

Adventures on

Traveling Through the Bible



4

All Staff
Pre-Class

Jacob & Esau

- Arrange tables and chairs.
- Pray for today's class.
- Have music playing.
- Welcome kids as they arrive.
- Begin taking attendance.

MEMORY WORK - LARGE GROUP

(Leader/Teacher)

____:____ - ____:____
(20 min.)

Chose some of the following activities:

- **Books of the Bible**
Chose activities from the "Books of the Bible Memorization Activities" sheet. Allow time for students to quote the names of the books of the Old or New Testament in order when they have mastered them. Have a chart or poster for them to record their accomplishments.
- **10 Commandments**
 - Sing "The Ten Commandment Boogie" by Go Fish.
 - Sing the 2nd Commandment (Ex. 20:4) to the tune of "Twinkle, Twinkle, Little Star."
 - Sing the 10th Commandment (Ex. 20:17) to the tune of "If You're Happy and You Know It."
 - Print commandments and numbers on separate cards. Mix up the cards and have the students match them up again (can use Velcro to attach them to a board) or play the memory game (place in grid on table and have students turn over two at a time to try to find the commandment and number that match).
- **Memory Work Songs**
Several of the verses students are memorizing (during MEMORY WORK - SMALL GROUP time) have been set to music. From time to time, sing these songs during large-group time. (Visuals can be found in the tubs with the students' memory work folders.)
- **Award Prizes**
As students achieve large- or small-group memory work goals, reward them (the next week) during MEMORY WORK - LARGE GROUP time so that everyone can congratulate them on their accomplishments.
- Break into smaller groups, one teacher with each group, and work with students on individualized memory work.
 - For our class, we divide into four groups: two each for 6- to 7-year-olds and 8- to 10-year-olds. (To cut down on noise and confusion, two groups may leave the room to practice verses in the hallway or stairwell, etc.)
 - We use workbooks entitled *Quick and Powerful Scriptural Concepts for Children* by Valda Johnson and Ilene Sargeant, ordered through Pentecostal Publishing House. In these, students memorize a set of six verses at a time, quoting them

MEMORY WORK - SMALL GROUP

All Staff

____:____ - ____:____
(15 min.)

one at a time, then two at a time, then three at a time, etc., until they are ready to test on all six at once.

- Remind students that there will be prizes for those who score 80 percent or better when they test (exceptions may be made for younger students, etc.).
- Remind students that during Bible Memory Work time, everyone must be working! Encourage them to work together to memorize verses, as opposed to distracting each other.
- Coloring pages are available to help occupy visitors (or younger/distracted students) while their classmates are quoting verses.

REVIEW

(Leader/Teacher)

____:____ - ____:____
(10 min.)

- Ask review questions from previous lesson. See "Adventures on Route 66 Review Questions." Ideas:
 - Toss out candy for correct answers.
 - Form teams and play Bible baseball.
 - Form teams and play tic-tac-toe. (A correct answer allows a team to place its "X" or "O.")
 - Play musical chairs. If student answers a question correctly, he/she is NOT out.

RULES & PRAYER

(Leader/Teacher)

____:____ - ____:____
(5 min.)

- Go over rules (Power Hour Promises) by calling on students to read/remember the rules.
- Pray together for the class. (Take individual requests from students only as time allows.)

BIBLE LESSON

(Leader/Teacher)

____:____ - ____:____
(20 min.)

Teacher Prep: Read Genesis 24; 25:20-34; 27; 28; and 29:1-30, as well as *Read with Me Bible*, 50-73. (NOTE: The lessons in this series cover a lot of material, so you will need to keep the lesson moving along to get through the material in 20 minutes.)

Items Needed: Bridal veil (or sheer curtain to use as veil); *Read with Me Bible*; timeline figures #28-32 and 34-37, (NOTE: Attach timeline items to board carefully with rolled pieces of tape; try to avoid sticking the tape to the timeline itself.)

Show veil and place it on one of the girls. Abraham wanted his son to get married and have a family (remember, God promised him a lot of descendants: grandchildren, great-grandchildren, great-great-grandchildren, etc.). However, Abraham didn't want Isaac to marry any of the girls in the new country in which they lived, so what did he do? (*he sent his servant back to his home country to find Isaac a bride*)

Abraham knew: choosing the person you marry is one of the most important decisions you will ever make! The rest of your life and your family will be greatly affected by the person you choose. Let's look at what happened when Isaac got married. (Remove veil from girl.)

Read the Bible storybook to students with expression, noting Scripture references and showing pictures. Tell the students to pay careful attention because you will be asking them questions after you read.

Read with Me Bible, pp. 50-73.

Discuss the following questions. (Read with Me Bible may not address all of them.)

- **What did Abraham's servant pray so that he would know whom God had chosen as a wife for Isaac? (he prayed that the girl who offered to water his camels when he asked her for a drink for himself would be the one God had chosen for Isaac's wife)**
- **What was the name of the girl who watered the servant's camels and became Isaac's wife? (Rebekah)**

Have a student attach timeline items #28 & #29 (Rebekah & camel).

- **Isaac and Rebekah had twin sons. Who was the oldest twin, Jacob or Esau? (Esau)**

Have a student attach timeline items #30 & #31 (Jacob & Esau).

- **What is a birthright? (the special privileges belonging to a first-born son: he becomes the head of the family and gets a double portion of the family inheritance)**
- **How did Jacob get the birthright from Esau? (he traded him a bowl of stew [soup] for it)**
- **How did Jacob get the blessing that his father Isaac intended to give to Esau? (he deceived his father into thinking he was Esau by wearing Esau's clothes and goat skins to make himself hairy)**

Show wedding veil again.

- Why did Isaac and Rebekah send Jacob back to Rebekah's home country to her brother, Laban? *(to find a wife and to get away from his angry brother Esau)*

Have a student attach timeline items #35 & #36 (Laban & sheep).

- What did Jacob dream when he was on his way to Rebekah's home country? *(he dreamed about a ladder [or stairway] reaching up to heaven with angels going up and down and the Lord standing at the top, promising to give him the land on which he was lying and to watch over him)*

Have a student attach timeline item #34 (angel with ladder) near Jacob.

- Jacob ended up with two wives. What were their names? *(Leah and Rachel)*
- Which wife did Jacob love? *(Rachel)*

Have a student attach timeline items #32 & #37 (Rachel & Leah).

- Did Laban treat Jacob fairly? *(no; besides tricking him into marrying Leah, he made him work 14 years to earn his wives, and he changed his wages ten times)*
- Did Laban's treachery lead to Jacob's failure? *(no; in spite of everything Laban did, God caused Jacob to prosper and become a wealthy man; Jacob had the same blessing as his father Isaac and grandfather Abraham)*

When Jacob was young, he lied, deceived, and stole from his brother and father. Later he learned that it's very painful to be lied to and tricked. Remember the Golden Rule: Do to others as you would have them do to you. Treat others fairly, and God will take care of and bless you.

Let's pray right now and ask God to help us to be truthful, never deceptive, and to treat others as we would like to be treated. Let's thank Him for blessing us, even though we don't deserve it. Lead the kids in prayer—response to lesson.

BIBLE SKILLS

(Leader/Teacher)

____; ____ - ____; ____
(10 min.)

Goal: Familiarize students with the structure of the Bible and how to locate specific verses. Use a board with the books of the Bible and their divisions to assist with this.

Jesus told us to treat others the way we want to be treated.

- What do we call this "rule"? *(the Golden Rule)*

Let's find the Golden Rule in our Bibles.

Hand out Bibles. Remind students to handle Bibles carefully and to help younger students. Teachers will also need to assist students until they become familiar with finding verses.

- What is the first book in the New Testament? (*Matthew*)
- In what section of the New Testament is Matthew? (*the Gospels*)

Find Matthew 7:12 in your Bible. Have a student read this verse to the class.

The Golden Rule can be found in another one of the Gospels: Luke.

Find Luke 6:31 in your Bible. Have a student read this verse to the class.

If your Bibles are a red-letter edition, point out that the red printing means Jesus spoke these words. Jesus wants us to treat others the way we would like to be treated.

Choose a couple of students to carefully collect the Bibles.

SNACK/ACTIVITY

(Leader/Teacher)

____:____ - ____:____
(10 min.)

Supplies: Lentil soup (in slow cooker to keep warm)
Bread
Bowls
Spoons
Napkins
Water or other drink
Cups as needed

Show lentil soup. The soup for which Esau traded his birthright was made with lentils.

- Would you trade something as valuable as a birthright for this lentil soup? (*discuss and pray, giving thanks for the snack*)

Serve kids lentil soup, bread, and water.