[Jacob, Rachel, and Leah True or False Questions](#)”: On strips of paper, write statements about the lesson which are true, and other statements which are false. Put magnetic tape on the back of each strip. Put the strips in a basket or can. Write “True” and “False” on a magnetic board. Ask each student to take a statement from the basket or can, read it, and then decide under which heading it should go on the board. (True or false questions provided in the activity sheets)
- “[Leah and Rachel](#)” word search (provided in activity sheets)
- “[Jacob, Rachel, and Leah Matching Game](#)” (provided in activity sheets)

SONGS:

“THE SONS OF JACOB”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Reuben, Simeon, Levi, Judah,
Issachar, Zebulun, Naphtali;
Dan, Gad, Asher; Joseph, and Benjamin.
These are the sons of Jacob.

“THESE ARE THE SONS OF JACOB” ([Click to Hear](#))

Author: Traditional

(Tune: “1 Little, 2 Little, 3 Little Indians”)

Reuben, Simeon, Levi, Judah,
Dan and Naphtali, Gad, and Asher,
Issachar, Zebulun, Joseph, and Benjamin,
These are the sons of Jacob.

“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown*

(Tune: “If You’re Happy and You Know It”)

Oh, be careful little eyes what you see. (REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go. (REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear. (REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little mouth what you say.

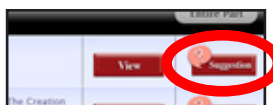
Oh, be careful little hands what you do. (REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little hands what you do.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Arranged Marriages to Leah and Rachel

Genesis 29:1—30:24



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 29:1-30:24; 35:23-26; 35:16-18

MEMORY WORK:

YOUNGER CHILDREN: "...for whatever a man sows, that he will also reap" (Galatians 6:7b).

OLDER CHILDREN: "Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap" (Galatians 6:7).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["These are the Sons of Jacob"](#)
- ["Oh, Be Careful, Little Eyes, What You See"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- Pictures of snakes, underwater creatures, lizards, and animals that can camouflage themselves. [e.g., [Discovery: "Camouflaged Warriors of the Jungle" \(December, 2010\)](#); ["Cuttlefish: The Camouflage King" \(June, 2008\)](#); ["All Kinds of Amazing](#)



Skin” (April, 2016)

PERSONAL APPLICATION:

No matter where I am, no matter how I feel, God is with me and will take care of me.

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

POINTS TO EMPHASIZE:

1. Review Sunday morning lesson (see [O.T. 2 Review Questions](#) for example questions)
2. Discuss how sometimes we can be influenced to do wrong by those we think are our friends. They appear to be something or someone they are not. (They appear to like you, but they talk about you to others. They say they’re a Christian, but try to get you to do or see something you should not.) Use the *Discovery* article and illustrations from nature about camouflage and how animals trick their prey. We must always be very careful whom we choose as friends, and not to let them influence us to do things God would not like.
3. Also, discuss the importance of Jacob marrying someone who would help him stay close to God. Esau had not chosen wisely for a wife, and Rebekah wanted Jacob to marry someone who knew God. Just like then, it is very important for us to marry someone who is a Christian and knows and loves God. The person we marry can make it easier for us to get to heaven, or harder, depending on their relationship with God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson
- Role play the story, using a veil. The element of “surprise” would be great fun for the children.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Enlarged Family

(The Twelve Sons of Jacob)

Genesis 29:1-30:24



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 29:1-30:24; 35:16-18,23-26; 48-50

MEMORY WORK:

The names of the twelve sons of Jacob—Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Dan, Naphtali, Gad, Asher, Joseph, and Benjamin [Daughter: Dinah]

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Sons of Jacob”](#)
- [“My Daddy”](#)
- [“My Mother”](#)
- [“These are the Sons of Jacob”](#)
- [“Jacob Had One Dozen Sons”](#)
- [“This Little Christian Light of Mine”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- For more information on the 12 tribes of Israel, see the Bonus Lesson (after Lesson 13)
- [“The Sons of Jacob Chart”](#) illustration (provided in activity sheets)
- [“The Twelve Sons Visuals”](#) (provided in activity sheets)



- **Jacob Deceived by Laban images from freebibleimages.com (DISCLAIMER: some representations may be biblically inaccurate)**

PERSONAL APPLICATION:

(YOUNGER CHILDREN): God wants me to be different from the people who make bad choices and who don't obey Him.

(OLDER CHILDREN): Christians (the Church) are God's special people today, just as the children of Israel were in the Old Testament. Just as the Israelites were to be different from the idol-worshipping people around them, we must not be like those who don't obey God.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about Jacob getting married. He wanted to marry Rachel but her father, Laban, tricked him. What did her father do to trick Jacob? (gave him Leah instead) So, Jacob had to work seven more years to marry Rachel. Today, we are going to talk about Jacob's family and how hard things can be for us when we fail to set up our homes in the way God intended.

In the Bible, the descendants of Jacob were called the children of Israel. They were God's chosen people for a long, long time, and He expected them to obey Him no matter what. Today, God's chosen people are Christians, and He expects us to obey Him, too. That means we are often different than other people. We want to do what God says so that others will want to learn about God and become Christians too. We need to let our light shine! What are some ways we let our lights shine and are good examples to others?

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

What would your family be like if you had five parents? Well, in Jacob's family, all the kids had a father, a mother, and three stepmothers! What do you think that must have been like? God has had a special plan for families from the time of Adam and Eve. What kinds of problems do you think Jacob might have had because he didn't follow God's plan?

The descendants of Jacob were called the children of Israel. They were God's chosen people for thousands of years, and He expected them to obey Him no matter what. Today, God's chosen people are Christians, and He expects us to obey Him, too. That means we are often different than other people. We want to do what God says so that others will want to learn about God and become Christians too. Are Christians different from others? Why should Christians be different? What are some ways Christians should be different from the rest of the world?

POINTS TO EMPHASIZE:

1. Review the marriages of Jacob and the children in his family.
2. The 12 sons and one daughter of Jacob grew up in a large, confusing household. Each one had several half-brothers, and there were four "moms" "in the house" (more than likely in four separate tents or houses in a compound) which can be a very volatile situation. We know that the two sisters, Rachel and Leah, had some problems getting along (mainly jealousy). In that kind of environment, it is inevitable that bad feelings would develop among the brothers.

Leah's sons were especially jealous of Rachel's son Joseph. From their descendants would grow the 12 tribes of Israel—the great nation that God promised to their great-grandfather Abraham years before.

NOTE: Sons of Jacob and Leah (use at your discretion):

Reuben: He committed fornication with Bilhah (Genesis 35:22; 49:3-4). He did commendable things to try to rectify his behavior (e.g., Genesis 37:21-29; 42:22,37), but at the end of Jacob's life, he still described Reuben as reckless or "uncontrolled as water" (Genesis 49:4). His descendants did not provide good leadership for the rest of the family. They did not respond to Deborah and Barak's call to arms (Judges 5:15-16). They helped to set up one of the unauthorized places of worship in Canaan (Joshua 22:10-34).

Simeon and Levi: Simeon and Levi are known as the "blood brothers" due to their violent, vengeful behavior in Genesis 34:25ff (on behalf of their sister). Jacob described these two sons as very self-willed, violent, and angry (Genesis 49:5-7). He predicted that both these sons would eventually be scattered throughout the lands of their other brothers. Simeon's descendants were, in fact, not given land of their own, but were given an inheritance within that of Judah (Joshua 19:1). Some were captured by idol-worshipping peoples and lived outside Canaan (1 Chronicles 4:39-43). Their numbers dwindled over time. During the Divided Kingdom, many of Simeon's descendants joined the ranks of the Kingdom of Judah again out of disgust with the immorality of the Kingdom of Israel (2 Chronicles 15:9). Levi's descendants became the special tribe of priests and were scattered among the brothers' lands, not receiving land of their own in Canaan. Many of the stories in the Bible involving the Levites are marked by self-willed, prideful, rebellious behavior (cf. Numbers 16; Leviticus 10).

Judah: His name means "praise." He was the ancestor of Jesus (Matthew 1:1-2). Jacob described this son as a "young lion" (Genesis 49:9). Judah was not a good influence on his other brothers early in the story (e.g., his treatment of Joseph and fornication with his daughter-in-law in Genesis 38). However, his unselfish and repentant attitude later in life was commendable (Genesis 43:8-10). Jacob predicted that Judah would be strong and courageous, and that his land would be productive and fruitful.

Issachar: Jacob described this son as a strong donkey that wanted only to rest and not to fight for what was his inheritance (Genesis 49:14-15). Jacob predicted that someday Issachar would be carrying burdens for others. Issachar's name means "wages" or "reward."

Zebulun: His name means "dwelling." One of the boundaries of the land given to Zebulun's descendants was near the Sea of Galilee, and through that land traders and merchants came from the Mediterranean Sea. Jacob predicted that some of Zebulun's land would be a safe place, or haven, for ships (Genesis 49:13).


NOTE: Sons of Jacob and Bilhah

Dan: Jacob described this son as a deadly serpent or "horned snake" (Genesis 49:16-18). Dan's name means "a judge," or "he judged." (Samson was a Danite.)

Naphtali: His name means "wrestled for." Jacob described this son as a "doe let loose" who "gives beautiful words" (Genesis 49:21). (Deborah and Barak were of the tribe of Naphtali.)




NOTE: Sons of Jacob and Zilpah



Gad: His name means “good fortune.” Jacob predicted (Genesis 49:19) that the land Gad’s descendants inherited would have to continually be defended. Indeed, their land was on the edge of territories controlled by the Ammonites and other desert peoples, open to frequent attacks. Jacob predicted that Gad’s land would be frequently assaulted but that Gad’s descendants would be strong enough to defeat them.

Asher: His name means “happy.” Jacob predicted (Genesis 49:20) that Asher’s food would be rich and that he would provide delicacies fit for a king. Asher’s territory included the coastal area (Joshua 19:24-30), which would include fertile farmlands.

NOTE: Sons of Jacob and Rachel



Joseph: Was his father’s favorite son (Genesis 37:3). Jacob predicted that Joseph would be a “fruitful bough (or son)” (Genesis 49:22). Indeed, Joseph was the most noble and God-fearing of the twelve sons. He suffered the most during his lifetime, but received the greatest blessings. (After Genesis 50, Joseph is not listed as one of the 12 Tribes of Israel. Instead, Joseph’s two sons, Manasseh and Ephraim, are listed as two of the 12 tribes. Levi also is not listed, since his descendants were to be priests to all the other descendants of Jacob.)

Benjamin: Rachel died when this son was born. Jacob described this son as “a wolf” (Genesis 49:27). His name means “son of my right hand.” (Saul, Jonathan, Ehud the judge, and the Apostle Paul were Benjamites.)

3. Recall from last quarter that since the very beginning—since the first home with Adam and Eve and their children—God has had a special design (plan) for happy homes. He knows what we need and what will make us happy. But because people make bad choices, we don’t always have the happy homes God knows we need. Jacob made some bad choices, and he also suffered because of the bad choices of other people (Laban’s trickery). He could not be the kind of husband and father that God wanted him to be, and his home was not as happy as God wanted it to be.
4. Just as God expected Jacob to obey His laws and build a strong family, He expects us to do the same.
5. When Jacob was near the end of his life, he called all of his sons together to talk to them. He had special things to say to each of his twelve sons and to the two sons of Joseph—Manasseh and Ephraim.
6. Jacob’s family had been through difficult times, and some of the family had not always obeyed God’s instructions. He wanted to remind them of their need for God and of the importance of obeying Him. He wanted them to think about bad choices they had made in the past so that they could try to do better. And Jacob wanted to remind them of the promises that God had made to him, to his father Isaac, and to his grandfather Abraham. Those promises, and God’s special relationship with their family, made them different from all other people on Earth.
7. In the Old Testament, the Twelve Tribes of Israel (Israelites, Hebrews, Jews) were God’s special people. They were to be different from all other peoples around them. They were to worship the one true God. They were to worship differently, to live differently, and to treat one

another differently from all the peoples around them. They were specially chosen to be the ancestors of the Savior of the world—Jesus.

8. In the New Testament, God’s special people are Christians (the Church, those baptized into Christ). We are to be different than all the other people around us, just like the Israelites in the Old Testament. We have special ways to worship God. We are to treat one another differently (as Jesus treated others) and show others by the way we live that we love God and respect His Word. Jesus described the way we are to live as a bright light in a dark place; we are to be the “light of the world” to lead others to God. (Elaborate on each of these points as much as you deem appropriate for each age group.)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for the complete [Activity Book](#).

Ages 2-5:

- “[The Sons of Jacob Coloring Sheet](#)” (provided in activity sheets)
- “[Twelve Sons Coloring Sheets](#)” (provided in activity sheets)
- Using small figurines or hand or stick puppets to represent members of the family, let each child describe the roles of every person in the family.
- Ask the children to draw and color a picture of each person in their families on a piece of paper which you have labeled “Thank you, God, for My Family.”
- Draw a lantern or a candlestick on a piece of paper. Write the memory verse on the bottom of the page. Make enough copies for all the children in your class. Provide small pieces of red, orange, and yellow tissue paper and let the children crinkle the paper. Help them use glue sticks to put the crinkled pieces of tissue paper on their lanterns or candlesticks.
- Provide magazine pictures of children helping and obeying. Help the children glue the pictures onto construction paper labeled “I show my love for God by what I do” (Matthew 5:16).
- Make copies of coloring pages that show children helping and obeying. Glue the pages onto a long strip of bulletin board paper or butcher paper to create a wall mural. Tell the children that when we do things for others and obey our parents and teachers, we are showing others how much we love God (we are letting our “lights shine”).
- Bible Bowling: Write out review questions on individual slips of paper and put them inside cardboard toilet paper tubes. Stand the tubes up in a row on the floor. Let the children take turns knocking down one tube at a time with a small, soft ball. After knocking down a tube, the child must answer the question inside.
- Five year olds: Provide an egg carton and 12 plastic eggs for each child. Also provide craft items (construction paper scraps, glue sticks, stickers, etc.) so the children can decorate their eggs; encourage them to draw faces on the eggs (add “personality”). Ask the children to write the names of Jacob’s sons on the plastic eggs.

1st-2nd Graders:

- Before class, darken the classroom (blankets over the windows, lights out, etc.), and put an object in a different part of the room from where the children will sit. Tell them what the object is, turn the lights off, and ask them if they can see it in the dark. Then light a candle or turn on a flashlight near the object, and see if they can find it. Discuss how we are the “light of the world,” showing by our actions and words how much we love Jesus. If we don’t help others, use right words, and act

like God wants us to, other people won't be interested in learning about Jesus.

- Sons of Jacob symbols: Using a computer program such as Printshop or a language program, print the Hebrew words for the names of Jacob and his sons. Make each name the size of an 8½ x 11 sheet of paper. Make small, empty booklets for the children (5½" x 4") with 13 pages. Give the 2nd-4th grade children black crayons or washable markers to see if they can copy the Hebrew names in their booklets. With five year olds and first graders, draw outlines of the words that they can fill in with crayons or washable markers.
- Provide an egg carton and 12 plastic eggs for each child. Also provide craft items (construction paper scraps, glue sticks, stickers, etc.) so the children can decorate their eggs. Encourage them to draw faces on the eggs (add "personality"). Ask the children to write the names of Jacob's sons on the plastic eggs.
- Take pictures of each child (could let them wear funny sunglasses). After developing the pictures, glue them to a construction paper sun (or a page from a "sun" notepad which can be purchased at a teacher supply store.) Add the caption: "I will shine for God." Around the picture, or on the back of the page, ask the children to write ways in which they can "shine" for God. (This activity can be started on Sunday morning and finished Wednesday night.)
- Bible Bowling: Write out review questions on individual slips of paper and put them inside cardboard toilet paper tubes. Stand the tubes up in a row on the floor. Let the children take turns knocking down one tube at a time with a small, soft ball. After knocking down a tube, the child must answer the question inside.
- "[Twelve Sons](#)" crossword puzzle (provided in activity sheets)
- "[Sons of Jacob Matching Game](#)" (provided in activity sheets)
- Write the names of characters and/or places studied in this and previous lessons on squares of construction paper or index cards. Tape the names to the backs of each student. Let the other kids give them clues to help them guess who or what is on the cards on their backs.
- Play Tic-Tac-Toe with questions from this and previous lessons ([Tic-Tac-Toe board](#), [Instructions](#), and [questions](#) with answers provided in activity sheets).
- Have the children read *Just Me and My Dad* and/or *Just Me and My Mom* by Mercer Mayer
- Make a cardboard or poster board circle on which you have written characteristics/information about the main characters in the lesson. Write the names of the main characters on clothespins and have students match the clothespins to the correct information on the circle.

3rd-4th Graders:

- Advanced Bible Reader: If they did not do so last week, have the kids read Genesis chapters 29-30, as well as chapter 31 (also read chapters 26-28 if they did not read those chapters this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 26-30 quiz from AP's [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Provide large index cards or rectangles of cardstock so that the students can write the "Recipe for a Happy Home" based on the Scriptures (given below under "Everyone must do their part to make a happy home").
- Write the names of characters and/or places studied in this and previous lessons on squares of construction paper or index cards. Tape the names to the backs of each student. Let the other kids give them clues to help them guess who or what is on the cards on their backs.
- Play Tic-Tac-Toe with questions from this and previous lessons ([Tic-Tac-Toe board](#), [Instructions](#), and [questions](#) with answers provided in activity sheets).

- “[Twelve Sons](#)” crossword puzzle (provided in activity sheets)
- “[Sons of Jacob Matching Game](#)” (provided in activity sheets)
- Before class, darken the classroom (blankets over the windows, lights out, etc.), and put an object in a different part of the room from where the children will sit. Tell them what the object is, turn the lights off, and ask them if they can see it in the dark. Then light a candle or turn on a flashlight near the object, and see if they can find it. Discuss how we are the “light of the world,” showing by our actions and words how much we love Jesus. If we don’t help others, use right words, and act like God wants us to, other people won’t be interested in learning about Jesus.
- Play “[Bible BINGO](#)”: Make “BINGO” cards with answers to review questions in each square. Write review questions on small cards which you will read one at a time. The children should put game markers (small pieces of scrap construction paper) on the squares as they find the answers to match the questions (Bingo cards provided in activity sheets).

FINGERPLAYS:

“MY DADDY”

I have a daddy, so big and so strong!
 He works for us all day long.
 He always knows the games that are fun,
 He reads to us when the day is done.
 I’d like to bow my head and say,
 “Dear God, bless Daddy every day.”

“MY MOTHER”

I have a mother so kind and so sweet.
 She dusts our house and keeps it so neat.
 She washes dishes, irons our clothes,
 When we need help, she always knows
 Exactly what is good and right.
 For her I say a special prayer tonight.

SONGS:

“THE SONS OF JACOB”

Author: Jeff Miller
 (Tune: See “[Kids Prep](#)” CD)

Reuben, Simeon, Levi, Judah,
 Issachar, Zebulun, Naphtali;
 Dan, Gad, Asher,
 Joseph, and Benjamin.
 These are the sons of Jacob.

“THESE ARE THE SONS OF JACOB” ([Click to Hear](#))

Author: Traditional

(Tune: “1 Little, 2 Little, 3 Little Indians”)

Reuben, Simeon, Levi, Judah,
Dan and Naphtali, Gad, and Asher,
Issachar, Zebulun, Joseph, and Benjamin,
These are the sons of Jacob.

“JACOB HAD ONE DOZEN SONS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Jacob had one dozen sons:
Reuben, Levi, Simeon.
Judah, Dan, and Naphtali,
Gad and Asher, me oh my!

Issachar and Zebulun,
Joseph, also, Benjamin.
Joseph’s brothers were real mean,
‘Specially when they heard his dreams.

CHORUS:

Jacob had 12 sons, and
Dinah, his one girl.
He loved his children,
But loved Joseph the most.

“THIS LITTLE CHRISTIAN LIGHT OF MINE” ([Click to Hear](#))

Author: Unknown*

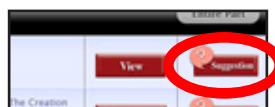
This little Christian light of mine,
I’m gonna let it shine.
This little Christian light of mine,
I’m gonna let it shine.
This little Christian light of mine,
I’m gonna let it shine.
Let it shine, all the time, let it shine.

All around the neighborhood,
I’m gonna let it shine.
All around the neighborhood,
I’m gonna let it shine.
All around the neighborhood,
I’m gonna let it shine.
Let it shine, all the time, let it shine.

Hide it under a bushel? No!
I'm gonna let it shine.
Hide it under a bushel? No!
I'm gonna let it shine.
Hide it under a bushel? No!
I'm gonna let it shine.
Let it shine, all the time, let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine;
Let it shine, all the time let it shine.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



An Agreement Between Jacob and Laban

Genesis 30:25—31:55



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 30:25-31:55; Ephesians 4:31-5:1; Colossians 3:8

MEMORY WORK:

YOUNGER CHILDREN: "Be angry and do not sin" (Ephesians 4:26a).

OLDER CHILDREN: "'Be angry and do not sin': do not let the sun go down on your wrath, nor give place to the devil" (Ephesians 4:26-27).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["My Daddy"](#)
- ["My Mother"](#)
- ["These are the Sons of Jacob"](#)
- ["Jacob Had One Dozen Sons"](#)
- ["This Little Christian Light of Mine"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See Sunday's lesson
- Make transparencies from coloring books or old take-home papers of main characters in the lesson.

PERSONAL APPLICATION:

God knows that I get angry sometimes, but I can choose not to hurt anyone or say something I shouldn't say when I am angry.

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under "O.T. 2 Bible Facts" on curriculum Web site)



- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)
- On Sunday morning, we learned about how large Jacob’s family became while he was working for Laban (in Padam Aram, his mother’s homeland). Tonight, we will talk about Jacob moving his family to another place. Can you imagine having to move such a large household of people, all of their belongings, and huge flocks of animals? How do you think Laban felt about Jacob, his daughters, and grandchildren moving away?

POINTS TO EMPHASIZE:

1. Review Sunday morning lesson (see [O.T. 2 Review Questions](#) for example questions).
2. Jacob worked for Laban for 14 years as payment for his two wives (Rachel and Leah). Jacob did such a good job of raising Laban’s sheep and goats that Laban became very wealthy. But Laban did not treat Jacob fairly, and finally Jacob decided to leave and go back to Canaan where he had come from.
3. Laban did not want Jacob to go back to Canaan, so Jacob made him a deal. (Note Laban’s comment in Genesis 30:27, “I have learned by experience that the Lord has blessed me for your sake.”) Jacob asked Laban to let him have all the spotted, speckled, and striped sheep and goats, which were considered the least valuable and weakest animals. Laban agreed and before long, Jacob had more animals and stronger animals than Laban. Laban and his sons became very jealous of Jacob because he became even wealthier than they.
4. Jacob worked for Laban six more years (20 years total). God spoke to Jacob and told him it was time to return to Canaan, and Jacob started making plans. He told Rachel and Leah that God had spoken to him, and they agreed to go with him. Jacob loaded up his wives and all his children and gathered together all his flocks for the long journey. (Note Rachel and Leah’s remarks about their father in Genesis 31:15-16!)
5. After three days, Laban found out that Jacob was trying to get away and, full of anger, went after him. God spoke to Laban in a dream and told him not to do or say anything harmful to Jacob. Laban traveled for seven days before catching up with Jacob at Mizpah (or Gilead). Even though he was very angry with Jacob, he did not say or do anything bad to Jacob because of the dream he had.



NOTE: Rachel stole and hid the “household gods” from her father (and then lied about it), indicating that Laban and possibly others in the family worshipped idols. Traditionally, sons—not daughters—would inherit the idols.

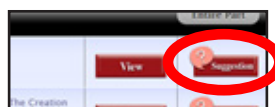
6. Laban said that he was angry that Jacob had taken Rachel and Leah and all the grandchildren without even giving him a chance to say good-bye. But Jacob reminded him that he had worked for 20 years, protecting and building up his flocks and herds, while Laban cheated him over and over. (Remind the children how Laban tricked Jacob into marrying Leah. With older children, read Genesis 31:41 together.)
7. Laban suggested that Jacob and he put up a pile of rocks and also a stone pillar (large block) as reminders to themselves and everyone else in their families that they would be at peace with each other from that time on.

8. Jacob offered a sacrifice on the mountain nearby, and his family and Laban and his men all ate together. The next morning Laban kissed his daughters and grandchildren good-bye and returned to his home.
9. There will be times when we get mad about different things. But it is important to remember that we have to control our anger so that we, like Laban and Jacob, do not say or do things to hurt other people or disappoint God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

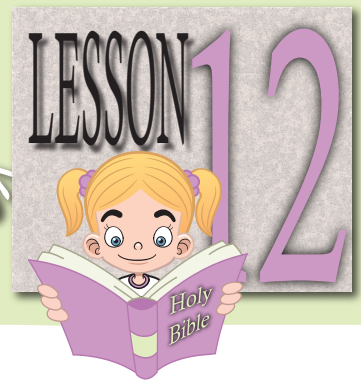
- See Sunday morning’s lesson.
- Have the children read *I Was So Mad* by Mercer Mayer

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Love and Forgiveness: Jacob and Esau Meet Again

Genesis 32 and 33



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 32 and 33; Ephesians 4:32; 1 Peter 3:8-9

MEMORY WORK:

YOUNGER CHILDREN: "...forgiving one another...even as Christ forgave you"
(Colossians 3:13).

OLDER CHILDREN: "bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also must do" (Colossians 3:13).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Love, Love](#)"
- "[Forgiveness](#)"

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- "[Map of Jacob's Journeys](#)" on which you can show Jacob's journey (map provided in map section of curriculum Web site)
- [Jacob Wrestles with an Angel; Reunited with Esau images](#) from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



PERSONAL APPLICATION:

It is important that I learn to forgive and not hold grudges against someone who has hurt me.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Do you remember how Jacob tricked his father Isaac so that he could get the blessing that should have been Esau's? How did that make Esau feel? (Very angry) Jacob left his family and his home in Canaan to get away from Esau. After 20 years away from Canaan, working for his uncle Laban, God spoke to Jacob and told him to go back home. Jacob wanted to go back, but he was afraid of what Esau might do, even after all of those years. Today, we are going to talk about how Esau treated his brother when they saw each other again.

INTRODUCTION: (OLDER CHILDREN)

Do you remember how Jacob tricked his father Isaac so that he could get the blessing that should have been Esau's? Jacob left his parents and his home in Canaan to look for a wife, but he left home mainly because he was afraid of Esau. Esau was so angry that he wanted to kill Jacob. After 20 years away from Canaan, working for his uncle Laban, God spoke to Jacob and told him to go back home. Jacob wanted to go back, but he was afraid of what Esau might do, even after all of those years. Today we are going to find out how Esau treated Jacob when they saw each other again.

POINTS TO EMPHASIZE:

1. Jacob had left his childhood home and family with nothing. He returned with many flocks, 12 children (11 sons, plus Dinah; Benjamin had not yet been born), two wives (Rachel and Leah), two women he treated like wives (Bilhah and Zilpah), and many servants.
2. As they got closer to Canaan, Jacob sent messengers to the land of **Seir** where Esau and his descendants lived. The messengers were to tell Esau that Jacob was coming and that he wanted to pass through that area peacefully. The messengers returned with news that Esau was coming toward Jacob with about 400 men!



NOTE: **Seir**, the homeland of Esau's descendants, the Edomites, was a mountainous region which stretched eastward from the south end of the Dead Sea.

3. Jacob was frightened by the possibility of war with his brother Esau. So he divided his family and his animals into groups, putting Rachel and their young son Joseph farther away from danger than the rest. Jacob thought if Esau attacked one group, the others might escape. Jacob asked God for help and protection. The next day, Jacob gathered over 500 animals (camels, goats, donkeys, and others) to be sent as gifts for Esau. He hoped that all the gifts would help calm Esau so that he might not want to attack Jacob and his family.
4. Then Jacob made camp for Rachel and Leah, as well as Bilhah and Zilpah, and all the children on one side of a stream called Jabbok. He spent the night alone on the opposite side of the stream. That night a "man" came and wrestled with Jacob all night long. When the Sun was beginning to come up, the "man" told Jacob to let go, but Jacob wouldn't until the "man"

blessed him. Jacob realized he was not a man at all but an angel from God (Hosea 12:3-4). The angel of the Lord told Jacob that his name wouldn't be **Jacob** any longer, but "**Israel**."



"**Jacob**" means "supplanter" or "deceiver," while "**Israel**" means "having power with God" or "God's fighter."



RECOMMENDED READING FOR TEACHERS: See the articles "[Seeing God 'Face to Face'](#)" and "[Why Was Jacob Still Called Jacob After His Name Was Changed to Israel?](#)" by Eric Lyons on the Apologetics Press Web site for responses to alleged biblical discrepancies regarding the Jacob wrestling with God incident.

5. That morning, Jacob saw Esau and his 400 men coming at a distance. He decided to go out and face Esau and try to protect his family. Jacob bowed down to Esau seven times as a sign of respect and humility. Thankfully, Esau did not come to fight his brother. He had heard that Jacob was coming and likely brought the men to give Jacob's family protection as they traveled through the area. He ran to meet Jacob and hugged him and kissed him. The two brothers who had been apart for so many years cried together because they were so glad to see one another again and be at peace with one another.
6. Esau did not want to accept Jacob's gifts, but Jacob insisted. It was good for Jacob to give gifts to Esau to try to make up for the deceitful way he stole from him. God wants us to try to make things right with others when we mistreat them (Matthew 3:8). He met Jacob's wives and children for the first time. Jacob told Esau that they did not need his protection because he was relying on God.
7. So Esau went back to Seir, and Jacob went to **Succoth** where he and his family stayed long enough to build a house and "booths." Jacob then went on to Shechem where he bought some land, and built an altar to worship God as his father Isaac and grandfather Abraham had done so many times before.



"**Succoth**" means "booths."

8. Forgiveness is one of the main themes of the entire Bible. God is always willing to forgive us when we make mistakes, admit we're wrong, ask for forgiveness, and make things right the best we can. He expects us to do the same. We must learn to say, "I'm sorry," and forgive those who say, "I'm sorry" to us.
9. God has the right and the power to punish us for every mistake, but He is willing to forgive. He allowed His Son, Jesus, to die the death that we deserve so that we could have forgiveness of every sin we have ever committed. If God is willing to forgive me, should I hold a grudge (have bad feelings toward someone) or try to seek revenge? **No!** And, besides that, I will surely make mistakes and need the forgiveness of others. If I hold grudges and withhold forgiveness, others will more than likely not be willing to forgive me either.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for the Complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- "[Jacob and Esau Reconcile Coloring Sheet](#)" (provided in activity sheets)

- Provide each child with four small red foam hearts and a piece of yarn long enough to make a necklace. On one heart write “I will;” on another write “have a;” on the third one write “forgiving;” on the fourth one write “heart.” Punch one hole in each heart. Help the children string the hearts together to make necklaces.
- Heart review game: Cut out several hearts, and cut them in half. Write questions from the story on the left sides of the hearts and the answers on the right sides. **Or**, for non-readers, write questions on the left sides and put stickers or small pictures on the right sides that will indicate the answers. Put magnetic tape on the backs of each piece. Place the answers (right sides) on a magnetic board. Let each child draw a question (right sides), then read the question or help them read the question. Then see if the child can find the answer to match the question. Continue until every child has had a turn.
- Have children role-play a few situations in which they need to forgive someone or situations in which they need forgiveness. Examples: Two children role-play someone breaking a toy and the other forgives him. A child breaks his mother’s favorite lamp and tells his mother what he’s done.

1st-2nd Graders:

- Heart review game: Cut out several hearts, and cut them in half. Write questions from the story on the left sides of the hearts and the answers on the right sides. **Or**, for non-readers, write questions on the left sides and put stickers or small pictures on the right sides that will indicate the answers. Put magnetic tape on the backs of each piece. Place the answers (right sides) on a magnetic board. Let each child draw a question (right sides), then read the question or help them read the question. Then see if the child can find the answer to match the question. Continue until every child has had a turn.
- Have children role-play a few situations in which they need to forgive someone or situations in which they need forgiveness. Examples: Two children role-play someone breaking a toy and the other forgives him. A child breaks his mother’s favorite lamp and tells his mother what he’s done.
- [“Love and Forgiveness”](#) crossword puzzle (provided in activity sheets)
- Play review games with a beanbag toss. Children sit in a circle and toss the beanbag back and forth to each other. As they do so, they can say the books of the Bible in order, parts of a memory verse, or ask a question about the lesson that the next student must answer.
- Jacob Pizza Round: Divide a cardboard circle (from a frozen pizza) or a poster board circle, into equal sections and write a review question on each section. Write answers to the questions on clothespins. Encourage one student at a time to match the clothespins (answers) to the correct questions on the circle.
- Trace Jacob’s journey on the [“Map of Jacob’s Journey”](#) (provided in activity sheets).

3rd-4th Graders:

- Advanced Bible Reader: Have the children read Genesis 32-35 (as well as chapter 31 if they did not do so last week). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 31-35 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- [“Love and Forgiveness”](#) crossword puzzle (provided in activity sheets)
- Play review games with a beanbag toss. Children sit in a circle and toss the beanbag back and

forth to each other. As they do so, they can say the books of the Bible in order, parts of a memory verse, or ask a question about the lesson that the next student must answer.

- Have children look up “forgive” and “forgiveness” passages in Bible concordances and/or Bible dictionaries. Discuss their discoveries with them.
- Trace Jacob’s journey on the “[Map of Jacob’s Journey](#)” (provided in activity sheets).

SONGS:

“LOVE, LOVE” ([Click to Hear](#))

Author: English Folk Hymn

Love, Love, Love, Love.
The Gospel in a word is Love.
Love your neighbor as your brother.
Love, Love, Love.

Peace, Peace, Peace, Peace.
The Gospel in a word is Peace.
Peace that passes understanding.
Peace, Peace, Peace.

Joy, Joy, Joy, Joy.
The Gospel in a word is Joy.
Joy that fills to overflowing.
Joy, Joy, Joy.

Christ, Christ, Christ, Christ.
The Gospel in a word is Christ.
Love Him, serve Him, and adore Him.
Christ, Christ, Christ.

“FORGIVENESS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Nestle Song”)

If others come and mistreat me,
F-O-R-G-I-V-E.
For-give.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Love and Forgiveness

Jacob and Esau Meet Again

Genesis 32 and 33



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 32 and 33; Ephesians 4:32; 1 Peter 3:8-9

MEMORY WORK:

YOUNGER CHILDREN: "...forgiving one another...even as Christ forgave you, so you also much do" (Colossians 3:13).

OLDER CHILDREN: "...bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also must do" Colossians 3:13).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Love, Love"](#)
- ["Forgiveness"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- [Jacob: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 2.3)
- "[Map of Jacob's Journeys](#)" on which you can show Jacob's journey (map provided in map section of curriculum Web site)
- [Jacob Wrestles with an Angel; Reunited with Esau images](#) from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



PERSONAL APPLICATION:

It is important that I learn to forgive and not hold grudges against someone who has hurt me.

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

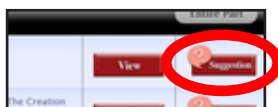
POINTS TO EMPHASIZE:

1. Forgiveness is one of the main themes of the entire Bible. God is always willing to forgive us when we make mistakes and ask for forgiveness, and He expects us to do the same. We must learn to say, “I’m sorry,” and forgive those who say, “I’m sorry” to us.
2. God has the right and the power to punish us for every mistake, but He is willing to forgive. He allowed His Son, Jesus, to die the death that we deserve so that we could have forgiveness of every sin we have ever committed. If God is willing to forgive me, should I hold a grudge (have bad feelings toward someone) or try to seek revenge? **No!** And, besides that, I will surely make mistakes and need the forgiveness of others. If I hold grudges and withhold forgiveness, others will more than likely not be willing to forgive me either.
3. In the New Testament, when Jesus was teaching His disciples about the importance of forgiving others, Peter wanted to know how many times he had to forgive someone. Jesus’ answer indicated an unlimited number of times, which was very hard for Peter to understand (Matthew 18:21-35). (Read and discuss the parable of the Unmerciful Servant with older students.)
4. Describe situations where someone is hurt by the actions or words of another person. With older children, read some or all of the following scriptures: Matthew 5:1-12; 6:9-15; Galatians 5:14-15; Ephesians 4:1-3, 17-32.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Suffering of Job

Job 1-42



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Job; Ezekiel 14:14; James 5:10-11

MEMORY WORK:

YOUNGER CHILDREN: "Therefore I have uttered what I did not understand" (Job 42:3).

OLDER CHILDREN: "Therefore I have uttered what I did not understand, things too wonderful for me, which I did not know" (Job 42:3).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Patient Job"](#)
- ["The Trial of Job"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures of the animals and phenomena discussed in the book of Job (see Job 38-41)
- "Job, God's Jewel" visual by Sarah Richey (pp. 25-29 of *Creative Bible Teaching: Volume 2*)
- [Dinosaurs Unleashed](#) by Kyle Butt and Eric Lyons, Apologetics Press
- ["A Patient Man from Uz"](#) AP Video
- AP short videos on dinosaurs: "[Dragon Myths or Dinosaur Descriptions?](#)" "[When Did God Create Dinosaurs?](#)" "[Are There Evidences that Humans and Dinosaurs](#)



Coexisted?”

- Pieces of broken pottery, ash, and (appropriate) pictures of *Elephantiasis*

PERSONAL APPLICATION

No matter what we face in this life, no matter how intense our suffering and hardship may become, when we think about Who God is, we will be able to cope with our suffering and survive the trials of life. We can **endure** like Job did!

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever heard of the man in the Bible named Job? Few people have lost as much in so short a time as did Job. Today, we'll learn what happened and how Job handled it. Then, we will learn how God wants us to react when bad things happen to us.

INTRODUCTION: (OLDER CHILDREN)

Have you ever heard of the man in the Bible named Job? Few people have lost as much in so short a time as did Job—his possessions, his 10 children, and his health. Today, we'll learn what happened, how it happened, how Job handled his hurt, and how God responded to him. God's response helps us to know how God wants us to respond when bad things happen to us.

POINTS TO EMPHASIZE:

1. The Bible tells us that Job lived in the land of **Uz**. Most likely, he lived around the time of Abraham, or slightly before.



NOTE: Uz was located in north Arabia. Job was not an Israelite and likely lived in the second millennium B.C. before the Law of Moses was given at Sinai, but after the Flood (possibly before the time of Abraham). The book describes circumstances that fit the Patriarchal Age. Nothing is mentioned in the book about the tabernacle, Moses, the Mosaic priesthood, or the Law. Instead, Job served as the priestly head of his family (1:5)..



RECOMMENDED READING FOR TEACHERS: See pp. 142-143 in *Flooded* for a discussion of when Job likely lived.

2. The Bible tells us that Job was a good man who loved and respected God. God had blessed him. Yet, one day Satan asked God if he could hurt Job to prove that Job only served God because God blessed him. God gave His permission, but said Satan was not to touch Job himself. So Satan took away Job's possessions (in the form of his livestock). Then he caused Job's 10 children (seven sons and three daughters) to die on the same day while they were eating together in the oldest brother's house. Some kind of tornado made the house fall down on the children.



RECOMMENDED READING FOR TEACHERS: See the article “[Does the Word ‘Perfect’ Really Mean ‘Perfect’?](#)” by Kyle Butt on the Apologetics Press Web site for a response to an alleged error concerning the Bible’s description of Job. Also see “[Satan, Job, and a False Implication](#)” by Kyle Butt for further discussion about Satan’s charge against Job and why he served God.

3. Listen to Job’s reaction to his calamity: “Naked I came from my mother’s womb, and naked shall I return there. The LORD gave, and the LORD has taken away; Blessed be the name of the LORD” (Job 1:21). He did not sin or charge God with wrong.
4. Then Satan asked God permission to hurt Job’s body, since he said that a person will give up everything if he can save his own life. God gave permission, but said Satan was not to kill Job. So Satan afflicted Job with a horrible skin disease that was very painful. It included open sores from head to foot that he scraped with a broken piece of pottery, cracked, shriveled skin that attracted worms, offensive breath and repulsive appearance, piercing bone pain with his bones clinging to his blackened skin, and burning with fever.



NOTE: Based on the symptoms listed throughout the book, some scholars believe that the disease with which Job was inflicted might have been *Elephantiasis*, a disease in which the following symptoms are typical: disfiguration, worms, fever, pain, skin ulcers, bone and joint pain, fatigue, abscesses, hard and thick, darkened or warty skin that may even crack at times, allowing the spread of bacteria further (see the *Gale Encyclopedia of Medicine*, 2002, for more information).

5. Job’s wife foolishly discouraged Job by urging him not to be concerned about his good character, but to “throw in the towel,” give in to his pain and die. Job’s reaction to her was a great example for us: “Shall we indeed accept good from God, and shall we not accept adversity?” (Job 2:10). The Bible says, “In all this Job did not sin with his lips.” As we face hardship in life, we should never blame God or give up our faith in Him.
6. Job’s three friends heard about his calamity and visited him. When they saw how bad Job looked, they were very sad, and began to weep and cry. They sat with him for seven days without saying anything to him, because they saw his pain and suffering were great.
7. Then Job cried out in his agony, wishing he had never been born. He wanted to know why he had to endure such affliction.
8. Then his three friends began to speak. They insisted that Job had sinned against God, and he was being punished for his sin. To them, the solution was simple: Job must repent!
9. But Job continued to believe that he had not sinned against God, and that he was living his life in harmony with God’s will. He reacted to his “friends” by calling them “miserable comforters” (16:2) who were persecuting him and being unkind to him (19:22; 6:14). He also called out to God demanding an explanation for his misery (10:2; 13:3), desiring his “day in court” in order to establish his innocence (9:19; 23:4).
10. Though Job was, indeed, a righteous man who was faithful to God (1:1; 2:3; 42:7), he had no right (and we have no right) to demand that God give account of Himself when we face hardship and suffering in life. As the Supreme Governor of the Universe, God rules over both the physical Universe and the eternal realm. Though God loves us and wants what is best for us, we have no right to expect Him to answer all our questions to our satisfaction. The Bible provides everything we need to get to

heaven (2 Peter 1:3), and God is under no obligation to give us explanations for the operations of the Universe—including why we are suffering hardship at any given moment in our lives.

11. As proof, God finally breaks His silence and grants Job’s wish—God speaks directly to him (chs. 38-40). First, God emphasized to Job that he is not in a position to question God’s handling of the created order, since he lacks knowledge and understanding. God then “pummeled” Job with four chapters that dazzled Job with the wonders of the Universe: some 20 features of the non-living Universe or inanimate realm (38:1-38), followed by 11 animals (38:39-41:34), the last two of which are incredible in their size and ferocity: Behemoth (40:15-24) and Leviathan (ch. 41).

NOTE: The 20 non-animal features of the Universe that God presented to Job include: Earth’s foundation, ocean, morning, laws of science, springs of the sea, recesses of the deep, gates of death, expanse of the Earth, light and darkness, snow, and hail. The first 9 animals are the lion, raven, mountain goat, wild donkey, wild ox (Aurochs), ostrich, war horse, hawk, and eagle. Observe that all these phenomena/animals are historically real. Hence, so are Behemoth and Leviathan. The allusion to these two creatures is not “poetic hyperbole,” nor are they to be equated with the hippopotamus and alligator as many commentators allege. They were actual animals with which Job was personally familiar—animals that would have proved the point that God was making to Job: you cannot even begin to understand, let alone control, these creatures; how then can you expect Me (the Creator) to submit Myself to your interrogation and expectations?

Behemoth was most likely one of the larger herbivore dinosaurs, perhaps *Apatosaurus*, whose overall body length could reach 90 feet, which included a long, prodigious tail held together with 82 bones. *Argentinosaurus* stood 70 feet high (about the size of a six story building), weighed 100 tons, and was some 120 feet in length (three long school buses placed end to end), with over a third of that length consisting of its massive tail. Scientists think the 85-foot-long *Brachiosaurus* used its long, thick tail to brush away most attackers. Similarly, *Supersaurus* measured about 138 feet, with perhaps nearly half that length consisting of its tree-like tail also used for protection. *Seismosaurus* measured from 130-170 feet long with a tail that contained at least one unusual wedge-shaped vertebra that gave it a kink, again, enabling it to use its movable tail for protection.

Leviathan was also equally real—an aquatic creature (likely also now extinct). It clearly had fire-breathing capability (41:18-21) and was so formidable that humans could not subdue it. This spectacular creature is also mentioned indirectly in Genesis 1:21 (“great sea creatures”). For more articles on this subject, visit the A.P. Web site and enter “Leviathan” in the search engine.



RECOMMENDED READING FOR TEACHERS: See the articles “[Behemoth: A Tail Like a Cedar?](#)” and “[The ‘First of the Ways of God’](#)” by Dave Miller, as well as “[Historical Support for the Coexistence of Dinosaurs and Humans \[Part II\]](#)” by Eric Lyons on the Apologetics Press Web site for in depth discussions about the nature of the dinosaur-like creatures in Job chapters 40-41.



12. At the conclusion of Job’s incredible encounter with God, humbled and brought to his spiritual senses, Job extolled God’s omnipotence (42:2a), God’s sovereignty (42:2b), and his own lack of understanding and knowledge (42:3). Verse five is the climax of the book, in which Job

comes to the ultimate realization that he no longer needed an explanation. He had come face to face with God’s awesome majesty. A recognition of the reality and person of God is sufficient for us to weather the storms of life and get us through any ordeal we may have to face.

13. Peter also learned that when the tempests are swirling around you, you must keep your eyes on Jesus (Matthew 14:30), that is, focus your mind and life on God—His Word and will—and do not let life’s hardships distract you or divert your attention away from spiritual reality. Even though Job’s mouth got him in trouble with the Lord, James 5:10-11 emphasizes how he was still able to bear up under his torment and stay faithful to God—“My brethren, take the prophets, who spoke in the name of the Lord, as an example of suffering and patience. Indeed we count them blessed who endure. You have heard of the perseverance of Job and seen the end intended by the Lord—that the Lord is very compassionate and merciful.”



RECOMMENDED READING FOR TEACHERS: See the articles “[The Problem of Evil](#)” (by Dave Miller and Kyle Butt) and “[One of Suffering’s Greatest Benefits](#)” (by Kyle Butt) on the Apologetics Press Web site, as well as the book [Why People Suffer](#) by Dave Miller for a response to the argument that God is evil for allowing good/innocent people to suffer.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for the complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[The Suffering of Job Coloring Sheet](#)” (provided in activity sheets)
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.

1st-2nd Graders:

- Advanced Bible Reader: If they did not do so last quarter, have the kids read [God Made Reptiles](#) by Eric Lyons (Apologetics Press). Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have one child pretend that something bad happened to him (e.g., fell off bicycle and got scraped up), and have the other children act out being good/bad friends.
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.
- “[The Suffering of Job Word Search](#)” (provided in activity sheets)
- [Dinosaur Coloring Book](#) from Apologetics Press

3rd-4th Graders:

- Advanced Bible Reader: If they did not do so last quarter, have the kids read [God Made Reptiles](#) by Eric Lyons (Apologetics Press). Also, for those kids who are able, if they did not do so last

quarter, have them read Apologetics Press' *Amazing Dinosaurs Designed by God* by Kyle Butt. Have the children read *A Patient Man from Uz* and the *Dinosaur Field Journal* by Kyle Butt as well. Print out copies of the corresponding quizzes from AP's *Advanced Bible Reader* (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

- Advanced Bible Reader: Also have the children read Job chapters 1-5 and chapters 29-42. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the relevant quizzes from AP's *Advanced Bible Reader* (ABR) site.
- Have one child pretend that something bad happened to him (e.g., fell off bicycle and get scraped up), and have the other children act out being good/bad friends.
- Draw or find pictures representing the characters/phenomena/creatures of each chapter/section of the book, and write what they represent on the back of each card. Laminate the cards, and have the students put them in chronological order based on the story [e.g., picture of young Job, healthy and happy, with seven sons and three daughters for chapter 1a; picture of Job's children eating for chapter 1b; picture of Job with skin disease for chapter 2; picture of three old men talking with Job chapters 3-31 (Eliphaz, Bildad, Zophar); picture of young man (Elihu) speaking to Job chapters 32-37; whirlwind chapter 38a; picture of the phenomena chapter 38b; picture of animals God shows (chapter 39); picture of Behemoth (chapter 40); picture of Leviathan (chapter 41); Job speaking to the whirlwind (chapter 42a); Job praying, with three friends in background (chapter 42b); Job old and wealthy with new children in chapter 42c (seven sons, three daughters)].
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.
- "[The Suffering of Job Word Search](#)" (provided in activity sheets)
- "[The Suffering of Job True or False](#)" activity (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [March, 2021](#); [April, 2006](#)
 - *Why, Oh Why? Oh Me, Oh My! The Story of Job*, by Phil A. Smouse
 - *Tried and True Job*, Tim Shoemaker, Arch book
 - [The Truth About...Dinosaurs](#) from AP's kids tracts series
 - [Print out and staple] [Creation A Dinosaur Called Behemoth](#), by Jill Kemp

SONGS:

"GOD EXISTS"

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

VERSE 1:

If there's an engine, there's an engineer.
If there's a painting, there's a painter somewhere.
If there's a law, there's a law maker.
If there is writing, there's a writer for sure.

If there's design in the world, and we know that there is,
There must be a Designer, Who designed it.

CHORUS:

God exists, the evidence says.

We can believe it. We don't have to guess.

VERSE 2:

The Universe exists. It had to come from somewhere.
It must have a Cause. That Cause put it there.
It can't create itself. It can't exist forever.
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.
If Johnny took my stuff, it wouldn't be right.
If there is right and wrong that everyone is subject to,
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.
Be sure to obey Him, and He'll be proud of you.

“PATIENT JOB” ([Click to Hear](#))

Author: Lora Laycook

(Tune: Jesus Keep Me Near the Cross)

VERSE 1:

Job was an upright, perfect man,
Patient and enduring;
But temptations came to him,
From Satan so alluring.

CHORUS:

Patient Job, Patient Job,
His faith did not leave him,
Even though his loved ones died,
That did sorely grieve him.

VERSE 2:

We should try to be like Job,
Patient and enduring;
For we know the evil one,
Will always be alluring.

(CHORUS)

“THE TRIAL OF JOB”

Author: Jewel Kendrick

(Tune: Count your Many Blessings)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



The Suffering of Job

Job 1-42



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Job; Ezekiel 14:14; James 5:10-11

MEMORY WORK:

YOUNGER CHILDREN: "Therefore I have uttered what I did not understand" (Job 42:3).

OLDER CHILDREN: "Therefore I have uttered what I did not understand, things too wonderful for me, which I did not know" (Job 42:3).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Patient Job"](#)
- ["The Trial of Job"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures of the animals and phenomena discussed in the book of Job (see Job 38-41)
- "Job, God's Jewel" visual by Sarah Richey (pp. 25-29 of *Creative Bible Teaching: Volume 2*)
- Pieces of broken pottery, ash, and (appropriate) pictures of *Elephantiasis*



PERSONAL APPLICATION:

No matter what we face in this life, no matter how intense our suffering and hardship may become, when we think about Who God is, we will be able to cope with our suffering and survive the trials of life. We can **endure** like Job did!

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

POINTS TO EMPHASIZE:

Review Sunday’s lesson, emphasizing the ways we are to be different from others (what we watch, what we listen to, what we say, how we dress, etc.). See [O.T. 2 Review Questions](#) for example questions.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.
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