

Lesson 34

Abram and Lot

Abram and Lot separate from each other.

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, 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.

Today let's say prayers of confession—and tell God we're sorry for our sins.

I'll start. Dear God, you are forgiving and merciful. I'm sorry for . . . (insert personal prayer here).

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

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 Lesson 33 Flip Chart. Last week we learned how God called Abram to leave his father's house and family and move to a different land. This would have been a long journey. But Abram trusted God and left his home without knowing where God was leading him.

Who else went with Abram? His wife, Sarai, and his nephew, Lot.

Yes, he traveled with his servants, his animals, and his wife and nephew.

God gave Abram some great promises, too. But even though Abram didn't get to see all those promises come true, he still trusted God to keep every one of them. Abram had faith in God. He knew he could trust God to do what he said he would do.

Abram and Lot Separate

To start off our lesson today, I have something to show you. Pull out your two wrapped gifts and show them to the students.

If you got to choose between these two presents, which one would you pick? Allow answers.

Hold up the better-looking gift. Why would you pick this one? Choose a volunteer to answer. It looks better than the other one.

It does look much nicer than the other one. Let's see what's in it! Open the nicely wrapped gift or choose a student to unwrap it.

What? This isn't a very great gift, is it? No.

But it looked so nice on the outside! Let's open the other present. It doesn't look too special, does it? Open the poorly wrapped gift or choose a student to unwrap it.

Wow! This one is much better than the first gift, isn't it? Yes.

You know what? Just because something looks good on the outside doesn't mean it's really great on the inside. If we just think about how good something may SEEM to be, we might end up making bad choices! In our lesson today, we'll see how a bad choice led to some serious trouble.

Let's find out what happened. Who has the Bible? Please bring it up. Have the student bring up the Bible and open it to the sticky note.

Genesis 13:5-6

We're going to read from Genesis, the first book in the Bible. Listen carefully. Read Genesis 13:5-6.

What did both Abram and Lot own? Flocks and herds and tents.
What did it say they could not do together? Could not dwell together.

Right. Abram and Lot both had a lot of things. They owned flocks of sheep and herds of goats and other animals. They also had many servants and tents. There were so many things and so many animals that there just wasn't room for all of them to stay in one place together.

Reread the verses if necessary so the students can hear the answers straight from the Bible.

Animals like sheep and goats need to have grass and water, but what will happen if there are too many animals eating in the same place? Allow discussion. The grass can't grow back. All the grass is eaten up.

That's right! So after a while, all the good grass was eaten, and there wasn't enough water for all their animals to drink. Pretty soon Abram's servants started fighting with Lot's servants.

Oh no! How could they solve such a big problem? What should they do? Any ideas? Allow discussion.

Well, Abram didn't want to have any fighting, so he said they should spread out and separate from each other.

Refer to the Lesson Flip Chart. Abram let Lot choose the land he wanted first. If Lot went to the left, Abram would go to the right. And if Lot went to the right, Abram would go to the left. That way they would all have enough food and water for their animals, and the fighting would stop.

Lot looked out over the land and saw an area that looked like a beautiful garden with plenty of water. So Lot chose to go there.

Lot decided to go that way because it looked so pretty—kind of like choosing a present that is nicely wrapped. But wait! What was inside that pretty present we opened? It wasn't a very good thing, was it? No.

So let's talk about the places where Abram and Lot chose to live.

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

Refer to the Lesson Flip Chart. Abram chose to stay in the land of Canaan where God wanted him to be. Canaan was the land that God promised to Abram. Abram worshipped and trusted God, so he stayed there.

How did Lot decide where he would live? What made him choose that land? It looked good.

Right! Lot chose to go to the beautiful land because it looked all nice and green. But there was a problem. That land was right by a city called Sodom. The Bible says that the people of Sodom were wicked and great sinners against God.

Uh oh! Do you think that turned out to be the best choice for Lot and his family to live there? Allow discussion.

Abram Rescues Lot

Remember the gifts we opened earlier? Did the prettiest gift have the best thing on the inside? No!

No. Just because something looks pretty or fun doesn't mean it really is a good thing. So let's keep going and find out what happened after Lot chose the best-looking land.

Lot moved his family near the city of Sodom. And while he was there, a big battle started. There were four kings who won the fight, so they went to the city and stole all kinds of things and captured all the people—including Lot and his family!

This is terrible! Poor Lot was captured by the enemy! But guess what? Abram came to his rescue.

You see, Abram heard that his nephew was captured. He had 318 servants who were trained to fight. So they went at night, attacked the four kings, and rescued Lot and all the other people who were captured and brought them safely back.

Making Choices

Wow! It's a good thing Abram came to the rescue. Lot made a bad choice to move to what looked like the best land. He didn't take time to think about what would be best for his family. Instead he chose to move to the land near the wicked city of Sodom because it looked good. But that led to big problems, like getting captured!

Abram made a good choice though. He believed that God is faithful and always keeps his promises. So, he didn't need to try and get what seemed like the best land for himself. Abram trusted God to give him all he needed.

We all make choices every day—big, important ones and little ones. But whatever we have to choose, we need to trust God to help us because sometimes the things that look the nicest or seem the best may not be good.

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 Lesson 33 Flip Chart. Last week we learned how God called Abram to leave his father's house and family and move to a different land. This would have been a long journey. But Abram trusted God and left his home without knowing where God was leading him.

Who else went with Abram? His wife, Sarai, and his nephew, Lot.

Yes, he traveled with his servants, his animals, and his wife and nephew.

We talked about how God gave Abram some great promises, too.

Did Abram get to see all of the promises actually happen? No.

No, he didn't. But even though Abram didn't get to see all those promises come true, he still trusted God to keep every one of them.

What word did we learn that means to trust that God will do what he says? Faith.

Yes. Abram had faith in God. Today we're going to see how trusting God can help us make good choices.

Abram and Lot Separate

But first, I have something to show you. Pull out your two wrapped gifts and show them to the students.

If you got to choose between these two presents, which one would you pick? Allow answers.

Hold up the better-looking gift. Why would you pick this one? Choose a volunteer to answer. It looks better than the other one.

It does look much nicer than the other one. Let's see what's in it! Open the nicely wrapped gift or choose a student to unwrap it.

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But it looked so nice on the outside! Let's open the other present. It doesn't look too special, does it? Open the poorly wrapped gift or choose a student to unwrap it.

Wow! This one is much better than the first gift, isn't it? Yes.

Just because something looks good on the outside doesn't mean it's really great on the inside. If we just think about how good something may SEEM to be, we might end up making bad choices! In our Bible reading today, we'll see how a bad choice led to some serious trouble.

Let's find out what happened. Who has the Bible? Please bring it up. Have the student bring up the Bible and open it to the sticky note.

Genesis 13:5-7

We're going to read from Genesis, the first book in the Bible. Listen carefully. I'm going to ask you some questions. Read Genesis 13:5-7.

What did both Abram and Lot own? Flocks and herds and tents.

Right. Both of them had a lot of things. They owned flocks of sheep and herds of goats and other animals. They also had many servants and tents where they all lived.

These verses tell us that Abram and Lot had so many things and so many animals that there just wasn't room for all of them to stay in one place together.

Reread the verses if necessary so the students can hear the answers straight from the Bible.

Animals like sheep and goats need to have grass and water, but what will happen if there are too many animals eating in the same place? Allow discussion. The grass can't grow back. All the grass is eaten up.

That's right! So after a while, all the good grass was eaten, and there wasn't enough water for all their animals to drink. This led to fighting between Abram's servants and Lot's servants who were caring for these animals.

Genesis 13:8-9

How could they solve such a big problem? Let's keep reading. Listen to this next part. Read Genesis 13:8-9.

What did Abram say they should do to solve this problem? Separate from each other.

That's right. Abram didn't want to have any fighting with his nephew, so he said they should spread out and separate from each other.

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

Refer to the Lesson Flip Chart. Abram let Lot choose the land he wanted first. If Lot went to the left, Abram would go to the right. And if Lot went to the right, Abram would go to the left. That way they would all have enough food and water for their animals, and the fighting would stop.

Lot looked out over the land and saw an area that looked like a beautiful garden with plenty of water. So Lot chose to go there.

Lot decided to go that way because it looked so pretty—kind of like choosing a present that is nicely wrapped. But wait! What was inside that pretty present we opened? It wasn't a very good thing, was it? No.

Genesis 13:12–13

So let's take a closer look at the places where Abram and Lot chose to live. Listen to this. Read Genesis 13:12–13.

Where did Abram choose to live? In the land of Canaan.

Right. Canaan was the land that God promised to Abram. Abram worshipped and believed God. He trusted God and stayed in the land where God led him.

And where did Lot move to? What city did he live by? I'll read that again. Reread Genesis 13:12. Sodom.

Refer to the Flip Chart. Abram stayed in the land of Canaan where God showed him, but Lot chose to go to the beautiful land right by a city called Sodom. Verse 13 tells about the people of Sodom. Listen to this. Reread Genesis 13:13.

What were the people of Sodom like? They were wicked, great sinners against the Lord.

They were very wicked and sinful. Uh oh! Lot chose to live in the land that looked the best. But he ended up living by Sodom, which was full of extremely wicked people who did not love God.

Let's stop and think about Lot's choice. How did Lot decide where he would live? What made him choose that land? It looked good.

He saw the best-looking land and decided he wanted it for himself. The land sure looked great, but it was near the bad city of Sodom. Do you think that turned out to be a good choice for Lot and his family? Allow discussion.

Abram Rescues Lot

Remember the gifts we opened earlier? Did the best-looking gift have the best thing on the inside? No!

No. Just because something looks pretty or fun doesn't mean it really is a good thing. So let's keep going and find out what happened after Lot chose the prettiest-looking land.

Lot moved his family near the city of Sodom. And while he was there, a big battle started near Sodom when four kings attacked, and five other kings went out to fight against them. But the five kings, including the king of Sodom, lost the fight and ran away to the mountains. While they were gone, the four kings who won the fight went into the cities and stole all kinds of things and captured all the people—including Lot and his family!

Genesis 14:14–16

This is terrible! Poor Lot was captured by the enemy! Listen to what happened next. Read Genesis 14:14–16.

Wow! This is pretty amazing! Abram heard that his nephew was captured. He had 318 servants who were trained to fight. So they went at night and attacked the four kings and rescued Lot and all the other people who were captured.

Abram Makes Good Choices

God helped Abram save Lot and all the other people who were captured. And they even brought back all the things that were stolen. On the way back from the rescue mission, Abram met two men.

Genesis 14:18

What do you suppose they wanted? Let's read about the first man in Genesis 14:18. Read the verse.

Who was this man who went out to meet Abram? He has a very interesting name. Can you say it with me? "Mel-kiz-uh-dek." Help the students pronounce Melchizedek.

This man was a priest of God, and he blessed Abram and gave him something to eat and drink. Then Abram gave Melchizedek some gifts to show his thankfulness to God for his help and all his blessings.

Genesis 14:21

Now, who else came out to meet Abram? Listen to this verse and see if you can tell me who the other man was and what he said to Abram. Read the verse.

Who came to meet Abram and spoke to him? The king of Sodom. What did the king of Sodom tell Abram to do? Give him all his people and take the goods for himself.

The king of Sodom wanted Abram to keep all the good things he got back from the kings who had stolen them. Wow! Abram could choose to keep all those nice things!

But remember the presents we opened? We know that sometimes nice-looking things are not always the best things, right? What do you think Abram did? Allow discussion.

Well, Abram knew that the king of Sodom was a wicked man, and he didn't want anything to do with this evil king. So Abram chose not to accept anything from the king of Sodom.

Abram made a good choice. He knew he didn't need to take these rewards no matter how nice they looked. He knew he could trust God to provide all he needed. Abram knew that God is faithful—that he always keeps his promises. So, he didn't need to try and get what seemed like the best land for himself or take rewards from a wicked king. Abram trusted God.

But Lot made a selfish choice. He chose what looked like the best land for himself. And he didn't take time to think about what would be best for his family. Instead he chose to move down near the wicked city of Sodom, which led to big problems.

We all make choices every day—big, important ones and little ones. But whatever we have to decide, we need to trust God to help us choose because sometimes the things that look the nicest or seem like the best ideas may not turn out to be so good.

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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Bible Version

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