

# STEP 2

Bible Learning  
(15–20 minutes)

## Bible Basis:

God promises the land to Isaac and Isaac refuses to fight over water rights (Gen. 26:1-6, 12-33). God supplies His people's needs (Phil. 4:19).

**Objective:** That your students will study the story of Isaac and the water rights and learn that God supplies His people's needs.

**Materials:**

- Bible Adventures pp. 2, 3
- Bibles
- "Where Bible Events Began" Teaching Aid
- Bible Adventures p. 1, pencils

Isaac would probably tell us that, just because we're right, it doesn't mean we have to fight. There are other ways to settle disagreements—in a peaceable manner.

**Bible Study**

Display the teaching aid map "Where Bible Events Began" and point out where today's Bible event happened. Place the arrow for Lesson 13 in the inset map. The exact location is unknown, but it is close to Beersheba near the Mediterranean coast.



Give your class Lesson 13 of Bible Adventures and have them open to "Peaceful Moves" (pp. 2 and 3). Briefly review how Isaac married Rebekah and some years have passed to the time of today's study. Have your students read the introduction to the study on page 2, including the three footnotes. Choose a volunteer to read Genesis 26:14-15.

- ▶ **Who stopped up Isaac's wells with dirt?** (The Philistines.)
- ▶ **Why did they do this?** (They were envious of Isaac's riches.)

▶ **How would this hurt Isaac?** (Isaac had many, many livestock animals to feed, and the land was very dry like a desert. So his animals would not be able to find water to drink without the wells. This was potentially a matter of life and death.)


Ask for some volunteers to share reading of the first Scripture Spotlight section (Gen. 26:16-17, 19-21) from Bible Adventures.

▶ **What did the king mean that Isaac was "too powerful?"** (The king could see how wealthy Isaac had become. Perhaps he felt threatened by Isaac's wealth and feared him because of this.) Point out to your students how Isaac's wealth and power were signs of God fulfilling His promise to Isaac and Abraham.

▶ **Why do you think Isaac left when King Abimelek told him to?** (Though Scripture does not tell us exactly why Isaac left, we can guess that he probably had no desire to stir up trouble with the king. He probably wanted to keep peace with the king.)

▶ **Why were the wells important enough that people argued about them?** (Fights over water were common. People need water for their flocks in order to live.)

BIBLE STUDY FROM GENESIS 26:1-6; 12-33



## PEACEFUL MOVES

\*Pronounced Fih-ISS-lee. A powerful people who lived along the seacoast of Canaan.

**D**uring a time without food in the land, the Lord appeared to Isaac. He told Isaac to live in the Philistine<sup>1</sup> city of Gerar.<sup>2</sup> The king, Abimelek<sup>3</sup> let Isaac farm the land, and Isaac became very rich.

**Read Genesis 26:14-15. Who stopped up Isaac's wells with dirt? Why did they do this?**


<sup>1</sup>Pronounced GHEE-lee. Located on the edge of Philistine territory.

**SCRIPTURE SPOTLIGHT**

**Genesis 26:16-17, 19-22**

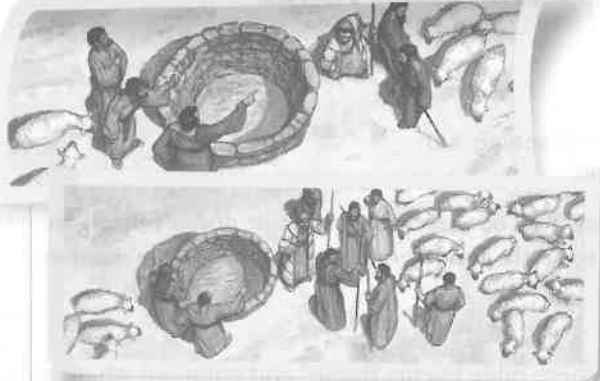
Then Abimelek said to Isaac, "Move away from us; you have become too powerful for us." So Isaac moved away from there and encamped in the Valley of Gerar where he settled. Isaac's servants dug in the valley and discovered a well of fresh water there. But the herders of Gerar quarreled with those

\*Pronounced uh-BIM-uh-leck.



Water: glass image copyright © 1995 PhotoDisc, Inc.

LES. 13



of Isaac and said, "The water is ours!" So he named the well Esau, because they disputed with him. Then they dug another well, but they quarreled over that one also; so he named it Sitnah.

**What did the king mean that Isaac was "too powerful"? Why do you think Isaac left when Abimelek told him to?**

**Why were the wells important enough that people argued about them? How else might Isaac have handled the conflict over the wells?**

He moved on from there and dug another well, and

no one quarreled over it. He named it Rehoboth, saying, "Now the Lord has given us room and we will flourish in the land."

**What happened when Isaac moved to the well he named Rehoboth? Why do you think the arguments ended? What other ways could Isaac have dealt with his problems?**

Later, King Abimelek came to Isaac and made a peace treaty with him, because the king saw how the Lord had blessed Isaac. Isaac chose to settle his problems peacefully, and God blessed him.

In the arid land of Canaan, disputes over wells and water rights were fairly common.

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▶ **How else might Isaac have handled the conflict over the wells?** (He could have fought over them. Besides, the Lord told him to go to this land.)

Have another student read the second Scripture Spotlight section (Gen. 26:22) from *Bible Adventures*.

▶ **What happened when Isaac moved to the well named "Rehoboth"? Why do you think the arguments ended?** (No one argued over this well.) Point out that Isaac gave this well a name that meant "room," because Isaac had room for his herds and workers in that place.

▶ **What other ways could Isaac have dealt with his problems?** (Your students will probably have a variety of ideas. Guide them to see that Isaac's peaceful choice worked out in the end, even if he had to move several times.)

Have your students read the conclusion to the study. Point out how the same king who asked Isaac to leave earlier now came to Isaac to make peace with him.

**Bible Review**

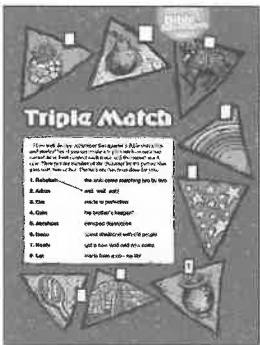
We've covered a lot of Old Testament ground during this quarter. Turn to page 1 in *Bible Adventures* to review some of these lessons. Have a volunteer read the instructions aloud.

Then let the class work together to match the names, word clues, and picture clues. The answers are listed below for your convenience.

1. Rebekah; well, well, well!; water jar.
2. Adam; made to perfection; mirror.
3. Eve; made from a rib—no fib!; fruit.
4. Cain; his brother's keeper?; offering on altar.
5. Abraham; got a new land and new name; stars.
6. Isaac; spent childhood with old people; ram.
7. Noah; the ants come marching two by two; rainbow.
8. Lot; escaped from destruction; city gates.

**Memory Work**

Tie the Bible study to today's memory verse. Have the students find and read Romans 14:19 in their Bibles. Assign one word of the verse (including the reference) to each student. Go around the room and have each person stand and say their word in the order of the verse. After one or two repetitions, mix the students up and have them say the verse a few more times, each time more quickly than the one before, with the students popping up to say their words.



## STEP 3

Bible Application  
(5–10 minutes)

**Objective:** That your students will discover ways to settle disagreements peaceably.

**Materials:**

- "Strife in Life" Teaching Aid—assemble before class
- Glue or tape

"Strife in Life" Teaching Aid will help students find ways to settle arguments peaceably. Before class, punch out both cubes and fold back along the broken lines. Make each cube by tucking in the tabs and then gluing or taping them in place. When you are finished, you will have two cubes with pictures on each side.

It would be nice if life rolled along smoothly without any conflicts; but unfortunately, we all experience strife—it's part of life.



▶ **What is strife?** (Some students may know the answer—discord, conflict, disagreements—without any help. But for others, you can simply say that strife is when people don't get along.)

We may not always be able to avoid disagreements, but we can decide how to handle them.

Let each student toss the cubes. After both cubes are tossed, let the tosser read the solution that came up on one cube and the disagreement that came up on the other. Next, let him tell whether the solution for settling the argument is good or bad. If the solution doesn't seem good, let the class suggest alternatives.

If "Player's Choice" turns up on the solution cube, the student may decide on any reasonable solution. As time allows, you could discuss why a solution is good or bad. For instance, if "Tattling" and "Backseat Bickering" turn up, you could ask,

▶ **Why would tattling be a poor way of solving Backseat Bickering?** (It could cause the driver to stop concentrating on the road and have an accident.)

Continue the game until you run out of time.

▶ **What is one thing we should all do whenever we face a disagreement, no matter which method of settling it we choose?** (We should ask for God's help and trust Him for wisdom.)

STEP 4 

Life Response  
(5–10 minutes)

**Bible Truth:**

God helps us deal with  
conflict.



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**Objective:** That your students will plan ways to live peacefully with someone with whom they have a conflict.

**Materials:**

□ *Bible Adventures* p. 4, pencils

Life is full of conflicts, and each conflict brings choices. Sometimes we, like Isaac, can choose to back off from a confrontation because we know that God is going to take care of us. It's good to know that, when we do things the way God wants us to, we always come out a winner in the end.

Have students turn to page 4 of *Bible Adventures*, “Wells of Peace.” Introduce this activity by saying something like: **In today’s study we learned that when we disagree, fighting is not the only option. Instead we can look for creative, peaceful ways to solve our arguments.** Point out the three pictures of Bible-time wells on their *Bible Adventures* page. **You can use these wells as coupons of peace to give people with whom you are having a conflict or disagreement.**

Each of the three wells includes a “To” and “From” blank, as well as a blank in which the student can apologize for his or her part of the conflict. The students can sign their coupons before giving them to the people they have chosen.

If you have time in class, allow students to fill in at least one coupon. **Think about someone you had an argument with not too long ago or a problem with others you are having now. You may want to fill in one of the wells right now to give to the person you thought of.**

They can take the others home to use later. Let students move to various parts of the room so that they can fill in their coupons without interruption or embarrassment.

Emphasize that it may take time for students to work through their conflicts with others, but that God wants them to keep trying. The “Wells of Peace” coupons can act as a starting point to resolving a conflict in their lives. Direct students’ attention to the last paragraph on the page, which explains the reason for the well-shaped coupons.

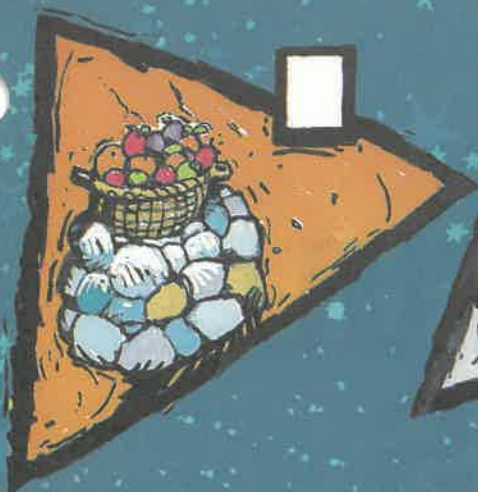
**Closing Activity**

Close in prayer, thanking God for His help with conflict. Ask for yourself and your students that in the coming week and throughout your lives that God will help you resolve conflict in peaceful, godly ways. Allow time for those who are comfortable doing so to join in and pray out loud.

**Optional Activity**

Thank God each day for someone in your life—someone that you’re close to or someone that you are in conflict with. Ask Him to help you show love to that person. Praise Him for the opportunity to be a light.





# Triple Match

How well do you remember this quarter's Bible characters and stories? See if you can make a triple match on each one named here. First connect each name and the correct word clue. Then put the number of the character by the picture that goes with him or her. The first one has been done for you.

- |                   |                                   |
|-------------------|-----------------------------------|
| 1. <b>Rebekah</b> | the ants come marching two by two |
| 2. <b>Adam</b>    | well, well, well!                 |
| 3. <b>Eve</b>     | made to perfection                |
| 4. <b>Cain</b>    | his brother's keeper?             |
| 5. <b>Abraham</b> | escaped destruction               |
| 6. <b>Isaac</b>   | spent childhood with old people   |
| 7. <b>Noah</b>    | got a new land and new name       |
| 8. <b>Lot</b>     | made from a rib—no fib!           |







# PEACEFUL MOVES

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**Genesis 26:16-17, 19-22**

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from us; you have become too powerful for us."

So Isaac moved away from there and encamped in the Valley of Gerar where he settled.

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of Isaac and said, "The water is ours!" So he named the well Esek, because they disputed with him.<sup>4</sup>

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# Wells of Peace

**I**n today's Bible study we learned that when we disagree, God helps us deal with that conflict. We can ask God to help us find creative ways to solve our arguments.

You can use these wells as "peace coupons." When you get home, cut out the three wells. When you get into a conflict, you can give a well coupon to the person you are disagreeing with. First write a message of peace on the coupon, and then give it to the person.

If he or she asks why your coupon is shaped like a well, you can tell the story of Isaac and how he resolved his conflict and avoided a fight.

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Let's make peace! I'm sorry that** \_\_\_\_\_

\_\_\_\_\_

**Signed:** \_\_\_\_\_

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Let's make peace! I'm sorry that** \_\_\_\_\_

\_\_\_\_\_

**Signed:** \_\_\_\_\_

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Let's make peace! I'm sorry that** \_\_\_\_\_

\_\_\_\_\_

**Signed:** \_\_\_\_\_

## KEY VERSE

Let us therefore  
make every  
effort to do what  
leads to peace.  
Romans 14:19