



Bible Point ▶

# God wants us to get along.

## Bible Verse

“Love each other with genuine affection, and take delight in honoring each other” (Romans 12:10).

## Growing Closer to Jesus

- Children will
- understand that seeking peace is better than fighting back,
  - learn how to work together to make peace, and
  - practice finding things they like about others rather than things they don't like.

## Teacher Enrichment

### The Bible Basis

#### ■ Isaac makes peace with Abimelech.

**Genesis  
26:12-33**



This passage gives us a perfect example of how to live in peace with other people. Because of the dry nature of the land where Isaac lived, conflict over water was not unusual. However, what may have been unusual was how Isaac handled the conflict. We see from Genesis 26:12-14 that Isaac had become rich and powerful. He most likely had enough might to have driven away the people who filled his wells with dirt or disputed who owned the wells. However, as we see in Genesis 26:17-22, Isaac's way of handling conflict with others was to give up the wells and move on, even though he likely had every right to those wells.

Isaac's actions should remind us of a couple of things Jesus told us to do in the face of conflict: Turn the other cheek, and walk the extra mile (Matthew 5:38-42). Jesus wants us to get along, even if it means sacrificing some of our own “rights.”

Notice that even though Isaac was the one who had been wronged when Abimelech and his cohorts had driven him away, he welcomed them and even prepared a feast for them when they came offering to make peace (Genesis 26:26-31). Isaac certainly knew how to get along with others.






### Prayer

- Read Matthew 5:38-42.
- How regularly do you “go the extra mile” for someone who needs your help?
- Pray: God, help the children in my class learn to get along with each other through Isaac's example.

## Before the Lesson

- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart.
- Make photocopies of the “Growing Together” handout (at the end of this lesson) to send home with your children.
- Pray for your students and for God’s direction in teaching the lesson.

## This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Welcome</b>	<b>Welcome!</b> —Receive a warm welcome from the teacher, and make name tags.	“Leaders Name Tags” (p. 83), scissors, markers, tape	
<b>Attention Grabber</b>	<b>Let’s Harmonize</b> —Sing one song while another song is playing on the CD.	CD player	
<b>Bible Exploration &amp; Application</b>	<b>Now ‘Ear This</b> —Have a make-believe argument, and learn what the Bible says in 2 Timothy 2:23-24.	Bible	
	<b>Let’s Shake on It</b> —Listen to the story from Genesis 26:12-33, and learn that Isaac worked to make peace instead of fighting back.	Bible	
	<b>Ice Cream Wars</b> —Discover ways to solve a disagreement by referring to Psalm 34:14.	Bible	
<b>Closing</b> 	<b>What Can You See?</b> —Look for things they like about each other instead of things they don’t like.	Paper	

## Welcome

**SUPPLIES:** “Leaders Name Tags” (p. 83), scissors, markers, tape



- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them about last week’s “Growing Together” discussion. Use questions such as “Was there anything you had to be patient about last week? How did you handle it?” and “Why does God sometimes want us to wait?”
- Say: **Today we’re going to learn that ► God wants us to get along.**
- Hand out the name tags children made during Lesson 6, and help children attach the name tags to their clothing. If some of the name tags were damaged, or if children weren’t in class that week, have them make new name tags using the photocopyable handout.
- Tell the children that the attention-getting signal you’ll use during this lesson will be blowing the *bird whistle*. Ask the children to respond by raising their hands. Rehearse the signal with the children, telling them to respond quickly so you’ll have plenty of time for all the fun activities planned for this lesson.



**BIBLE POINT**



It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point over and over will help children remember it and apply it to their lives.

## Attention Grabber

### ■ Let’s Harmonize

**SUPPLIES:** CD player



Cue the *CD* to track 4, “His Great Love” (Romans 5:8).

Gather the children, and say: **To begin the lesson today, we’re going to sing “Jesus Loves Me.”**

Turn on the CD player, and have the class try to sing “Jesus Loves Me” while “His Great Love” (Romans 5:8) is playing on the *CD*. Make sure the *CD* music is loud enough to make it hard to sing “Jesus Loves Me” at the same time.

If the children protest that the music isn’t right, just say that it’s the only *CD* you have.

When the song on the *CD* ends, ask:

- **How did this work?** (It was too confusing; we didn’t sing the right song.)
- **How was singing this song like the way you feel when you can’t get along with someone?** (I get angry; it makes me upset; it’s confusing; it’s like arguing.)

Say: **It was confusing to try to sing one song when another song was playing in the background. It’s also confusing when people can’t get along with each other, and it can make us angry and frustrated. But ► God wants us to get along. Today we’re going to learn how to do that.**



**BIBLE POINT**

## Bible Exploration & Application

### ■ Now 'Ear This

**SUPPLIES:** Bible



Count out enough *wooden beads* for half the number of students in the class. Gather the children, and say: **When I roll these beads on the floor, hurry to pick one up. Just one bead!**

When all the beads have been picked up, have the children with beads form a straight line, standing shoulder to shoulder.

Have the children without beads form another straight line, standing shoulder to shoulder. The two lines should be close together—about 2 feet apart—and the two lines should be facing each other. Collect the *wooden beads*, and save them for another lesson.

Say: **If you're on the side that got beads, put your hands on your hips, lean forward, and shout, "Yes, they are!" to the children on the other side. Be sure to listen for the signal. I need to be able to get your attention quickly.** Have the children practice a few times. Then regain their attention by blowing the *bird whistle* and waiting for their response.

**Now this side** (indicate the "beadless" children) **put your hands on your hips, lean forward, and shout, "No, they aren't!" to the children on the other side.** Have the children practice a few times. Then regain their attention by blowing the *bird whistle* and waiting for their response.

**Now take turns saying your lines back and forth as if you were arguing.** Practice this a few times. Then regain the children's attention by blowing the *bird whistle* and waiting for their response.

**I have something for you to really argue about. You already know what you're supposed to say, so when I ask the question, start arguing about it as fast as you can.** Hold up the *animal ears* from the Learning Lab.

Ask: • **Are these real?**

Let children argue "nose to nose" for no longer than 30 seconds. Then stop the argument by blowing the *bird whistle* and waiting for their response. Gather the children, and sit on the floor with them.

Say: **Let's talk about this argument. When you were arguing about the ears, you didn't get to choose which side you were on. Now decide what you really think. If you think the right answer is "No, they aren't real," raise your hand.** Have the children from this group explain why they think the ears aren't real.

**If you think "Yes, they are real" is right, raise your hand.** If some children raise their hands, have them share why they think the ears are real.

Then say: **Actually, people on both sides of the argument are correct. These aren't real animal ears because they're made of fabric, but they are real for what they are—real costume ears. If they weren't real, you couldn't touch them.**

Put away the *animal ears*.

Ask: • **What did you think about this argument?** (It was fun; I didn't like it; I think it was stupid.)

• **Did arguing settle the disagreement? Why or why not?** (No, we still disagreed; no, I needed more time to argue.)

### teacher tips

If the children don't want to stop arguing, ask them how long they think they'll have to argue before they come to an agreement. Then ask them if they want to argue that long. Ask children to think of ways to settle the argument in less time, such as voting.

• **What would've been a better way to settle the disagreement?** (Talk about it; vote on it; ask you for more information.)

Say: **People don't always agree, and that's OK. But when we just argue back and forth, we don't find answers to our problems. Listen to what the Bible says about arguing.** Read **2 Timothy 2:23-24**. ▶ **God wants us to get along.** And we can do that even when we don't agree with each other. Now let's hear a Bible story about two people who had trouble getting along.



## ■ **Let's Shake on It**

**SUPPLIES:** Bible

Say: **Today's Bible story is about two people who didn't agree. One person wanted to fight, but the other person didn't. I'll tell you what happened, and you help me act it out.**

Have the children count off by twos. Have the Ones stand in a line, shoulder to shoulder. Make sure there's a lot of room behind them because they'll take several steps back.

Say: **This story happened a long time ago. It's from the first book of the Bible, Genesis.** Hold up your Bible, and open it to Genesis. **It hadn't rained for a long time, and there wasn't enough food to eat. All the people were worried about what they would do to find enough food to feed their families.** Have children act out what it's like to be hungry.

Point to a child among the Ones, and say: **This is Isaac. Every time I say "Isaac," everyone in this line should say "Hi!" and pretend to shake hands, like this.** Demonstrate, smiling and holding out your hand as if shaking hands with another. **Let's try that: Isaac.** Pause. **Isaac planted seeds in a field, and even though there wasn't much rain, his crop was huge. He grew lots of food, and he became a very rich farmer and rancher. He had lots of animals and crops and** (indicate the other children in Isaac's line) **many family members and workers to help him.**

Have the Twos stand in a line facing Isaac's line about 2 feet away. Point to the new line of children, and say: **Isaac's neighbors, the Philistines, wished they had all that Isaac had, and they were afraid that he'd take their land and animals, too. Every time I say "Philistines," everyone in this line should say "Grrr!" and hold up your fist in the air. Let's practice that: Philistines.** Demonstrate, stepping forward slightly and waving your fist in the air. **The Philistines decided to make Isaac move away. First they filled up his wells with dirt so Isaac didn't have any water for his family or his animals to drink.** Have children act out what it's like to be thirsty. **Isaac could've fought back, but he didn't.**

Have the "Philistines" take one step forward and hold up their fists to show anger. Point to a child in that line, and say: **Then the king of the Philistines, a man named Abimelech, said to Isaac, "Leave our country." Isaac could've argued that he wanted to stay, but he didn't. Instead he moved away.** Have Isaac's line move one step back.

**Isaac moved to a valley where there were more wells. The wells were old, and they had a lot of dirt in them. Isaac worked hard to clean them out so the water would be fresh.** Have children pretend to dig wells. **But just as he cleaned the dirt out of the first one and was beginning to use it, some of the**



Understanding the way your first- and second-graders think can help you zero in on ways to teach your kids how God wants us to get along. At this age, the children are interested in concrete learning experiences such as dramatization and rhythms. They have a limited concept of time and space and are interested in the present but not in the past or future. They yearn for competence in developing skills but are not overly competitive yet.

### **Bible Insight**

The name *Abimelech* means "my father is king." Many scholars think that Abimelech wasn't the personal name of the king but a general title of royalty, similar to the Pharaohs in Egypt.

**Philistines came** (have the Philistines take one step forward and shake their fists at Isaac's line) **and said, "This water is ours. You can't use it."**

**Isaac could've sent his workers to get rid of the Philistines, but he didn't. Instead, he named the well "Argue" and went to another place** (have Isaac's line take one step back) **and dug another well. But the Philistines also argued about that new well.** Have the Philistines take a big step forward so they're standing face to face with Isaac's line. **So Isaac named this well "Fight," but instead of starting a real fight, he just moved away again.** This time have Isaac's line take two steps back.

**After Isaac dug another well, no one came to argue about it, so he named that well "Room Enough."** Have children stomp their feet a few times and give a thumbs-up.

**From there Isaac, his family, and his workers went to a place called Beersheba.** Have Isaac's line move back one more step. **On the night they arrived, God appeared to Isaac and said, "Don't be afraid, because I am with you. I will do good things for you."**

**Then Abimelech and his officers came to see Isaac.** Have the Philistines take three steps forward so they're face to face with Isaac's line. **Isaac wondered if they were going to start another fight, so he said, "Why have you come to see me? You were my enemy and made me leave your country."**

**But Abimelech didn't come to start a fight. He said, "Now we know that God is with you, so let's make peace." Isaac and Abimelech decided to make an agreement not to hurt each other but to live in peace. Today we would shake hands to make an agreement, so let's shake hands to end this story.** Have the Philistines shake hands with those in Isaac's line.

Have the children sit on the floor.

Ask: • **Why didn't Isaac fight back?** (He knew it was wrong to fight; it was easier to just move away; maybe he was scared of Abimelech.)

• **Is it always wrong to fight back when someone hurts you? Why or why not?** (Yes, God doesn't like fighting; no, sometimes you have to fight—like in a war.)

• **Why does God want us to get along with others as Isaac did?** (Because it shows we love them; because he loves us; because it's the right thing to do.)

• **What else could Isaac have done to make peace with Abimelech?** (Isaac could've talked to Abimelech; Isaac could've shared what he had with Abimelech.)

• **What do children your age fight about?** (Who's first in line on the playground; who gets to use the art supplies first; who has the biggest snack.)

• **What can you do to get along with others?** (Be fair; learn to share with others; think about what others want.)

### BIBLE VERSE ►

Say: **It's nice when we get along with others. Let me read you what our Bible verse for today, Romans 12:10, says about getting along:** ► **"Love each other with genuine affection, and take delight in honoring each other." When we take delight in honoring each other, that means that we are happy to be nice to each other and treat each other nicely, like friends. It's good that Isaac didn't fight Abimelech, even though Abimelech and his men were mean to Isaac.** ► ***God wants us to get along.*** That means we have to be patient and make peace even when we're right and the other person is wrong. Let's play a game now about getting along.



### BIBLE POINT ►

## Ice Cream Wars

**SUPPLIES:** Bible



Collect enough *linking hearts and stars* from the Learning Lab for each student to have one.

Say: **When I scatter these links, please pick one up. Each person gets one link.** Scatter the links on the floor.

When the links have been picked up, say: **Get together with everyone whose link is the same color as yours. Join your links together to make a chain, and then join hands and stand in a circle around your links.**

There should be one circle of children for each differently colored chain of links.

If there are lots of children in one group and only one or two in other groups, ask for volunteers to join the smaller groups so the groups are the same size.

If you have more students than *linking hearts and stars*, ask the students who didn't get a link to join hands with someone who did. If you have fewer than 10 in your class, create only two or three color groups.

Say: **Let's pretend that each color group is a different group of people, and you've all been arguing about what the best flavor of ice cream is. Each group has its own favorite flavor.**

Assign each group a favorite flavor such as chocolate, strawberry, vanilla, or peppermint.

Say: **You've been arguing for days, and no one is willing to give in. You've decided the best thing to do is make peace, even though you all disagree.**

Have the children ask each other the following questions in their small groups. Allow 30 seconds for discussion after you say each question aloud. Then ask volunteers to share their answers with the class before continuing to the next question.

Ask: • **What could you do to settle the argument about the ice cream?** (We could have a vote; we could talk the others into agreeing with us; we could decide to make all the flavors our favorite flavors.)

• **Is it important for everyone to always agree about things such as the best flavor of ice cream? Why or why not?** (Yes, people need to agree about things; no, sometimes it's OK to have different ideas.)

Have one person from each group use the small chains to make one big chain. Then have all the children stand in a circle around the big chain and link arms. Then have everyone sit down as they keep their arms linked.

Say: **Sometimes making peace means agreeing to live with different opinions. The Bible talks a lot about living in peace. Listen while I read Psalm 34:14.** Read **Psalm 34:14** aloud. **This Bible verse says we should look for peace and work at keeping peace.** Then ask:

• **What happens when people don't live in peace?** (They fight; there are wars; everybody's always mad.)

• **What do you do when you don't agree with people?** (Tell them how I feel; walk away; try to get along.)

• **How can you be a peacemaker and help others get along with each other?** (I can help others be friendly instead of fighting; I can decide that I don't always have to have my own way; I don't have to always fight back.)

**teacher tips**

If the links in your Learning Lab are mostly the same color, have children also separate into groups of matching color hearts and matching color stars.

**teacher tips**

First- and second-graders have many opportunities to help bring about peace in their everyday lives with their families, friends, and others. Remind kids of their responsibility as Christians to be peacemakers and peacekeepers.



## BIBLE POINT ►



Say: ► ***God wants us to get along.*** Sometimes, for this to happen, we must link together people who are different. It's easier to link people when we love them. God has shown us how to do that. Do you know how? Through Jesus. God loved the world so much that he sent his only Son, Jesus, to die for everybody, no matter how alike or different they are. Everyone has the chance to believe in Jesus and become forever

**friends with him—everyone!**

Have children unlink arms and turn to a partner and say, "You can be forever friends with Jesus." Then have them shake their partners' hands.

Put away the *linking hearts and stars* for use later.

## HANDS-ON BIBLE

Have sticky notes and pencils available for children to use. Say:

**Every person is unique, but God loves all people the same, and each of us would like to be treated the same, too. It's easier to get along with each other when we do. Let's open our *Hands-On Bibles* to Matthew 7, and we'll do the "Mirror Image" activity together.**



Help the children find **Matthew 7:12** in their *Hands-On Bibles* and practice saying it out loud with one another. Then have children get into pairs, and read to them the instructions for the activity. Assist children as needed. Hand out sticky notes and pencils for the children to practice writing the Bible verse on. If children have trouble writing, have them write their names on the sticky notes. Then say:

**The Bible encourages us to do nice things for one another the way we would like people to do nice things for us. That's because ► *God wants us to get along*, and that means we should try to love one another.**

Ask: • **Who are some of the special people in your life?** (My mom and dad; my baby brother; my friends Alexis and Jacob.)

• **Do you love them all the same?** (No, I like some friends more than others; yes, I love everyone in my family.)

• **Why does God want you to get along?** (So we keep loving each other; because then it will be peaceful; so we don't make each other mad.)

Say: **Although we are all different, ► *God wants us to get along.* One way we can do that is to treat other people the way we'd like to be treated, just as Jesus said to do. Shake hands with your partner, and let your partner know how glad you are to be friends with him or her and Jesus!**

Have kids encourage one another as they wander through the room, greeting one another. Then close in prayer, thanking God for helping us all get along.



## BIBLE POINT ►



## BIBLE POINT ►



## Closing

### ■ What Can You See?

**SUPPLIES:** paper

Ask: • **Can you tell me some things you learned in class today?** (God wants us to get along; I can be a peacemaker; we shouldn't fight.)

Say: **Sometimes we notice what we don't like about people before we think about what we do like. That makes it hard to get along with others. We need to change the way we think about others because ► God wants us to get along. Say that with me: "God wants us to get along." Let's practice noticing what we like about people.**

Have each child pair up with a friend. Give each pair a sheet of paper to hold between them like a curtain.

Say: **There are things that make us special that can't be seen right away, such as the way someone acts or the sound of a friendly laugh. Hold the sheet of paper between you so you can't see each other. Then take turns telling things you like about each other that can't always be seen.**

After two or three minutes, get the children's attention by blowing the *bird whistle* and waiting for their response. Gather the children, and ask:

- **What was it like to have people say special things about you?** (It was good; it felt nice; I was embarrassed.)
- **What was it like to think about what makes other people special?** (It was good; it was hard to think of things to say; it made me like my friend more.)
- **How can seeing and saying nice things about others help you get along with them?** (Being nice makes people feel happy; I can't fight with people while I'm being nice to them.)

Say: ► **God wants us to get along. It's easier to do that when we realize there's something special about everyone. Let's pray for each other. Prayer is another way to help us get along with others.**

Give children a minute to think of one thing they're thankful for about their partners. Then say: **God, we thank you for our friends because...** Have children say aloud why they're thankful for their partners. Children might mention such things as "My friend makes me laugh" or "My friend is nice to others." Then say: **In Jesus' name, amen.**



### Growing closer to Jesus extends beyond the classroom.

Photocopy the "Growing Together" handout (at the end of this lesson) for this week, and send it home with your children. Encourage children and parents to use the handout to plan meaningful activities on this week's topic. Follow up the "Growing Together" activities next week by asking children what their families did together.

# Growing Together

**Leaders of the Faith 8:**  
God wants us to get along.

**Bible Story**  
Isaac makes peace with Abimelech.  
Genesis 26:12-33

**Key Verse**  
“Love each other with genuine affection, and take delight in honoring each other”  
(Romans 12:10).

## In Touch

This week your child learned that God wants us to get along with others. The children talked about how to be peacemakers even when people disagree, and they learned ways to appreciate other people.

### Reach Out

With your child, make a list of things you can do as a family to improve your relationship with your neighbors. For example, meet someone in the neighborhood you haven't met before, help an elderly neighbor with chores, or invite a lonely neighbor to a meal or a family outing.

### Music Makers



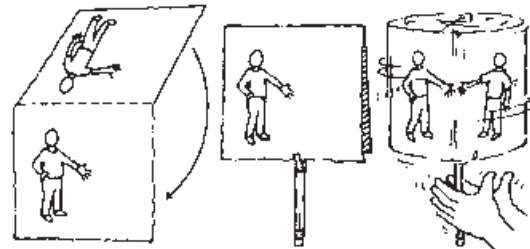
Wash the dishes as a family this week. While you're soaping and rinsing the dishes, sing "I've Got Peace Like a River." Ask each family member what makes a river peaceful. Read Bible passages on peace during your family devotion time. Some examples are Colossians 3:12-15 and Romans 12:17-18. Then talk about how your family can have that kind of peace.

### Parent Talk

Model peacemaking for your child. When disagreements arise in your family, wait until your anger has calmed before you discuss the problem. Seek to understand your child's point

of view before you discipline him or her. For each correction you give your child, find two things to praise him or her for.

### Kid Crafts



Use this illusion as a reminder that with God's help, people who are on opposite sides can get along with each other.

Cut a 3x6-inch rectangle out of paper. Fold it in half to form a square. On one side, draw a person on the *left* side of the square with one hand extended toward the center of the square as if he or she is ready to shake hands. Turn the folded square over, and draw a person on the *right* side of the square with one hand extended toward the center. Fold the paper over a pencil, and tape it so the people are on opposite sides. Twirl the pencil between your palms, and the people will appear to be shaking hands.