

Jacob and Esau

Patriarchs 2 Lesson 1

Lesson Objectives:

- The students will identify two ways that Jacob and Esau sinned against each other.
- The students will describe God's response to deceit.
- The students will state the benefits of honesty in their lives.

Lesson Text

Genesis 25:19-34
Genesis 27

Scripture Memory Verse

O LORD, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.

Psalms 139:1-2

Lesson Plan

Greeting and Registration

Preclass Activity: In My Own Words

Welcome and Singing

Centers:

Bible Story: Me First

Craft: What Do You Think?

Scripture Memory: Penny for Your Thoughts

NOTE: Allow time for a snack.



P R E • C L A S S

Jacob and Esau

In My Own Words

The students will describe what honesty means to them as they create an "acrostic" definition.

Materials

For each student:

- pencils
- crayons or markers
- scissors
- glue stick
- 1 piece of construction paper, 11" x 14"

For the teacher:

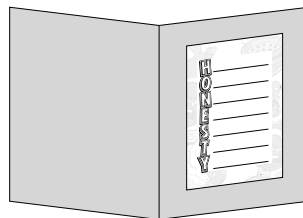
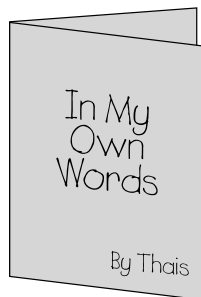
- marker
- large writing surface
- dictionary and/or thesaurus
- Bible concordance

Reproducible Pages:

- Page A, 1 copy for each student

Preparation

1. Write at the top of the large writing surface: In My Own Words. Then below that, write the word: HONESTY.
2. Do your own "acrostic" to show the students as an example.



Instructions

1. Greet the students as they arrive. Show them the large writing surface and the words that you have prepared. Explain that they are going to hear a Bible Story today about two men who did not tell the truth and how it affected their relationship. In this activity, they are going to make up their own definitions of honesty and write it in their own words.
2. Distribute the construction paper, pencils, crayons or markers, scissors and copies of Reproducible Page A.
3. Have the students fold their construction paper in half, making a folder. On the outside of the folder have them write: In My Own Words, as it appears on the large writing surface. Also have them write their names, as shown.
4. Show them the dictionary and thesaurus, your copy of Reproducible Page A and the acrostic that you completed. Tell the students to work together to fill in the blanks with words or sentences that define honesty. For example, with the letter "H" they can write: Holding on to the truth. Encourage the students to use the dictionary and thesaurus or Bible concordance to look up words.
5. When they have completed their acrostic, distribute the glue sticks. Tell the students to cut out their acrostic and glue it inside the folder. They can spend the rest of the Preclass coloring their folders.

Teacher Tips

- Encourage the students to use their folders to keep their pages from other activities.

Jacob and Esau

Me First

The students will consider how selfishness and deceitfulness hurt the relationship between Jacob and Esau.

Materials

For each student:

- crayons or markers

For the teacher:

- 12 index cards
- scissors
- glue stick
- marker

Reproducible Pages:

- Page B, 1 copy for each student

Preparation

1. Cut out the twelve pictures from your copy of Reproducible Page B. Glue each picture to an index card. Mark the correct picture number on the backs of the cards, one through twelve.
2. Practice telling this story using the pictures with emphasis and enthusiasm.

Introducing the Bible Story

Open your Bible to Genesis 25. Tell the students that today's Bible Story is about two brothers named Jacob and Esau. Distribute copies of Reproducible Page B and crayons to the students. Tell them that as you tell the Bible Story, they will guess which picture goes with each part of the story. You will show them the correct picture. Then the students should circle that picture on their copies of Reproducible Page B.

Have you ever had trouble getting along with your brothers or sisters, or even a close friend? Well, today we're going to learn about two brothers named Jacob and Esau who did not treat each other the way God wanted them to. Eventually, with God's help, the brothers changed. We are going to learn about the problems they had so that we can learn from their mistakes—and not make the same mistakes ourselves! Find the picture that says Jacob and Esau. Hold up card #1. Tell the students to draw a circle around that picture.

Jacob and Esau were twins. Even before they were born, while they were still inside their mother, it felt like they were wrestling with each other! Their mother's name was Rebekah. She asked God, "Why is this happening to me?" God told her that the babies would one day become two different nations that would be separated. He told her that the older one would serve the younger. Hold up card #2 and have the students circle that picture.

When God told her that the older son would serve the younger son, that was very important. In those days, the oldest son received special honor and a birthright. The birthright was given to the oldest son as a very special privilege. Usually, the younger son would have to serve the older one. When the babies were born, Esau came first and Jacob second, but Jacob was grasping Esau's heel! Hold up card #3 and have the students circle that picture.

When the boys grew up, they were very different from each other. Esau was hairy. He loved to hunt and be outside in the woods and fields all the time. Esau's father loved him very much. Hold up card #4 and have the students circle that picture. Jacob had smooth skin and liked to stay at home where they lived. He was a quiet man. Jacob's mother Rebekah loved him very much. Hold up card #5 and have the students circle that picture.

One day when Esau came home from a hunting trip, he found Jacob making some delicious stew. Esau was so hungry he felt like he was starving. He told Jacob to give him some stew. Jacob told Esau to first sell him his special birthright. Esau thought he would die if he did not eat, so he agreed, and Jacob made him promise that he would do it. Hold up card #6 and have the students circle that picture. Do you think that Esau's special birthright was worth a bowl of stew?

The Bible says in Genesis 27:4, that some time later, when Isaac was old and could no longer see, he called for Esau and asked him to go hunt for meat. "Prepare me the kind of tasty food I like and bring it to me to eat, so that I may give you my blessing before I die." Hold up card #7 and have the students circle that picture.

Rebekah was listening to this conversation. When she heard this, she told Jacob to go and get some goats so that she could prepare a meal for Jacob to take to Isaac.



3rd and 4th Grades

Jacob and Esau

Rebekah wanted Isaac to give Jacob his blessing before Esau returned from hunting. In Genesis 27:11-12, Jacob said to his mother, "But my brother Esau is a hairy man and I'm a man with smooth skin. What if my father touches me? I would appear to be tricking him and would bring down a curse on myself rather than a blessing." Then Rebekah dressed Jacob up like Esau and put goatskins on his hands and neck and gave him the food and sent him to his father. Hold up card #8 and have the students circle that picture.

In Genesis 27:18-24 it says what Jacob did:

He went to his father and said, "My father."

"Yes, my son," he answered. "Who is it?"

Jacob said to his father, "I am Esau your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing."

Isaac asked his son, "How did you find it so quickly, my son?"

"The LORD your God gave me success," he replied.

Then Isaac said to Jacob, "Come near so I can touch you, my son, to know whether you really are my son Esau or not."

Jacob went close to his father Isaac, who touched him and said, "The voice is the voice of Jacob, but the hands are the hands of Esau." He did not recognize him, for his hands were hairy like those of his brother Esau; so he blessed him. "Are you really my son Esau?" he asked. "I am," he replied.

Hold up card #9 and have the students circle that picture. The Bible continues in verses 25-27:

Then he said, "My son, bring me some of your game to eat, so that I may give you my blessing."

Jacob brought it to him and he ate; and he brought some wine and he drank. Then his father Isaac said to him, "Come here, my son, and kiss me." So he went to him and kissed him. When Isaac caught the smell of his clothes, he blessed him.

Hold up card #10 and have the students circle that picture.

Explain the blessing meant that Jacob would be the leader over his older brother and family and be very successful the rest of his life.

When Esau returned from hunting, he prepared some stew for his father and brought it to him. When he learned that Jacob had come and stolen the blessing, he let out a loud cry and said, "Bless me—me too, my father!" Hold up card #11 and have the students

circle that picture. Esau was extremely angry with his brother Jacob. Esau decided that after his father died, he would kill his brother. When Rebekah learned of this, she told Jacob to run away to Laban, his uncle in another country, until Esau calmed down and wasn't angry anymore.

Hold up card #12 and have the students circle that picture. Help the students to understand that Jacob lied and stole so that he could be first. The result was that his family was torn apart. Jacob ran away, Isaac was deceived and Esau was bitter. Remind them that God's way is always to love each other and tell the truth.

Sharing with Others

Ask the students to say one way that Jacob and Esau did not treat each other the right way. Encourage the students to share the story of Jacob and Esau with their families when they go home. Close with a prayer for the students to make a strong commitment to love and tell the truth to their brothers and sisters.

Teacher Tips

- Some students may question different aspects of this story. Explain that this family, like many families, had problems, but God is always able to work them out.



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Jacob and Esau

Patriarchs 2
Lesson 1

What Do You Think?

The students will think about the fact that God knows their thoughts as they make this craft.

Materials

For each student:

- crayons or markers
- brass fastener
- scissors

Reproducible Pages:

- Page C, 1 copy for each student

Preparation

1. Make a sample craft to show the students.
2. Cut out the window on Wheel A of each copy of Reproducible Page C. You may want to use a utility knife or other precision cutting tool. See Figure A.
IMPORTANT: If using a utility knife, exercise extreme caution. Do not use in the class.

Instructions

1. Introduce the craft by saying: *In today's lesson, we learn that Jacob and Esau had problems because they did not tell the truth and they were selfish. God knows our thoughts even if no one else does. Our Scripture Memory Verse reminds us that God knows everything we are thinking—so we'd better think twice before we do something we know is wrong.*
2. Show the students the craft you made. Show them the different categories displayed on the wheel. The craft should remind them that God knows what they are thinking!

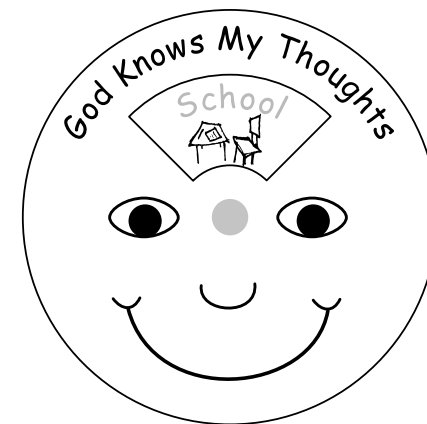
3. Distribute copies of Reproducible Page C and crayons. Tell the students to fill in the spaces on wheel B by drawing a picture of something that they think about for each category. For example, in the section for "School," they can draw a picture of their teachers, desks, lockers or other items that reminds them of school. See Figure B.
4. Distribute the scissors and brass fasteners. Have the students cut out the two wheels, placing wheel B in back of wheel A. Help the students to place the brass fasteners through the two wheels and secure them safely. See Figure C.
5. Make sure that the students write their names on their wheels.

Conclusion

Ask the students: *How does it make you feel to know that you can't fool God?* (Take responses.) Remind the students that God loves them and wants them to have good and happy thoughts. Encourage the students to share these ideas with a friend who is not very happy. Close with a prayer asking God to help each student have good and happy thoughts.

Teacher Tips

- To make a more sturdy craft, reproduce Page C on heavy paper or card stock.



GENERATION
3rd and 4th Grades

Jacob and Esau

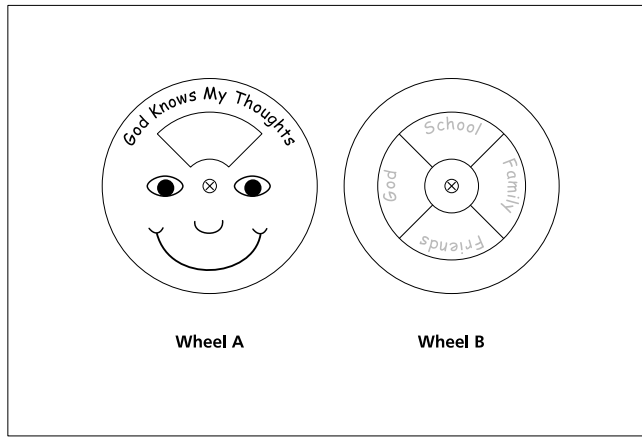


Figure A

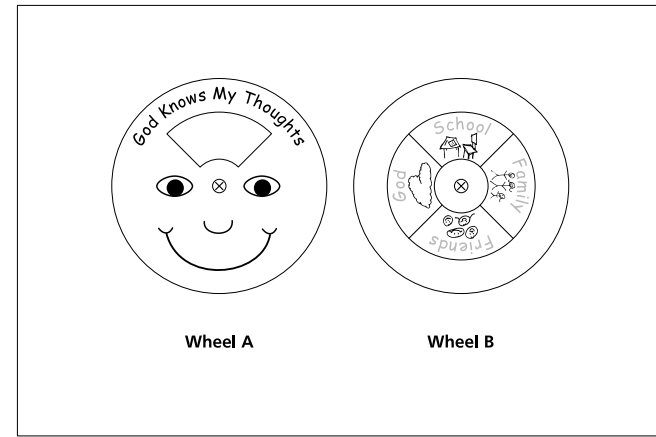


Figure B

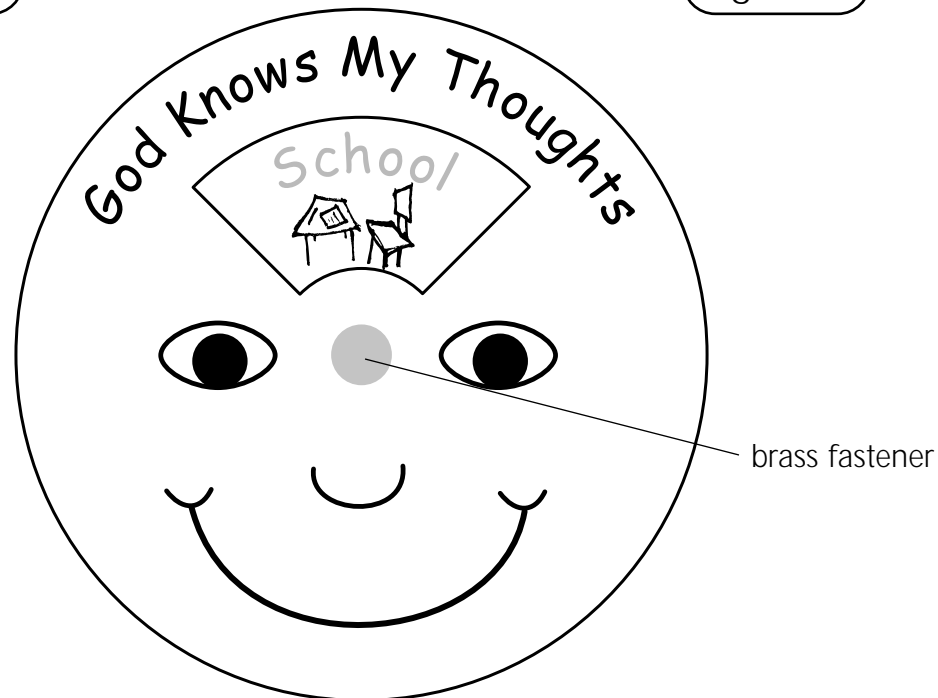


Figure C

Jacob and Esau

Penny for Your Thoughts

The students will use pennies to help them learn and memorize today's Scripture Memory Verse.

Scripture Memory Verse

O LORD, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.

Psalm 139:1-2

Materials

For the teacher:

- 26 pennies
- 1 piece of black construction paper

Preparation

Learn the Scripture Memory Verse by heart before class.

Instructions

1. Explain to the students that today's memory verse will remind them that God knows our thoughts all the time—just as he knew the truth between Jacob and Esau.
2. Show the students the memory verse on the back of this Lesson Card. Read it aloud to the students twice as they listen to you. Ask them to read it aloud with you twice.
3. Read the verse together with the students four more times as they do each of the following actions: Hands forming and looking out a pretend telescope; sitting down; standing up; with one hand over their eyes, as if looking far away. For the final group reading, have the students say the verse, using all four actions. For example:

As they say:

*O LORD, you have searched me
and you know me.*

*You know when I sit and
when I rise;*

*you perceive my thoughts
from afar.*

They will:

pretend to look out
a telescope,

sit down and then
stand up,

pretend to be looking
far away.

Ask for volunteers who want to do this by themselves or with a partner from memory. For more fun, have them do it a few times, each time with increasing speed.

4. Ask the students to each take turns saying the verse alone or with a partner.
5. Bring out the pennies and tell the students that there are 25 words in this verse. You have 26 pennies: one for each word and one for the reference. Distribute the pennies among the students equally. Show them the back of this Lesson Card. Tell them that they will take turns reading one word from the memory verse and putting a penny down on the word in the space provided until the whole verse has been said. Go around in a circle, until all the pennies have been placed.
6. Using the black construction paper, cover the first line of the Scripture Memory Verse and have the students say the hidden words from memory, placing their pennies on the black paper. They should continue until the whole verse is finished.
7. Repeat this activity two more times, each time covering one more line, until the students can say the verse from memory. Give each student the opportunity to say the verse from memory.

Conclusion

How does it make you feel to know that God knows you and your thoughts? (Take responses.) It is good that God knows when you feel sad or alone, because you can pray to him and ask for help. You should think twice before doing something that is wrong—because God will know about it even if no one else does. You should tell your friends about this because it could help them too. Close with a prayer for the students to be encouraged that God knows them.

Teacher Tips

- Let the students see your personal appreciation for God's wisdom and help in your life.

O LORD, you have searched me
and you know me. You know
when I sit and when I rise; you
perceive my thoughts from afar.

Psalm 139:1-2

Lesson Objectives:

- The students will identify two ways that Jacob and Esau sinned against each other.
- The students will describe God's response to deceit.
- The students will state the benefits of honesty in their lives.

Lesson Text

Genesis 25:19-34
Genesis 27

Scripture Memory Verse

O LORD, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.
Psalm 139:1-2

Lesson Plan

Greeting and Registration

Preclass Activity: The Best Policy!

Welcome and Singing

Centers:

Life Application: You First

Game: To Tell the Truth

Bible Skills: A Good Deal

NOTE: Allow time for a snack.

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The Best Policy!

The students will review this week's Bible Story in this activity.

Materials

For each student:

- 1 piece black construction paper
- scissors
- glue stick
- crayons or markers

Reproducible Pages:

- Page B, 1 copy for each student
- Page D, 1 copy for each student

Preparation

Complete your own ordering activity to show the students as an example.

Instructions

1. Greet the students as they arrive. Distribute copies of Reproducible Pages B and D and scissors. Do not give out the glue sticks at this time.
2. Show the students your sample. Explain to them that on their copies of Reproducible Page D, are twelve squares with clues inside them. They will cut out the pictures from their copies of Reproducible Page B and place them in these squares in the correct order.
3. Once they have placed the pictures in order, they should check with your answer key before gluing them to the paper.
4. Distribute the glue sticks and let the students glue their pictures in place.

5. Circulate among the students as they are working to offer help and answer questions. Encourage the students who did not hear this week's Bible Story to work with those who did.
6. If time permits, distribute crayons or markers and have the students color the pictures. Otherwise, encourage them to color at home.

Teacher Tips

- This is a great way for the students to review the Bible Story. Encourage new and visiting students to read the references provided on the copies of Reproducible Page D.



3rd and 4th Grades

You First

The students will think about how God wants them to treat their brothers and sisters.

Materials

For each student:

- pen or pencil

For the teacher:

- 2 pieces of newsprint, 11" x 14"
- watch or timer

Reproducible Pages

- Page E, 1 copy for the teacher

Preparation

1. Number both pieces of newsprint one through ten, in a column from top to bottom. On the top of one piece, write: Group One. On the top of the other piece, write: Group Two.
2. Practice leading this activity.

Reviewing the Bible Story

Open your Bible to Genesis 25. Remind the students that this week's Bible Story comes from Genesis 25 and 27. *In our Bible Story this week, we learned about Jacob and Esau. Jacob wanted his brother's birthright—the special privilege that came with being the oldest son. When his brother came home from hunting, he was so hungry he thought he would starve to death. Jacob made him promise to trade his birthright for a bowl of stew. Esau was so hungry that he agreed! Later, when their father Isaac was getting ready to die, Jacob tricked his father into giving him the birthright that belonged to Esau. Esau was so angry that he wanted to kill Jacob, so Jacob went to stay with his uncle Laban.*

Jacob did some things that were selfish and dishonest to get what he wanted. In the end, it meant that he had to run away and be separated from his family for many years. Even though Jacob got his father's blessing, he learned some difficult lessons.

Life Application

Tell the students that God does not want us to be selfish and dishonest. He does not want us to trick people or lie to them. God tells us in the Bible how he wants us to treat people. Tell them to listen

to what the Bible says in Philippians 2:3-5: *"Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus." What are some ways that you can be like Jesus and put your brothers and sisters first?* (Take responses.)

Divide the students into two groups. Give each group a pen and a piece of newsprint that you prepared. Tell them to make a list of ten ways that they can put their brothers and sisters first and think of them as better than themselves. For example: *When they are playing a game, they can offer to let their brother or sister go first.*

Tell the students that they have five minutes to make their list. Begin timing them. Circulate between the two groups, giving direction but no direct answers.

When time is up, take out your copy of Reproducible Page E. Tell them that you are going to read ten ways that they can put their brothers and sisters first. If their answer (or one close to it) is on your list, they earn five points. If their answer is not on the list, they earn ten points. Use the chart on your copy of Reproducible Page E to keep score.

Choose a group to go first. Read the first answer on your copy of Reproducible Page E. Ask the group if they have that answer. Assign points accordingly. Continue to read the answers, letting each group take turns answering first. Total the points at the end. NOTE: If a team offers to let the other group go first, they earn a bonus 25 points—but do not tell them until the end of the game!

Conclusion

Remind the students that not only does God want them to consider others first—he wants them to be happy about it. Tell them that it made Jesus happy to put others first. It makes God happy today when they do these things with a good attitude! Close with a prayer for the students to have hearts like Jesus.

Teacher Tips

- Encourage all expressions of unselfishness and thoughtfulness among the students during this activity.



3rd and 4th Grades



To Tell the Truth

The students will review important ideas from this week's Bible Story as they play this game of clues.

Materials

For the teacher:

- 2 pieces of paper
- 2 pencils

Reproducible Pages:

- Page F, 1 copy for the teacher

Preparation

Practice playing this game before class.

Instructions

1. Explain to the students that they will review important ideas from this week's Bible Story about Jacob and Esau as they play a fun game of true and false.
2. Divide the group into two teams. Line them up in two lines, facing each other. Place your copy of Reproducible Page F in the space between them.
3. Tell the students that this game has three rounds. In Round One, the questions are true and false. In Round Two, they will identify the character from the story. In Round Three, they will fill in the blank. The questions are located on the back of this Lesson Card.
4. To begin, pick a group to go first and read a question from Round One. The students must have their hands folded in their laps. After you read the question, the first student to put his hand on the space marked "Tell The Truth," may answer for his team. If the student answers correctly, he earns two points. If he does not, no points are earned. Continue in this way until all the questions from Round One have been asked.

5. Continue with Round Two in the same manner. Questions are worth three points in this round.
6. Before starting Round Three, total the points for each team so that they know where they stand. For the final round, both teams have a chance to answer. Distribute the paper and pencils. Instead of putting their hands on the page to answer first, they have thirty seconds to write each of their answers on the paper. When time is up, the teams will give their answers. Give five points for correct answers, no points for incorrect answers.
7. At the end of Round Three, total the points. The team with the most points wins.

Conclusion

Remind the students of the attitude that God wants them to have—unselfish. Tell the students that true winners make everyone feel like a winner. Close with a prayer asking God to help the students have unselfish hearts.

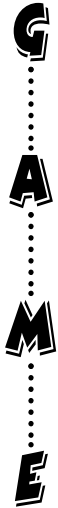
Teacher Tips

- Notice any students who demonstrate unselfishness during the game, and hold them up as examples to the group.

TELL THE TRUTH.



3rd and 4th Grades



To Tell the Truth

Round One

True or False Questions

Points

T or F? Jacob and Esau were twins. (true)	2
T or F? Jacob was older than Esau. (false)	2
T or F? Esau was a hunter and liked the outdoors. (true)	2
T or F? Jacob was a hunter and liked the outdoors. (false)	2
T or F? Jacob always told the truth. (false)	2

Round Two

Who am I?

Points

When I was pregnant, my babies were wrestling inside of me. Who am I? (Rebekah)	3
I was the older brother. Who am I? (Esau)	3
I made my brother trade his birthright for a bowl of stew. Who am I? (Jacob)	3
My son Jacob lied to me and stole his brother's blessing. Who am I? (Isaac)	3
I burst out crying when I found out that my brother stole my blessing. Who am I? (Esau)	3

Round Three

Fill in the blanks.

Points

When they were born, Jacob grasped Esau's _____. (heel)	5
Esau sold his birthright to Jacob for a bowl of _____. (stew)	5
When Isaac was old, his eyes were weak and he could not _____. (see)	5
When Isaac told Esau to make him some stew, Rebekah was _____. (listening)	5
Esau was so angry at Jacob, that Jacob had to _____. (run away/leave)	5



3rd and 4th Grades

A Good Deal

The students will use the Bible to help them deal with selfishness and dishonesty.

Materials

For each student:

- pencil
- 1 index card, 3" x 5"

For the teacher:

- marker
- large writing surface
- 1 index card, 3" x 5"
- Reference Bibles or Bibles with a concordance

Preparation

On the large writing surface, write a list of the following scripture references: Proverbs 18:1, John 8:32, Ephesians 4:15, Philippians 2:3. Write a line next to each one.

Instructions

1. Introduce today's activity, telling the students that they will learn how to use the Bible to deal with selfishness and dishonesty.
2. Refer the students to the list that you prepared on the large writing surface. Ask for a volunteer to read Proverbs 18:1 to the group. *Does this scripture help us deal with dishonesty or selfishness?* (selfishness) Do the same for the next three scriptures. Write the answers in the spaces beside the references.
3. Explain to the students that the Bible is full of passages to help us deal with problems like selfishness and dishonesty. The Bible teaches us how God feels about these sins so that we can do what pleases him. *What is one way that God wants us to deal with our selfishness?* (Take a few responses.) *God wants us to change our attitude and be like Jesus, thinking of others as better than ourselves.*
4. On the large writing surface, write the words: deceit, lie, conceit and greed. *The words deceit and lie are related to dishonesty. Deceit means the same thing as dishonesty, and to lie is not to tell the truth. The words conceit and greed relate to selfishness. To be conceited is to think you are better than others, and greed means that you want things for yourself.*

5. Ask the students to name some words that are the opposite of dishonesty, such as: honesty and truth. Do the same with the word selfishness, such as: unselfish, generous, thoughtful. Write all of these words on the large writing surface.
6. Divide the students into groups of three. Distribute an index card and pencil to each student, and a concordance to each group. Tell them to draw a line down the middle of their index cards, as shown on the back of this Lesson Card. On the top of one side, have them write the word "Dishonesty" and on the top of the other side, "Selfishness." Have them write down the verses from the large writing surface where they belong under each category.
7. When they have finished, encourage them to use their Bibles and concordances to look up other verses using the words that you wrote down. Remind them that a concordance is just like a dictionary, except that it gives Bible references instead of definitions. Do the first one all together. Tell the students that you are going to look up the word "truth" in your concordance. Tell them to do the same with theirs. Have the students call out the references that they find. Write them on the large writing surface. Encourage the students to look up one or two words together as a group and write down their references on their cards.
8. Circulate among the students to offer help and answer questions.

Conclusion

Have the students come together. Ask them to show you their cards. Encourage them for their work. Tell the students that they should read these verses the next time they are feeling selfish or dishonest. The verses will help remind them to think about how God feels and what he would want them to do. Encourage them to share these verses with their family and friends. Close with a prayer thanking God for the Bible and giving us good ways to deal with our problems.

Teacher Tips

- Be aware of students who seem unsure about using a concordance. Offer encouragement and help.



3rd and 4th Grades

A Good Deal

Dishonesty

Ephesians 4:15

John 8:32

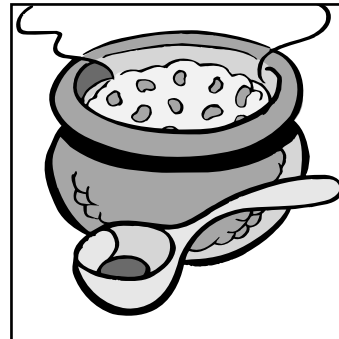
Selfishness

Proverbs 18:1

Philippians 2:3

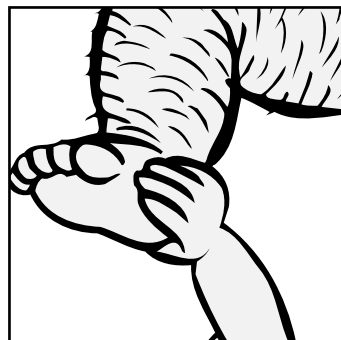
In My Own Words

Core/Bible Story 1 copy for each student
Supplement/Preclass 1 copy for each student



Jacob
 and
Esau

Love Each
Other
 and
Tell the
Truth

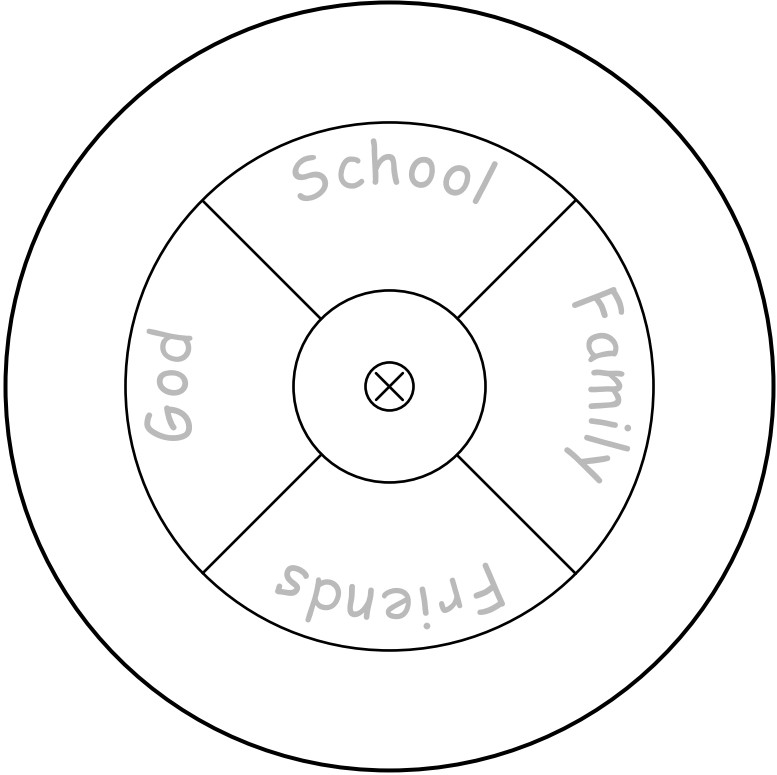


LIE!





Wheel A



Wheel B

Honesty Is the Best Policy

#1-Clue:

Names go here.

#2-Clue:

(Genesis 25:22-23)
What was happening
"in there"?

#3-Clue:

(Genesis 25:26)
"Grasp" the meaning
of this picture.

#4-Clue:

(Genesis 25:27)
He's a little bit
country.

#5-Clue:

(Genesis 25:27)
He'd rather stay
inside.

#6-Clue:

(Genesis 25:30-33)
An expensive meal!

#7-Clue:

(Genesis 25:1-4)
A hunting he
will go.

#8-Clue:

(Genesis 25:14-17)
Disguised Dinner
Delivery

#9-Clue:

(Genesis 25:24)
Don't do it!

#10-Clue:

(Genesis 25:27-29)
Bless you!

#11-Clue:

(Genesis 25:34)
Bless me!

#12-Clue:

The Best Policy!

You First

Ways to Put Brothers or Sisters First:

1. Let them choose the movie or TV show that they want to watch.
2. Let them choose the seat they want in the car.
3. Let them choose the meal or dessert when you go out to eat.
4. If there is only one treat left for snack or dessert, let them have it instead of you.
5. When praying before a meal, let them pray first.
6. During a family devotional, let them choose the song to sing.
7. On a family outing, let them choose the place to go.
8. Offer to let them use a game (or something) of yours that is special to you.
9. Offer to make their bed or clean their room (or other chore) without being asked.
10. Offer to serve them when they are sick.

Group 1	Group 2

TELL THE TRUTH.