

## Lesson 42

# **Jacob Steals the Blessing**

Isaac was tricked into blessing Jacob instead of Esau.

# Studying God's Word

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

## Introduction

### Slide #3

Refer to Lesson 41 Theme Poster. In the last lesson we learned about the two sons of Isaac and Rebekah.

What were their names? Esau and Jacob.

Right. Even though they were twins, they were very different. What are some ways they were different? Esau was red and hairy; Jacob was smooth. Esau liked to hunt outdoors; Jacob liked to stay home and cook and care for animals.

Because Esau was the firstborn son, he had the birthright, which meant he would get twice as much of his father's wealth and lead the family one day after his father died.

But what did Esau sell his birthright for? A bowl of stew.

Refer to the Genesis . Jacob made some lentil stew, and Esau wanted some because he was tired and hungry. He despised his birthright and sold it for some stew and bread. He promised that Jacob would have his birthright. But, Jacob still needed Isaac to give him the special blessing that was meant for the firstborn.

Jacob's name means deceiver. We talked about the word deceive, and we're going to hear it again today.

### Slide #4

What does deceive mean? To make someone believe something that is not true. To trick someone.

Deceive: to make someone believe something that is not true. To trick someone.

Yes. And we'll see how Jacob deceived someone in today's lesson to get the special blessing.

## Isaac Plans to Bless Esau

Pass out the Class Notes (PDF) to the students.

### Slide #5

Show the Lesson Theme Posters. Today we'll start by acting out what happened in Genesis 27. Many years had passed since Esau sold his birthright to Jacob. Esau was still Isaac's favorite son. Even though Isaac knew about God's prophecy to bless his younger son, he still wanted to give his blessing to Esau.

We're going to see that every person in Isaac's family sinned at some point in Genesis 27.

### Scene 1: The Plot

Let's act out the first scene. I need four volunteers to play the parts of Isaac, Esau, Rebekah, and Jacob. Use the Stealing the Blessing Skit (PDF) script for you to narrate and four students to act out. Pass out props, if available.

Let's give our actors a hand! So, we saw that Isaac was old and blind and wanted to bless his firstborn son, Esau, before he died. Back then, giving a blessing to children was kind of like writing a will today. In a will, parents write down the names of people who will make decisions about their property and receive their possessions. Back in Isaac's day, a blessing could include telling about what the sons would get, such as wealth, land, and animals. And it could also have a prophecy about what would happen in the sons' futures.

Now remember, God had told Rebekah and Isaac that the oldest son would serve the youngest.

What was Isaac trying to do for his favorite son, Esau? He wanted to bless Esau.

Yes. It appears that Isaac still wanted to bless Esau so he would lead the family after his death, even though he knew what God had said about his sons.

Was it right for Isaac to go against what God had said? No.

Esau also did something wrong. Remember how Esau sold his birthright to Jacob? That meant Jacob should also receive the blessing. But Esau didn't say anything to Isaac about how he'd sold the birthright to Jacob. He still wanted the blessing because it would give him wealth and power.

Was it right for Esau to keep the truth from his father? No.  
How about Rebekah? How did she sin? She wanted to deceive her husband into blessing Jacob.

Rebekah wanted something good, right? She wanted God's prophecy about her son to come true. But, she decided to do it her own way and deceived her husband by helping Jacob trick him.

Was it right for Rebekah to tell her son to trick his father? No.

God is holy, so he never wants us to sin, even if we think we have a good reason for it. Rebekah may have thought her deceit was okay because she was "helping" God fulfill his prophecy.

Does God need our help to fulfill his promises? No.

Sin is never acceptable to God.

What about Jacob? He was a full-grown man, not just a kid. Was it right for him to go along with his mother's plan? No.

He could have said no, that he would not deceive his father. But he didn't. And it seems as if he was only worried about getting caught because then he would receive a curse instead of a blessing.

#### Slide #6

Let's take a look at our Class Notes (PDF) now. You will draw a line to match each statement to the correct person. Who will read #1 and tell us who wanted to bless his favorite son? Assign a reader. Isaac. Complete #1.

And #2? Who told Jacob to deceive Isaac? Assign a reader. Rebekah. Complete #2.

So, Jacob and Rebekah did what they planned. Jacob brought the goats to Rebekah, and she made a tasty meal that Isaac loved. Then she took Esau's clothes and put them on Jacob. She also used the goat skins and put them on Jacob's hands and neck so that he would feel hairy, like Esau.

### **Rebekah and Jacob Deceive Isaac**

Let's see if their trick worked on old, blind Isaac.

#### Scene 2: The Deception

There are two parts in Scene 2: Isaac and Jacob. Choose volunteers to act out Scene 2 while you narrate.

So, did the trick work? Did Jacob deceive his father and get the blessing? Yes.

He sure did. Even though Isaac was suspicious and thought he heard Jacob's voice, he was tricked by the goat skins on Jacob's hands and the smell of Esau's clothes.

How did Jacob sin in this scene? He lied to deceive (trick) his father.

Yes. Jacob's name means deceiver. And he proved that he really was a deceiver. He tricked his blind, elderly father into thinking he was Esau. Jacob lied twice—first when he said he was Esau, and later when he said God helped him while he was hunting.

This wasn't the right way for Jacob to receive the blessing, but God used it even though Jacob sinned. Isaac thought he was blessing his favorite son, Esau. And he gave some great promises in that blessing. He asked God to bless his son with plenty of food and drink. He said other nations would bow down to him, and everyone who cursed him would be cursed.

Then Isaac also said that his son would be master over his brother. Isaac blessed Jacob without knowing it, and so Jacob was put first over Esau. Now Esau would have to serve him someday, just like God told Rebekah before the twins were even born.

#### Slide #7

Let's go back to our Class Notes (PDF), what is the answer to #3? Who did Jacob pretend to be? Assign a reader. Esau. Complete #3.

And #4? Who was placed over Isaac's household? Assign a reader. Jacob. Complete #4.

And who will read #5? Who helped Jacob deceive his father so he would get the blessing? Assign a reader. Rebekah. Complete #5.

## **Esau Discovers the Deception**

Remember, while Jacob was being blessed, Esau was out hunting for meat to cook for his father. Now Jacob had just left Isaac's tent when Esau came in with some food to get the blessing from Isaac.

### **Scene 3: The Discovery**

Who would like to play the parts of Isaac and Esau? Choose volunteers to act out Scene 3 while you narrate.

So, it didn't take long before Isaac and Esau figured out what had happened. How did Esau respond? How did he feel? Angry, sad, bitter.

Yes. He was extremely upset! He lashed out at Jacob, accusing Jacob of stealing his birthright and his blessing. However, Esau actually sold his birthright to Jacob for a bowl of stew—that was Esau's fault, not Jacob's. But when people are upset, they don't usually think clearly and don't want to take the blame for their own faults.

Why did Isaac tremble and shake when he figured out he'd been tricked? Allow discussion.

Isaac's trembling might have been because he realized that it was God who had kept him from blessing the wrong son. He probably understood that God's prophecy came true even though he had tried to give Esau the better blessing.

## **Jacob Flees for His Life**

Well, all sin has consequences. Isaac didn't follow God's will for blessing his sons, and he was tricked by his wife and son. Esau lost the blessing because he cared more about worldly things than the promises of God. Rebekah tricked her husband, and Jacob lied to his father to take Esau's blessing.

So what happened next? Let's read about the consequences for Rebekah and Jacob's sin of stealing the blessing and not waiting for God.

Encourage your students to bring their Bibles to class. If appropriate, have them read the lesson Scriptures.

Genesis 27:41–44

Slide #8

Slide #9

We're going to read Genesis 27:41–44 to find out what happened.

Assign readers.

What did Esau say he was going to do to Jacob? Kill him.

Yes. Esau hated Jacob for stealing his blessing. He was so mad that he made himself feel better by saying he would kill Jacob after Isaac died.  
Who heard about this and warned Jacob? Rebekah.  
What did Rebekah tell Jacob to do? Flee to her brother's house.  
How long would Jacob stay? A few days.

Rebekah heard about Esau's threats toward Jacob, and she knew that it would take time for Esau's anger to cool off. So she told Jacob to flee to her brother Laban for safety back in Haran, the town where she had come from.

So what were the consequences for Jacob and Rebekah's sin? Because they deceived Isaac and stole the blessing instead of waiting for God to provide it, Jacob's relationship with his brother was ruined and he had to run from his home. Rebekah had to send her favorite son away. She thought it would only be for a few days, but we'll see that she actually lost Jacob for many years.

#### Slide #10

Let's finish our Class Notes (PDF). Who will read #6 and tell us who got angry? Assign a reader. Esau. Complete #6.  
Who will read #7? Assign a reader. Isaac. Complete #7.  
And who had to flee and leave home because his brother wanted to kill him? Assign a reader. Jacob. Complete #8.

In the next lesson, we'll see what happened to Jacob when he went to stay with his uncle Laban.

### **Application**

#### Slide #11

Refer to the Lesson Theme Posters. Today we saw how God accomplished his purpose for Jacob and Esau even though Jacob and Rebekah sinned by deceiving and lying. They were wrong to deceive Isaac and trick him by taking advantage of his blindness.

Jacob ended up getting the blessing of the firstborn, which made him master over his older brother, Esau. But Jacob's deceit had consequences. Esau got angry and wanted to kill him, which forced Jacob to leave home. He would never see his mother again, and he would have to worry about Esau trying to get even.

Have any of you ever seen a movie or read a story where the people are trying to do something good, but they do something bad to make it happen—like maybe lying, or tricking somebody, or sneaking out when their parents think they've gone to bed? Allow discussion.

Many people believe that as long as you accomplish something good in the end, it doesn't matter if you did bad things along the way to get there. But is that the way God wants us to live?

For example, say you wanted to help an elderly neighbor woman who didn't have enough money to buy groceries. Would it be okay for you to

steal food or money to help her? Why or why not? Allow discussion.

Wanting to help a neighbor is a good thing, but stealing is wrong. So even if we're trying to do something good, we shouldn't sin to make it happen. Sin is never acceptable to God. Instead, we should ask God for help to show us what we should do and then wait for him to answer.

Pass out the Student Take Home Sheets (PDF) and remind students to practice the memory verse this week.

Doing what is right can be hard. It is especially tempting to sin when we think we're doing it for a good reason, but that's a lie from Satan. Satan wants us to sin and make God sad. Just because God fulfilled his promise for Jacob to receive the birthright and the blessing doesn't mean God liked how Jacob deceived people and lied to them. God wants his children to obey him and not have to suffer the consequences of sin. How many of you think God could have fulfilled his promise without Rebekah and Jacob's sinful "help"? Show of hands.

Yes. The amazing thing is, God doesn't need our "help." But even when people sin or take matters into their own hands, he is still able to fulfill his will. We can trust that God is always in control.

## Lesson Review

We encourage you to play a lesson review game.

## 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.

# Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

## Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

# Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

## Materials

- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

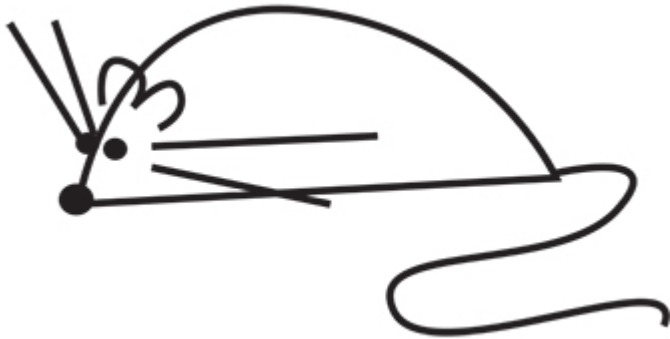
## Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.



To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

## Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

### Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

## 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.

## Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

### Materials

- Review Questions
- Two dice

## Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

- 2 or 3 that team gives 5 points away to the other team
- 4 or 5 that team takes 5 points from the other team
- 6–10 face value
- 11 subtract 10 points from the team score
- 12 double the team score

(Note: no team can have less than 0 points.)

## Pick a Point

Answer the questions correctly to earn the right to pick a point.

## Materials

- Review Questions
- Small paper strips
- Cup or basket

## Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

## 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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