

## Lesson 38

# **Abraham's Test**

Abraham loved God more than he loved his promised child, Isaac.

# Studying God's Word

## Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Lesson Flip Chart (PDF), and any items you prepared for this lesson.

## Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration  
I'm sorry prayers—Confession  
I'm thankful prayers—Thanksgiving  
Please prayers—Supplication  
Today let's say prayers of confession—and tell God we're sorry.  
I'll start. Dear God, thank you for your forgiveness. I'm sorry for . . .  
(insert personal prayer here).

## Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

What word means God is in control of everything? Sovereign.  
What is the bad news we learn from the Bible? All have sinned.  
What is the good news we learn from the Bible? Jesus saves sinners.  
What word means God cannot sin, and he hates all sin? Holy.

## Bible Pass Around

Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Here's what we're going to do. I want everyone to count with me up to the number choose a number. (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. Hand the Bible to the first student. As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. Begin the lesson when finished with Bible Pass Around.

K-1st Lesson continues next. Pre-K Lesson follows.

### **Pre-K Lesson**

### **K-1st Lesson**

### **Pre-K Lesson**

### **Review**

Don't forget! Review the Optional Supplements and determine where you can use them.

Refer to the Lesson 36 Flip Chart. We've been talking a lot about Abraham. He was a real person who lived many years ago.

Remember how God made a promise to Abraham? What did God promise about the stars and Abraham's descendants, or family? God would give him a son and descendants as numerous as the stars.

As you teach, refer often to the Lesson Flip Chart (PDF) to keep the children engaged.

Refer to Lesson 37 Flip Chart. Who was the son God promised to Abraham and Sarah? Isaac.

Right! Isaac was the son God gave to Sarah and Abraham when they were very old. Isaac was the one God chose to carry on the promises he had made.

Today, we will learn some more about Abraham. But this time, our lesson has to do with a test. What is a test? Can someone explain a test? Allow answers.

A test could simply be doing something to show how much you know or what you can do. We're going to take a test right now. Everybody stand up. This test will show me how well you can follow what I do. Ready? Copy what I do. Mix some easy motions with some more difficult ones, such as

hopping on one foot, clapping hands over your head, patting head, touching toes, rubbing tummy and patting head, etc.

Good job! Everyone can sit down now. Do you think you all passed the test? You did pretty well. In our lesson today, we're going to read about a really tough test God gave to Abraham. Let's see how he did with his test!

## **Abraham's Test**

Abraham knew that the Lord had promised to give him so many descendants it would be hard to count them all—just like the stars. And his family would start with Isaac.

So what was the test God gave to Abraham? Well, let's find out. Who has the Bible? Please bring it up. Have the student bring up the Bible and open it to the sticky note.

Genesis 22:1–2

I'm going to read some verses from Genesis chapter 22. Listen carefully to find out what Abraham's test was! Read Genesis 22:1–2.

Abraham was supposed to go to a place called Moriah.

Who was he supposed to take with him? Isaac.

Right. God told Abraham to take his son Isaac and offer him as a burnt offering.

What?! Do you understand what that means, to "offer" him? It means Abraham was supposed to put his son on the altar and kill him just like he would do with a lamb for a sacrifice to God.

Reread the verses as necessary so students can hear the answers straight from God's Word.

This was a strange command for God to give, wasn't it? But remember, verse 1 tells us this was a test for Abraham. Reread Genesis 22:1.

So WE know that God was testing Abraham, but Abraham probably didn't know that!

What do you think Abraham did? Did Abraham say, "No way! I'm not doing that"? Allow answers.

Show the Lesson Flip Chart (PDF). The Bible tells us that Abraham obeyed immediately. He got up early and went to Moriah.

Abraham had great faith, didn't he? He was trusting that God would provide the offering. God was testing Abraham to see if he would obey—even if he had to sacrifice the son he loved so much!

Refer to the Flip Chart. Abraham had offered sacrifices to God before. When he would put a lamb or bull on the altar, it would have to be killed

and then the fire started, and the sacrifice would be burned up. This showed that he loved and worshipped God. But this time was very different. Instead of a lamb, Abraham had to put his son Isaac on the altar and kill him!

Abraham was standing over his son with the knife, ready to obey God and offer his son as a sacrifice. But then God spoke to him and said, "Do not lay a hand on the boy."

Phew! Just in time! God stopped Abraham. He had passed the test! God saw that Abraham would obey him no matter what. Abraham showed that God was more important to him than even his son, Isaac.

Genesis 22:13

Refer to the Flip Chart. But we're not finished yet. Then what happened? Read Genesis 22:13.

What appeared nearby? A ram appeared, caught in a thicket by its horns. What's a ram? A ram is a male, or boy, sheep. So this sheep was caught in a bush nearby. His horns were tangled in the branches. What could they do with this ram? Allow guesses.

They could substitute the ram for Isaac on the altar!

What does that word "substitute" mean? Allow discussion.

Substitute means to take the place of something. Like if I got sick and someone else had to come and take my place to teach you, that person would be a substitute. Say that word with me: substitute.

Abraham sacrificed the ram as a substitute to take Isaac's place as an offering to God.

What perfect timing! Who brought the ram there for Abraham to sacrifice as a substitute for Isaac? God.

Yes! Abraham had faith that God would provide what was needed. Abraham trusted God and obeyed.

## **Jesus Is the Substitute for Sinners**

God didn't let Isaac die, did he? He provided a substitute for Isaac.

What was that substitute? A ram.

Right. In this test, Abraham was going to sacrifice Isaac, and God stopped him. But a sacrifice still needed to be made, so God gave a ram so Isaac didn't have to die.

God was reminding us of someone else he would send who would be a substitute for sinners like us. Do you know who that was? Jesus.

Refer to the Flip Chart. If you said Jesus, you're right! Jesus, God's Son, came to earth as a person—like us. But he lived a life without any sin, and then he died on the cross. He died so that we can live—just like the ram died so that Isaac could live.

Jesus loves us that much! He was our substitute and paid for our sins when he died. And then he rose again to give new life to all who will turn away from their sins and put their faith in Jesus.

Continue with the Lesson Review Game below.

## **K-1st Lesson**

### **Review**

Don't forget! Review the Optional Supplements and determine where you can use them.

Refer to the Lesson 36 Flip Chart. We've been talking a lot about Abraham. He was a real person who lived many years ago.

Remember how God made a covenant with Abraham? What did God promise about the stars and Abraham's descendants, or family? God would give him a son and descendants as numerous as the stars.

That's right. God promised to give him a son, and his family would grow and grow. But Abraham and his wife, Sarah, got impatient and tried to help God keep his promise. And Abraham had a son named Ishmael.

Was Ishmael the son God had promised? No.

As you teach, refer often to the Lesson Flip Chart (PDF) to keep the children engaged.

Refer to Lesson 37 Flip Chart. Who was the son God promised to Abraham and Sarah? Isaac.

Right! Isaac was the son God gave to Sarah and Abraham when they were very old. Isaac was the one God chose to carry on the promises he had made.

Today, we will learn some more about Abraham. But this time, our lesson has to do with a test. What is a test? Can someone explain a test? Allow answers.

A test could simply be doing something to show how much you know or what you can do. We're going to take a test right now. Everybody stand up. This test will show me how well you can follow what I do. Ready? Copy what I do. Mix some easy motions with some more difficult ones, such as hopping on one foot, clapping hands over your head, patting head, touching toes, rubbing tummy and patting head, etc.

Good job! Everyone can sit down now. Do you think you all passed the test? You did pretty well. In our lesson today, we're going to read about a

really tough test God gave to Abraham. Let's see how he did with his test!

## **Abraham's Test**

Remember that Abraham's son, Isaac, was a special child—the son God promised. Abraham knew that the Lord had promised to give him so many descendants it would be hard to count them all—just like the stars!

So what was the test God gave to Abraham? Well, let's find out. Who has the Bible? Please bring it up. Have the student bring up the Bible and open it to the sticky note.

Genesis 22:1–2

I'm going to read some verses from Genesis chapter 22. Listen carefully to find out what Abraham's test was! Read Genesis 22:1–2.

Abraham was supposed to go to a place called Moriah and take Isaac with him.

What was Abraham supposed to do with Isaac? Offer him as a burnt offering.

What?! Do you understand what that means, to "offer" him? It means Abraham was supposed to put his son on the altar and kill him just like he would do with a lamb for a sacrifice.

Reread the verses as necessary so students can hear the answers straight from God's Word.

This was a strange command for God to give, wasn't it? But remember, verse 1 tells us this was a test for Abraham. Reread Genesis 22:1.

So WE know that God was testing Abraham, but Abraham probably didn't know that!

Genesis 22:3

What did Abraham do? Listen for the answer in verse 3. Read Genesis 22:3.

Did Abraham say, "No way! I'm not doing that"? No, he obeyed!

Show the Lesson Flip Chart (PDF). Abraham obeyed immediately. He got up early, saddled his donkey, took two servants and Isaac, chopped some wood for the fire, and went to Moriah.

Genesis 22:7–8

When they got near the mountain in Moriah, Isaac asked his father a question. Listen to this. Read Genesis 22:7–8.

What did Isaac ask Abraham? Where is the lamb for the offering?  
What was Abraham's answer? God will provide the lamb for the burnt offering.

Wow! Abraham was trusting that God would provide the offering. Abraham had great faith, didn't he? They walked up the mountain to the place where he had probably sacrificed before. But this time, things were different. God was testing Abraham to see if he would obey—even if it meant sacrificing the son he loved so much!

Refer to the Flip Chart. Abraham had offered sacrifices to God before. When he would put a lamb or bull on the altar, it would have to be killed and then the fire started, and the sacrifice would be burned up. This showed that he loved and worshipped God. But this time was very different. Instead of a lamb, Abraham had to put his son Isaac on the altar and kill him!

Abraham was standing over his son with the knife, ready to obey God and offer his son as a sacrifice. But then something happened. The angel of the Lord spoke to Abraham and said, "Do not lay a hand on the boy."

Phew! Just in time! God stopped Abraham just before the knife came down. Abraham had passed the test! God saw that Abraham feared him and would obey him no matter what. Abraham showed that God was more important to him than even his son, Isaac.

Genesis 22:13

But we're not finished yet. Let's see what happened next! Read Genesis 22:13.

Refer to the Flip Chart. What appeared nearby? A ram appeared, caught in a thicket by its horns.

What's a ram? A ram is a male, or boy, sheep.

So this sheep was caught in a bush nearby. His horns were tangled in the branches. What could they do with this ram? Allow guesses.

They could substitute the ram for Isaac on the altar!

What does that word "substitute" mean? Allow discussion.

Substitute means to take the place of something. Have you ever had a substitute teacher at school? If your regular teacher gets sick, she needs to have someone take her place, right? The person who takes her place is a substitute.

Don't you think Abraham and Isaac were excited to see that ram? Abraham sacrificed the ram in Isaac's place as an offering to God.

What perfect timing! Who provided the ram for Abraham to sacrifice as a substitute for Isaac? God.

Right. Now think back to the question Isaac asked earlier. He asked where the lamb for the sacrifice was. What did Abraham say? Genesis 22:8. God would provide the lamb.

Yes! Abraham had faith that God would provide what was needed. Abraham trusted God and obeyed.



## **Jesus Is the Substitute for Sinners**

God didn't let Isaac die, did he? God did something here that is really important to understand. He provided a substitute for Isaac.

What was that substitute? A ram.

Right. In this test, Abraham was going to sacrifice Isaac, and God stopped him. But a sacrifice still needed to be made, so God provided the ram so Isaac didn't have to die.

God was giving us a picture of someone else who would be a sacrifice many years later. God would send someone who would be a substitute for sinners like us. Do you know who that was? Jesus.

Refer to the Flip Chart. If you said Jesus, you're right! In Bible times, people who worshipped God would bring a lamb and offer it as a sacrifice to God so their sins could be forgiven. In the Gospel of John, Jesus is called "the Lamb of God, who takes away the sin of the world" (John 1:29).

Jesus, God's Son, came to earth as a person—like us. But he lived a life without any sin, and then he died a terrible death on the cross. He died so that we can live—just like the ram died so that Isaac could live.

Jesus loves us that much! He was our substitute and paid for our sins when he died. And then he rose again to give new life to all who will turn away from their sins and put their faith in Jesus.

Continue with the Lesson Review Game below.

### **Lesson Review**

We all learn best with review and repetition! We encourage you to play a lesson review game.

### **Basket Toss**

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

### **Materials**

Review Questions  
Two beanbags  
Three laundry baskets or boxes  
Masking tape

### **Instructions**

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

## **Board Game**

Teams will answer questions and make their way to the finish on the Game Board.

### **Materials**

Review Questions  
Game Board (provided in the Teacher Kit)  
Dice, numbered cards, or spinner  
Buttons or other small items as game pieces for each team

### **Instructions**

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

## **Bible Baseball**

Students will answer questions and run the bases!

### **Materials**

Review Questions  
Three chairs set out for bases  
Optional: gift wrap tube and a large balloon

### **Instructions**

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## **Bowling**

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### **Materials**

Review Questions  
Six to ten empty water bottles  
Softball or other small playground ball  
Masking tape  
Optional: dried corn or beans

### **Instructions**

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

## **Goofy Golf**

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### **Materials**

Review Questions

Swimming noodles or rolled up newspapers  
Rolled up socks  
Masking tape  
Ten sheets of paper  
Markers

## Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

## Materials

Review Questions  
A deck of numbered cards, or numbers and “wild” written on index cards  
One beanbag  
Masking tape  
Two baskets or containers for cards

## Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team’s basket to be counted at the end of the game. Next team’s turn. If a student gives an incorrect

answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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