

Lesson 22

Cain and Abel

God demands obedience and trust.

Studying God's Word

Introduction

Slide #3

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

Refer to Lesson 21 Theme Poster. Last time, we talked about the effects of the fall into sin.

When did this happen? How did Adam and Eve "fall" into sin? When they disobeyed God in the garden. They ate the fruit God commanded them not to eat.

Refer to the Seven C's of History Poster. Which C of the Seven C's of History is about Adam and Eve's sin? Corruption.

Yes. We call this time in God's history "Corruption"—the second C.

What did this first sin bring into God's very good creation? Allow discussion. Death, pain, disease, suffering, crying.

Sin changed everything! Because of sin, we will all die. We all get sick, cry, suffer, and have pain. Even the earth changed. We have natural disasters like hurricanes, tornadoes, and earthquakes. This is NOT how God created the universe. Remember, when God was finished creating, he said that everything was very good.

But sin ruined that very good creation. And it will remain ruined . . . until God's promise of the consummation!

What do I mean by consummation? We talked about it last time. Allow discussion.

The Consummation is actually the last C of the Seven C's of History. It hasn't happened yet—but we know it will happen. At the consummation, Jesus will return. All things will be made new, and believers will live with God. There will be no more pain, death, suffering, disease, or sin! It will be a wonderful time for the children of God—those who have repented, turned from their sins, and trusted in Jesus.

We know that things will end well for God's children. But there is still a lot to learn from God's Word!

For starters today, I'd like to tell you a story. It's about a girl who's your age. She goes to church with her family every Sunday and knows all the answers to the questions in Sunday school. Everyone tells her parents what a nice little girl she is. But they don't know that this same girl fights with her brother on the way home from church. And when her mom tells her to go to her room, she does it, but all the while she's thinking mean

thoughts about her mom and dad—that they aren’t fair. All week long, she’s acts well-behaved at school, but at home she rolls her eyes when her mom reminds her to do her chores; she stomps her foot when she is not allowed to watch TV; and she grumbles all the way up the stairs when her dad tells her to do her homework. But when Sunday morning comes, she puts on her big smile and enters the church building once again—such a nice little girl.

Now think about this question. How many of you have ever acted exactly like this girl? Show of hands.

If we’re really honest about it, all of us have probably acted this way at some point. It’s easy to hide what we’re really thinking from others. We can act nice on the outside when we’re not all that nice on the inside.

Slide #4

Show the Lesson Theme Posters. Today we’re going to take a look at what happened to someone in the Bible who tried to hide his real feelings on the inside, but he forgot that God could see his heart.

Offerings of Cain and Abel

Pass out the Class Notes Booklets (PDF) to the students when appropriate.

Refer to the Genesis . Remember, Adam and Eve were sent out of the garden of Eden after they had sinned. God told them to go out, start their family, and fill the earth with people. They had many children, but today we are going to talk about just two of Adam and Eve’s sons. Their names were Cain and Abel.

Genesis 4:2

Slide #5

We will start with Genesis 4:2. Listen as I read this. This tells us what the two sons—Cain and Abel—each did when they grew up. Read the second half of Genesis 4:2 “Now Abel was a keeper of sheep, and Cain was a worker of the ground.”

What did Abel do for a living? He was a keeper of sheep.

What do we call a person who watches over sheep? A shepherd.

Right. And what was Cain’s job? He was a worker of the ground.

What do we call a person who works the ground to grow things? A farmer.

So, we have two brothers. One was a shepherd, and one was a farmer.

Slide #6

Now look at the first page of your Class Notes Booklets (PDF). We will write the answers in this booklet. Then you can take it home with you to color. Someone read #1 on page 1 for us. You need to unscramble the word to get the answer. What is the answer? Assign a reader. Shepherd. Have students complete #1.

And how about #2? What did Cain do for a living? What is that word?

Assign a reader. Farmer. Have students complete #2.

Genesis 4:3–5

Slide #7

There came a time when both of these brothers were going to bring offerings to the Lord. Let's read Genesis 4:3–5. Assign readers.

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

Each brother brought something different to God. What offering did Cain bring to the Lord? Genesis 4:3. Fruit of the ground.

What does that mean? Remember, Cain was a farmer. What did Cain bring to God? Allow answers.

Slide #8

Attach the "Happy" face picture to the board with tape or poster putty. On the outside, it looked like Cain was being obedient to God. He brought some of the fruit from his crops.

What offering did Abel bring? Look in verse 4. The firstborn of his flock.

Abel brought a young animal from his flock. Both brothers offered good things to the Lord. They brought what they had—crops and animals. But God did not treat both the offerings the same.

Listen again to what God thought of Abel's offering. Reread the second half of Genesis 4:4.

What did God think of Abel's offering? He had regard for Abel and his offering.

Okay. So, how did God feel about Cain's offering? Look at Genesis 4:5. He had no regard for Cain and his offering.

What did Cain do when he realized God had no regard for his offering? He got very angry.

Slide #9

Attach the "Angry" face picture to the board. Right! Cain became really angry. God knew what was in Cain's heart, and he couldn't hide it. He was very upset, and it showed on his face.

Slide #10

Let's go back to the Class Notes Booklets (PDF) for a minute. Someone read #3 for us, please. Whose offering did God have regard for, or respect? Assign a reader. Abel. Have students complete #3.

And what did God think of Cain's offering? Someone read #4. Assign a reader. Cain. Have students complete #4.

Why would God accept Abel's offering but not Cain's? They both gave good gifts from what they had. That doesn't seem right, does it? That could be why Cain got angry!

Hebrews 11:4

Slide #11

But there was something that was not right about Cain's offering. And the Bible tells us what was wrong with it. Turn to Hebrews 11:4 in the New Testament. Let's read that. Assign a reader.

Who is this verse about? Cain and Abel.

It is about Cain and Abel and the offerings they made to God.

How did Abel offer his sacrifice to God? By what? By faith.

This verse tells us that Abel offered his sacrifice to God by faith. Abel's sacrifice was more excellent than Cain's because Abel honored and respected God. He loved the Lord and obeyed his commands. And he offered his sacrifice to God with love and obedience in his heart.

But what about Cain? Didn't he love the Lord, too? No, he didn't! The Bible tells us that Cain was of the wicked one—the devil! Cain's works were evil; they were not pleasing to God.

Slide #12

Turn to page 3 in the Class Notes Booklets (PDF). Someone read #5 for us, please. Unscramble that word. What is the answer? Assign a reader. Loved. Have students complete #5.

And what is the answer to #6? Who will read that for us? Assign a reader. Evil. Have students complete #6.

Why did God accept Abel's offering but not Cain's? Remember what we just read? Who did Abel love and respect? God.

Yes. Abel loved and obeyed God. And God accepted his sacrifice. But the Bible tells us that Cain did not belong to God. He did not love God or want to obey him. Cain was of the evil one. And God did not accept his offering.

Refer to the Attributes of God poster. God knew what was in the hearts of both of these men. God knows what's in everyone's heart. There is an attribute of God that explains what God knows. What is that attribute? Allow discussion. Omniscient.

Someone read the definition of "omniscient" from the Attributes of God poster. Assign a reader. Knows everything.

Yes! God knows everything! God knew what was in Abel's heart. He knew what was in Cain's heart. And he knows what is in each of our hearts, too.

Cain Murders Abel

Slide #13

Refer to the "Angry" face picture on the board. The Bible says Cain was angry because God accepted Abel's offering but not his. So what did Cain do? Let's find out!

Genesis 4:8

Slide #14

Turn to Genesis 4:8 in your Bible. Will someone read that? Assign a reader or read the verse to the students.

Where were Cain and Abel? In the field.

What happened in that field? What did Cain do to Abel? Cain killed Abel. Cain killed his brother! Why did Cain kill Abel? Allow discussion.

Slide #15

Attach the "Jealous" face picture to the board. Cain was jealous of his brother because God accepted his brother's offering and not his. Cain was very angry—both at God and his brother.

Genesis 4:9

Slide #16

What did God do? Who will read Genesis 4:9? Assign a reader or read the verse.

The Lord spoke to Cain. What did he say? Where is Abel your brother?

Now we know that God is omniscient! He knows everything. God knew where Abel was, didn't he? God might have been testing Cain, giving him a chance to confess what he had done to Abel.

Slide #17

Attach the "Innocent" face picture to the board. What was Cain's answer to God? He said he didn't know where his brother was.

Was that true? No.

Did Cain know where Abel was? Yes.

Instead of confessing his sin, Cain lied to God! Cain was guilty of anger, murder, and lying. All of these are sins against God!

Refer to the Attributes of God Poster. Do you remember which attributes of God tell us what God thinks of sin? Holy and just.

That's right. Will someone read from the Attributes of God Poster what it means to say that God is holy? Assign a reader. Cannot sin and hates all sin.

And what does it mean when we say God is just? Someone read that. Assign a reader. Fair according to who he is; he must punish sin.

God hates sin, and he must punish sin. Cain sinned against God. And the Bible tells us that the punishment for sin is death. That means God could have struck Cain down right there because of his sins, but God didn't do that. Cain was punished—but not killed.

God cursed Cain and told him that he would not be able to farm anymore. The earth would not bear fruit for Cain any longer. Cain would become a "fugitive and a wanderer."

What do you think that means—a fugitive and wanderer? Allow discussion.

It means Cain had to run from his home, and he would never be welcomed back. He had nowhere to go, and if someone found him, they would kill him.

Genesis 4:13

Slide #18

The Bible tells us what Cain thought of God's punishment. Will someone read Genesis 4:13? Assign a reader.

What did Cain say about his punishment? His punishment was more than he could bear.

Slide #19

Attach the "Afraid" face picture to the board. Yes! Cain was afraid. He knew that if someone found him he would be killed!

But, you know what? God didn't let that happen. God showed mercy to Cain.

Genesis 4:15

Slide #20

The Bible tells us what God did. Listen now while I read Genesis 4:15. Read the verse.

Hmm! God did something to protect Cain so he wouldn't be killed. What was that? Allow discussion.

God knew that the people would go after Cain to kill him because he had murdered his brother. But God showed mercy to Cain by putting some kind of mark on him so everyone knew NOT to kill him. They knew that they should leave him alone!

God protected Cain even though Cain deserved God's punishment. God was merciful to Cain. Someone read the definition of mercy from the Attributes of God Poster. Assign a reader. Kind to those in misery, distress, suffering; withholds deserved punishment.

Do you see how God was merciful? Cain was miserable! He was afraid! He had to run from his home, and he could have been killed! But God did not give Cain the punishment of death that he deserved. No! God set a special mark on Cain—and the people knew they could not kill him.

Wow! It didn't take long for people to get very hateful once sin entered the world, did it? This was the very first murder in the history of the world—one brother killing another brother.

Slide #21

Refer to Face Pictures (PDF) on the board. On the outside it looked like Cain did what was right when he brought an offering to God. But Cain's heart was wicked. He couldn't hide what he was really like inside. He got angry, he lied, and he murdered his brother. His sin against God deserved punishment because God hates all sin and must punish sin. And the Bible tells us that God did punish Cain—but God showed mercy on him, too, by allowing him to live.

God is great and good all the time. And as we study the things God does in his Word, we will learn more about him and what he is like. Today we talked about some of the attributes of God we saw in this lesson on Cain

and Abel. Take a look at the last page in your Class Notes Booklets (PDF). Let's see if you remember what those attributes are!

Slide #22

Someone read #7 for us. Draw a line from the definition to the attribute. Assign a reader. Omniscient. Have students complete #7.

And how about #8? Which attribute is described there? Assign a reader. Merciful. Have students complete #8.

Who will read #9 for us? Assign a reader. Holy. Have students complete #9.

And #10. Someone read that. Assign a reader. Just. Have students complete #10.

Our God is really an awesome God. He is perfect in every way. Today we saw that God is omniscient—he knows everything—even the things we try to hide. God is also merciful, holy, and just. We can only know who God is by reading about him in his Word. The more we read, the more we will grow to love and obey him!

Application

Slide #23

Refer to the Lesson Theme Posters. Two brothers—Cain and Abel—made offerings to God. One sacrifice was accepted. One was not. One brother loved the Lord, was obedient to him, and wanted to honor God with his sacrifice. The other brother was wicked, and his works were evil. Even though he gave an offering, it was not acceptable to God.

You may want to have the students color and/or decorate their Class Notes Booklets (PDF) as you review the lesson.

Abel's offering was accepted because his heart was right with God. Cain's offering was not accepted because God knew his heart—he knew Cain did not love God.

After killing his brother, Cain deserved punishment, and he received it, which showed God's justice. But God was also merciful to Cain by sparing his life and protecting him from being killed by others who might come after him.

You know, there is something really important in this lesson that we each should think carefully about. It has to do with God's omniscience. God is all-knowing. He sees all we do, but more importantly, he sees our hearts. God knows what we love and what we hate. He knows what we did yesterday and what we are thinking about doing today! There is nothing God doesn't know. He even knows our sins. But that's okay because we can confess our sins to God and be forgiven.

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

The danger comes when we hide our sins and try to fool God, like Cain when he did the right thing on the outside by bringing an offering. But God saw right

through it. God looked at his heart and knew Cain didn't really mean it.

That's something we should all think about. Do we really love God from our heart, or are we just doing things on the outside to try and fool him, like the girl in our story at the beginning of the lesson? God already knows about our sins. We need to go to him and ask forgiveness for them. Then we can gladly love and obey him from our heart.

Lesson Review

We all learn best with review and repetition! 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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