

## 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. Last lesson we learned about the two sons of Isaac and Rebekah—Esau and Jacob. Even though they were twins, they were very different. What are some ways they were different? Esau was hairy; Jacob was smooth. Esau liked to hunt outdoors; Jacob liked to stay home and cook and care for animals.

Yes. Esau's name means hairy, and Jacob's name means deceiver. Because Esau was the firstborn son, he held the birthright, which meant he would get a double portion of his father's wealth and lead the family one day.

What did Esau sell his birthright to Jacob for? A bowl of stew.

Refer to the Genesis . Jacob made a lentil stew, and Esau wanted some because he was tired and hungry. He despised his birthright and sold it for a meal. He promised that Jacob would have his birthright. But Jacob needed Isaac to recognize him as the firstborn by giving him a special blessing.

## Isaac Plans to Bless Esau

Today we'll start by acting out a scene based on Genesis 27. Go ahead and turn to that chapter. Many years had passed since Esau sold his birthright to Jacob. Esau married two Canaanite women. These women did not love God, and that made Isaac and Rebekah sad. But Esau was still Isaac's favorite. Even though Isaac knew about God's prophecy to bless his younger son, Isaac still wanted to give Esau his blessing. We're going to see that every person in Isaac's family sinned at some point in Genesis 27.

### Scene 1: The Plot

Prepare copies of the Stealing the Blessing Skit (PDF).

Let's act out the first scene. I need four volunteers to play the parts of Isaac, Esau, Rebekah, and Jacob. Pass out the Stealing the Blessing Skit (PDF) Scene 1 to four volunteers. Allow volunteers to review Scene 1 and pass out props, if available. Direct students as they read and act out Scene 1 then have them return to their seats.

Great job, everyone! 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 final will and testament today. In a will, parents write down who they want to receive their possessions and make

decisions about their property. Back in Isaac's day, a blessing could include details about the inheritance and a prophecy about the son's future.

So, what was Isaac's sin? What was he trying to do that was wrong? He wanted to bless Esau because he was his favorite.

It appears that Isaac, in his old age, wanted to bless Esau even though he knew what God had said about his sons. Isaac wanted Esau to lead the family after his death, but that wasn't God's plan.

Esau also did something wrong by accepting his father's request to hunt and then receive the blessing. Does anyone know what it is? It has to do with our last lesson. Allow guesses.

Esau sold his birthright to Jacob, which meant that Jacob should also receive the blessing of the firstborn. But Esau didn't say anything to Isaac about how he'd sold the birthright to Jacob. He didn't refuse the blessing; he wanted it because it would give him wealth and power.

What about Rebekah? How did she sin? She wanted to deceive her husband into blessing Jacob.

Rebekah actually wanted something good—for God's prophecy about her son to be fulfilled. But, she took matters into her own hands and deceived her husband. God is holy, so he never wants us to sin, even if we think we have a good reason for it. Rebekah probably thought her deceit was okay because she was "helping" God fulfill his prophecy.

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

No. Sin is never acceptable to God.

What about Jacob? What should he have said when he heard his mother's plan? He should've said no, he wouldn't deceive his father.

Slide #4

Slide #5

Notice that Jacob didn't have a problem with his mother's plan to lie and deceive his father. What was he worried about? Look in Genesis 27:12 if you don't remember from the skit. Getting caught. His father recognizing the deceit and not blessing him.

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

Let's complete some of our Class Notes (PDF). In each blank, you will answer the question, "Who am I?" using the name of one of the four people at the top of the page. Who will read #1 and tell us who wanted to bless his favorite son? Assign a reader. Isaac. Complete #1.

And #2? Who plotted 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 delicious 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 deception worked on old, blind Isaac.

### **Scene 2: The Deception**

There are two parts in Scene 2: Isaac and Jacob. Pass out Scene 2 to two students to read or you act out the scene with an assistant.

So, did the deception work? Did Jacob get the blessing? Yes.

It 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.

Jacob lived up to his name, which means deceiver. He deceived his blind, aged father into thinking he was Esau. He lied when he said he was Esau, twice, and then he lied about God giving him success on the hunt. This wasn't the right way for Jacob to receive the blessing, but God used it even though Jacob sinned.

### **Genesis 27:27–29**

Slide #6

Slide #7

Let's read the blessing Isaac gave to Jacob. Who will read Genesis 27:27–29? Assign a reader.

There are some great promises in this blessing! Isaac asked God to bless Jacob with plenty of food and drink. Other nations would bow down to him, and everyone who cursed him would be cursed.

What part of the blessing made Jacob the leader over Esau? Genesis 27:29. "Be lord over your brothers, and may your mother's sons bow down to you."

So Jacob was put first over Esau, and Esau would have to serve him, just as God told Rebekah before the twins were even born.

Slide #8

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 was told that the older brother would serve the younger? Assign a reader. Rebekah. Complete #5.

## **Esau Discovers the Deception**

Let's see how Esau responded when he found out what Jacob did. Jacob had just left Isaac's tent when Esau entered carrying the food he had hunted and

prepared for Isaac.

### Scene 3: The Discovery

Our final scene has Isaac and Esau. Pass out Scene 3 to two students to read or you act out the scene with an assistant.

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

Yes. He was extremely upset! In the Bible, it says that Esau cried with an exceedingly great and bitter cry. He lashed out at Jacob, accusing Jacob of stealing his birthright and his blessing. However, Esau should have recognized that Jacob didn't steal his birthright; Esau sold it to him for a bowl of stew. That was Esau's fault, not Jacob's. When people are upset, they often don't think clearly or take the blame for their own mistakes.

### Genesis 27:39–40

#### Slide #9

Let's look at Esau's blessing from Isaac in the Bible. Who will read Genesis 27:39–40? Assign a reader.

Esau's blessing didn't make him the leader of the family or give him his father's wealth. His descendants would live in an unfertile land, away from good soil and water. It also prophesied that his descendants would serve Jacob's until they rebelled. That's what "break his yoke from your neck" means at the end of verse 40. This rebellion of the Edomites against the Israelites actually happened hundreds of years later.

So, we saw that Esau responded with anger and sadness when he realized he'd lost the blessing of being the firstborn. But his sadness wasn't true repentance. He had despised his birthright, which showed that he was focused on worldly things and not the things of God.

#### Slide #10

How did Isaac respond when he figured out he'd been tricked? Look in Genesis 27:33. He trembled very violently.

Isaac's first response was trembling. This may have been because he realized that it was God who had kept him from blessing the wrong son. Isaac could have changed the blessing from Jacob back to Esau when he found out he'd been deceived. But it seems that he accepted God's will when he said, "Yes, and he shall be blessed." Isaac 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, and Isaac's family was no exception. Isaac didn't follow God's will for blessing his sons, and he was tricked by those closest to him. Esau lost the blessing because he cared more about worldly things than the promises of God. Rebekah plotted to trick her husband, and

Jacob lied and deceived his father to take Esau's blessing. Despite these sins, God still fulfilled his prophecy to Rebekah that her younger son, Jacob, would rule over her older son, Esau.

But Esau hated Jacob for stealing his blessing. He was so mad that he made himself feel better by saying that he would kill Jacob once Isaac was dead. Rebekah heard about Esau's threats toward Jacob. She called Jacob and told him to flee to her brother Laban for safety. She knew that it would take time for Esau's anger to cool off. Rebekah may have succeeded in getting the blessing for Jacob, but now she had to send her favorite son away. Jacob faced the consequences of having to flee from his home and of ruining his relationship with his brother.

#### Slide #11

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 #12

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 take advantage of his blindness. Jacob received the blessing of the firstborn, which made him the master of 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 had to leave his mother, and he would have to worry about Esau trying to get even.

Have any of you ever heard the expression, "The end justifies the means"? Show of hands.

Does anyone know what that expression means? Allow guesses.

"The end justifies the means" is a phrase that says as long as you accomplished something good in the end, it doesn't matter if you did bad things along the way to get there.

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. The account of Jacob and Rebekah deceiving Isaac is another example of "the end justifies the means." Rebekah and Jacob thought they were right to deceive because in the end what they were trying to do was good—to

get the blessing for Jacob according to what God had said. But even if we're trying to do something good, it is never right to sin. Sin is sin, and God hates sin because he is holy.

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

Doing what is right is hard. It is especially tempting to sin when we think we're doing it for a good reason, but that is a lie from Satan. He 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 approved of Jacob's deceit and lies. God wants his children to obey him and avoid 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 that God is able to fulfill his will even when people sin or try to take matters into their own hands. 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

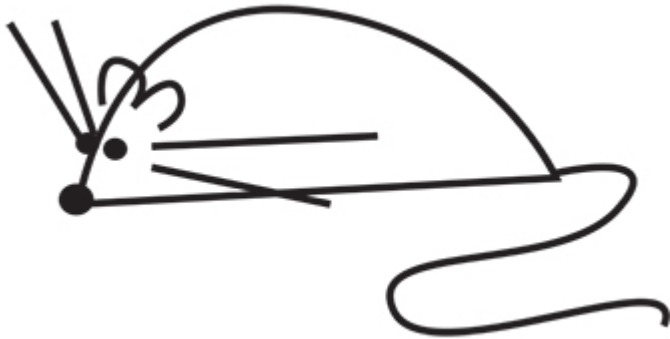
## Instructions

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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