

## Lesson 41

# **Esau Sells His Birthright**

Esau, the older twin, sold his birthright to Jacob for a bowl of stew.

# 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, 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 adoration—and tell God we love him and praise him.

I'll start. Dear God, you are a wonderful God. I love you and praise you 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 will always keep his promises? Faithful.  
Can we trust God only sometimes or all the time? All the time.  
What word means God knows and sees everything we do? Omniscient.  
What did Jesus come to save us from? The punishment of sin.

## 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.

I'm going to read some more from Genesis 25. Listen carefully. Read Genesis 25:29-30.

K-1st Lesson continues next.

## **K-1st Lesson**

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## **Review**

Refer to Lesson 39 Flip Chart (PDF). We talked about how Abraham's servant had to go and find a wife for Isaac. He prayed for God's help. The woman who watered all his camels was the right one.

What was her name? Rebekah.

Rebekah was the one God had chosen for Isaac. She left her home and her family and married Isaac.

Show the Lesson Flip Chart (PDF). Today, we're going to talk about Isaac and Rebekah's children.

The Bible tells us that Rebekah couldn't have children. So Isaac prayed and asked God to give them a child. And God answered! But God didn't just give them one child, he gave them two. Rebekah was going to have twins!

## **Twin Dress Up**

You will choose two volunteers to be "turned into twins" by dressing them up with similar clothing items. Make it fun by filling two bags with some of the following (one of each in each bag): brightly colored T-shirts, hats with

flowers stuck in the side, sunglasses, silly-looking socks, mittens or gloves, scarves, clown wigs, hair bows (for girls), masks, etc.

What are twins? Two babies born at the same time.

Two brothers or sisters, or a brother and sister, who are born at the same time are called twins. Before we get started on our lesson today, I need two volunteers to come up here so we can see what twins look like. Have volunteers stand in front facing the class. I have some special twin stuff in these bags. Just stand right there, and we'll turn you into twins in no time! Take out the bags of dress-up items and have an assistant help you make a show of "dressing up" each volunteer with the clothes and objects, turning them into "twins."

Ta-da! Here they are, the twins for today! Have class applaud.

Some twins look alike; they are called identical twins. How do our twins look? Do they look just like each other? Yes/no.

Well, not exactly. But not all twins look alike. We'll see what Rebekah and Isaac's twins were like in just a few minutes. Allow volunteers to put the items back into the bags and return to their seats.

## **Twins Are Born**

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

Before Rebekah's twins were born, God said that the older son would serve the younger one. This was important because back then the oldest son was special. After the father died, the oldest son would become the leader of the family. But in Isaac and Rebekah's family, God said it would be different—the younger twin would be the leader, and the older one would serve him.

Refer to the Flip Chart. Pretty soon, the twins were born! Remember, some twins look alike and some look totally different from each other.

How about Rebekah's twins? The Bible says the first son born was red and hairy all over. That doesn't sound like a very cute baby, does it? His parents named him Esau. Esau means "the hairy one."

The second baby was named Jacob. Jacob's name can mean "one who deceives others." To deceive someone means that you lie or trick them and make them believe something that is not true. That doesn't sound very nice, does it? Listen carefully as we read our lesson to find out if Jacob tries to trick anybody.

Jacob and Esau looked different, and they also liked to do different things.

Genesis 25:27

Genesis 25:27 tells us what Isaac and Rebekah's twins were like as they grew up. Who has the Bible? Please bring it up. Have the

student bring up the Bible and open it to the sticky note. Read the verse.

As the twins got older, Esau became a really good hunter who liked to be outdoors in the wild. But Jacob liked to stay close to home and cook and take care of the animals.

## **Esau Sells His Birthright**

Refer to the Flip Chart. So who was the oldest son? Esau.

That's right. And the oldest son was given something special called a birthright. Say that word with me: birthright. That meant that he would get twice as much of his father's money and become the leader of the family when his father died.

But God said it would be different in this family. He said the younger son would be the leader. And which son was younger? Jacob.

Yes. Jacob knew that God had said he would be the leader, so he wanted the birthright from his brother. But how would Jacob get the birthright? Let's read and find out!

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

Genesis 25:29–30

Refer to the Flip Chart. Jacob was cooking when Esau came in from the field. What was Jacob cooking? Stew.

Jacob was cooking up some lentil stew—like a thick soup. Esau was a good hunter, so he probably just came back from trying to shoot something to eat.

How did Esau feel when he came in from the field? Exhausted. He smelled something delicious! What did he smell cooking when he got home? Jacob's stew.

Esau was exhausted—he was tired and very hungry. His stomach was probably growling. Mmm. The stew smelled so good!

So what did Esau ask for? Some of Jacob's stew.

But instead of just sharing some food with his brother, Jacob decided to be tricky and get something for himself.

Genesis 25:31–33

Let's read what happened next. Read Genesis 25:31–33.

What did Jacob ask Esau to sell to him for some stew? His birthright. Esau was really hungry! He said he was so hungry he was about to do what? Die.

Do you think he really was about to die? No!

There probably was other food around, but Esau was impatient and just wanted to eat.

So what did Esau do to get some stew? Sold Jacob his birthright. Which do you think was worth more—lentil stew or the birthright? The birthright.

The birthright was worth way more than a bowl of stew. It was wrong for Esau to be so impatient and only care about filling his stomach.

What about Jacob? Was it right for him to be sneaky and ask Esau to sell his birthright for the stew? No.

Think back now. Who said the younger son would lead in this family? God.

Right. It was God's idea. Jacob cared about the birthright, but he didn't trust God to give it to him at the right time. He was impatient, too. It was wrong for Jacob to try to "help" God by getting the birthright for himself.

Does God need our help? No!

God wants us to trust him and wait for him. When we get impatient and jump ahead and try to do things on our own, we end up sinning like Jacob. And there will always be bad things that happen, called consequences, when we sin. We'll see some big problems between Jacob and Esau in our next lesson.

Continue with the Lesson Review Game.

## **Pre-K Lesson**

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

## **Review**

Refer to Lesson 39 Flip Chart (PDF). We talked about how Abraham's servant had to go and find a wife for Isaac.

What was her name? Rebekah.

Yes. Rebekah was the one God had chosen for Isaac. She left her home and her family and married Isaac.

Show the Lesson Flip Chart (PDF). Today, we're going to talk about Isaac and Rebekah's children. Now the Bible tells us that Rebekah couldn't have children. So Isaac prayed and asked God to give them a child. And God answered in a big way. Rebekah was going to have twins!

## **Twin Dress Up**

You will choose two volunteers to be “turned into twins” by dressing them up with similar clothing items. Make it fun by filling two bags with some of the following (one of each in each bag): brightly colored T-shirts, hats with flowers stuck in the side, sunglasses, silly-looking socks, mittens or gloves, scarves, clown wigs, hair bows (for girls), masks, etc.

What are twins? Two babies born at the same time.

Two brothers or sisters, or a brother and sister, who are born at the same time are called twins. Sometimes twins look alike, and you can’t tell which is which. Before we get started on our lesson today, I need two of you to come up here so we can see what twins look like. Have volunteers stand in front facing the class. I have some special twin stuff in these bags. Just stand right there, and we’ll turn you into twins in no time! Take out the bags of dress-up items and have an assistant help you make a show of “dressing up” each volunteer with the clothes and objects, turning them into “twins.”

Ta-da! Here they are, the twins for today! Have class applaud.

Some twins look alike. How do our twins look? Do they look just like each other? Yes/no.

They aren’t really twins, are they? There are real twins who look the same, and there are some who look different. We’ll see what Rebekah and Isaac’s twins were like in just a few minutes. Allow volunteers to put the items back into the bags and return to their seats.

## **Twins Are Born**

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

Before Rebekah’s twins were born, God told her that the younger twin would be the leader of the family someday. Usually the oldest son would lead the family, but God said it would be different in Isaac and Rebekah’s family.

Refer to the Flip Chart. What were Rebekah’s twins like? Did they look the same or different?

The Bible says the first son born was red and hairy all over. His parents named him Esau. Esau means “the hairy one.”

The second baby was named Jacob. Jacob’s name can mean “someone who deceives others.” To deceive someone means that you lie or trick them. That doesn’t sound very nice, does it? Lying and tricking people isn’t right, is it? Listen carefully, and we’ll find out if Jacob tricks anybody.

Genesis 25:27

Jacob and Esau liked to do different things. Genesis 25:27 tells us what they were like as they grew up. Who has the Bible? Please bring

it up. Have the student bring up the Bible and open it to the sticky note. Read the verse.

Esau became a really good hunter who liked to be outdoors in the wild.

How many of you like to play outside or go camping and hiking with your family? Show of hands.

Jacob liked to stay close to home and cook and take care of the animals.

How many of you like to do things inside your house or take care of your pets? Show of hands.

## **Esau Sells His Birthright**

Who was the oldest son? Esau.

The oldest son was given something special called a birthright. Say that word with me: birthright. That meant that he would get twice as much of his father's money and become the leader of the family when his father died. But remember, God said the youngest son would be the leader in this family.

Which son was younger? Jacob.

Jacob knew that God said he would be the leader someday. So he wanted the birthright from his brother. But how would he get it?

Refer to the Flip Chart. One day Jacob was cooking lentil stew—like a thick soup—when Esau came in from the field. Esau was very tired and hungry. His stomach was probably growling. And when he came near the tent, he smelled the stew. Mmm. It smelled so good!

Can you guess what Esau asked for? Allow guesses. Some of Jacob's stew.

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

Esau asked for some stew. But instead of just sharing some stew with his brother, Jacob decided to be tricky and get something for himself.

Genesis 25:31

Let's read what happened next. Read Genesis 25:31.

What did Jacob ask Esau to sell to him for some stew? His birthright.

Remember, the birthright was a big deal. Whoever had the birthright would lead the family someday. The birthright was way more important than a bowl of stew. But Esau was very, very hungry. He said he was so hungry he was about to die!

Do you really think he was about to die? No!



No. There probably was other food around. But Esau was impatient, and eating was more important to him than his birthright. So guess what Esau did to get some stew—he sold his birthright to Jacob!

Esau didn't care about the birthright. It was wrong for him to be so impatient and only care about filling his stomach.

What about Jacob? Was it wrong for him to be sneaky and ask Esau to sell his birthright for the stew? Yes.

Jacob didn't trust God to give him the birthright at the right time. He was impatient, too. It was wrong for Jacob to try to "help" God by getting the birthright for himself.

Does God need our help? No!

God wants us to trust him and wait for him. When we get impatient and try to do things on our own, we end up sinning like Jacob. And there will always be bad things that happen when we disobey God. We'll see some big problems between Jacob and Esau in our next lesson.

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.

## **Story Time**

Do you remember what happened in our last story? Allow discussion.

Jeremy wasn't sure what he would do if he had to choose between playing with Justin on the Tigers soccer team or playing on the older boys' team. So he prayed that God would show him what to do. And God answered Jeremy's prayer, didn't he? God worked it out so Jeremy could be on the Tigers where he could be a great help AND have fun playing the game.

Let's find out what will happen in today's story. Read the story as you show the picture.

Oh no! Justin and Jessie were so hungry for a snack that they decided to find something to eat by themselves. And they didn't pay attention to how much they were eating.

How many snack cakes did they eat? The whole box.

They almost ruined the family dinner at Papa's Pizza Palace, didn't they? They would have had a lot more fun there if they had just waited for pizza—but they were impatient and both ended up with stomachaches.

In our lesson today, we saw how Esau was so hungry that he gave away his important birthright. Now he wouldn't be the leader of the family and wouldn't receive the extra wealth when his father died. Esau was impatient and lost something very important by selling his birthright for something to eat.

Jacob was impatient, too. God already promised that he would lead the family, but Jacob didn't wait for God to make it happen. He sinned by doing things his own way.

We all need to be patient and wait for God to help us when we make decisions. We should always pray and ask what God wants us to do instead of trying to do things our way.

## **Memory Verse**

We should all be hiding God's Word in our hearts! Use the Flip Chart Memory Verse Page as you play a memory verse game.

Explain the verse to your students as you encourage them to memorize it.

Proverbs 3:5–6 Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.

## **Song Time**

Use the downloaded music to sing the songs.

You may want to add stomping, clapping, and musical instruments or make up hand motions to any of the songs!

Proverbs 3:5–6

Turn to the Flip Chart Memory Verse Page. Okay. It's time for the memory verse song. Teach the words and sing the song together once or twice.

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

Sing other class favorites or songs from the Additional Songs list as time allows.

## **Group Prayer**

Be sure to pray with your students before you dismiss them.

Praise God for always keeping his promises.  
Thank God that we can trust him every day in everything.

## **Song Sheet**

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

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What was her name? Rebekah.

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Ta-da! Here they are, the twins for today! Have class applaud. Some twins look alike. How do our twins look? Do they look just like each other? Yes/no.

They aren't really twins, are they? There are real twins who look the same, and there are some who look different. We'll see what Rebekah and Isaac's twins were like in just a few minutes. Allow volunteers to put the items back into the bags and return to their seats.

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But God said it would be different in this family. He said the younger son would be the leader. And which son was younger? Jacob.

Yes. Jacob knew that God had said he would be the leader, so he wanted the birthright from his brother. But how would Jacob get the birthright? Let's read and find out!

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How did Esau feel when he came in from the field? Exhausted. He smelled something delicious! What did he smell cooking when he got home? Jacob's stew.

Esau was exhausted—he was tired and very hungry. His stomach was probably growling. Mmm. The stew smelled so good!

So what did Esau ask for? Some of Jacob's stew.

But instead of just sharing some food with his brother, Jacob decided to be tricky and get something for himself.

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What did Jacob ask Esau to sell to him for some stew? His birthright. Esau was really hungry! He said he was so hungry he was about to do what? Die.

Do you think he really was about to die? No!

There probably was other food around, but Esau was impatient and just wanted to eat.

So what did Esau do to get some stew? Sold Jacob his birthright. Which do you think was worth more—lentil stew or the birthright? The birthright.

The birthright was worth way more than a bowl of stew. It was wrong for Esau to be so impatient and only care about filling his stomach.

What about Jacob? Was it right for him to be sneaky and ask Esau to sell his birthright for the stew? No. Think back now. Who said the younger son would lead in this family? God.

Right. It was God's idea. Jacob cared about the birthright, but he didn't trust God to give it to him at the right time. He was impatient, too. It was



wrong for Jacob to try to “help” God by getting the birthright for himself. Does God need our help? No!

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## **Lesson Review**

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## **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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