

Real Generosity

Lesson 11



Scripture: 1 Kings 21:2-8, 11-14, 16-19, 27-29










Bible Memory: Romans 12:9, 10, 13

Focus: ♥ Be generous.

Heart to Heart Teacher Devotion

How quickly covetousness can change a heart of gratitude to one of self-seeking and greed. It's easy to point an accusing finger at Ahab for taking land that belonged to his neighbor. Yet we often overlook our own greed as we focus on obtaining more and more. Ask God to show you how to be both content and generous with what He has given you.

Lesson 11 at a Glance

<p>1 FOCUS IN Use one or more of these activities to help students <i>explore what it means to be greedy.</i></p>	<p> Quick Step Add a Wish</p> <p> Option Greedy Monsters</p>	<p>HeartShaper Materials</p> <ul style="list-style-type: none"> • none • none 	<p>Other Materials</p> <ul style="list-style-type: none"> • whiteboard, dry-erase markers, timer • small paper plates, construction paper, markers, scissors, glue, pom-poms, googly eyes
<p>2 EXPLORE HIS WORD Use these activities to help students <i>describe what happened because of Ahab's greed.</i></p>	<p> Bible Exploration 1 Kings 21:2-8, 11-14, 16-19, 27-29</p> <p> Bible Memory Romans 12:9, 10, 13</p> <p> Optional Bible Skill Builder</p>	<ul style="list-style-type: none"> • <i>Resources</i> CD, <i>Activities</i> for lesson 11 • <i>Resources</i> sheet 7 • none 	<ul style="list-style-type: none"> • Bibles, CD player, pencils • Bibles, 1 or 2 lb. weight • Bibles, topical Bibles, paper, pencils
<p>3 MAKE IT REAL Use one of these activities to help students <i>discuss what it means to be generous.</i></p>	<p> Quick Step Let's Talk</p> <p> Option Always Room for More</p>	<ul style="list-style-type: none"> • <i>Activities</i> for lesson 11 • <i>Resources</i> CD Generosity printable file 	<ul style="list-style-type: none"> • scrap paper, pencils • scissors, cotton balls, pitcher of warm water, foam cup, towel
<p>4 LIVE IT OUT Use one of these activities to help students <i>choose to be generous.</i></p>	<p> Quick Step Journal It</p> <p> Option Bags of Generosity</p>	<ul style="list-style-type: none"> • <i>Activities</i> for lesson 11 • none 	<ul style="list-style-type: none"> • pencils • paper grocery bags, whiteboard, dry-erase marker, paper, pencils

Focus In (10-15 minutes)

- 1 Use one or more of these activities to help students **explore what it means to be greedy.**

Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

Quick Step Add a Wish

Draw a line down the center of the board. Divide the class into two teams, and ask the teams to line up. Give a marker to the first preteens in each line. SAY: **Start thinking about things you wish you had. When you get the marker, write on the board one thing you wish you had. In three minutes, let's see which team can come up with the most. Ready? Go!** Set a timer for three minutes. The first preteens in the lines should go to the board and each write one thing. Then they should go back to their teams and hand off the markers to the next students in line. Keep playing until the timer goes off. See which team had the most items. Read what the students wrote.

ASK: **Is it wrong to wish for things we don't have?** Accept responses.

When does it become wrong to want more and more? (when that's all we can think about, when we become selfish with our things)

What does it mean to be greedy? (to try to get more and more things, especially things we don't need; to have a selfish desire for more and more stuff)

SAY: **Let's dig into God's Word to discover what can happen because of greed.**

Option Greedy Monsters

Lay out the supplies. Tell preteens to make the greediest monster they can. After a few minutes, let preteens show their greedy monsters and tell what makes them so greedy. Then tell preteens that you'll read some phrases. When you pause, they should hold up their greedy monsters and say in their greediest voices, "I want more!" SAY: **I have lots of clothes, but . . .** Pause as preteens say "I want more!" **I have lots of video games, but . . .** Pause. **I have lots of games, but . . .** Pause. **I have lots of sports equipment, but . . .** Pause. **I have lots of stuffed animals, but . . .** Pause. **I have lots of money, but . . .** Pause. **I have lots of food, but . . .** Pause. Let preteens call out a few more things.

ASK: **When does it become wrong to want more and more?** (when that's all we can think about, when we become selfish with our things)

What does it mean to be greedy? (to try to get more and more things, especially things we don't need; to have a selfish desire for more and more stuff)

SAY: **Let's dig into God's Word to discover what can happen because of greed.**

Focus

- ♥ Be generous.

Materials

whiteboard, dry-erase markers, timer



Consider assigning a scribe for each team so that preteens who have difficulty spelling or writing do not have to worry about that.

Materials

small paper plates, construction paper, markers, scissors, glue, pom-poms, googly eyes (or monster googly eyes!)



Consider having some precut craft pieces (eyes, teeth, etc.) for preteens who might get frustrated making the monsters.

Focus

♥ Be generous.

Explore His Word (25 minutes)

2 Use these activities to help students **describe what happened because of Ahab's greed.**

Bible Background for the Teacher

The account of Naboth's vineyard and Ahab's incessant desire to have the land holds many lessons for anyone who wants to make God a priority. Naboth's life displayed characteristics of contentment as well as commitment. He knew his land had come with a stipulation. He followed the command that had been given to the Israelites who had reached the promised land. Their land had been given as a promise from God and was never to be given away or sold from the family line (Leviticus 25:23-28). Naboth would not trade it, sell it, or give it to Ahab, regardless of Ahab's pleading.

Ahab's life, on the other hand, displayed a very different character. His reputation as an evil king surpassed all who ruled before him (1 Kings 16:30). His attitude here reveals dissatisfaction, covetousness, greed, contempt, and a willingness to listen to evil advice. It is intriguing to note that Ahab already had a palace "built and adorned with ivory," and he reigned over "the cities he fortified" (22:39). In spite of all this, he found himself pouting because he couldn't persuade his neighbor to trade anything for this one piece of land.

Ahab's greed produced dire consequences. The prophet who appeared in the vineyard after Naboth's death was no stranger to Ahab. Before this, Elijah had predicted a long dry spell (17:1). Therefore the king thought Elijah was responsible for the drought. Now Elijah's terrifying prophecy frightened Ahab into a kind of repentance. Because Ahab humbled himself, the Lord postponed Ahab's punishment, but disaster eventually did come to Ahab and his family (see 22:1-40; 2 Kings 9:1-10:17).

Materials

Bibles, *Resources* CD track 3, CD player, *Activities* for lesson 11, pencils (optional: copies of *Resources* CD "Temper Tantrums" printable file, if you'd rather have preteens act out the skit)



How to Say It

Ahab	A-hab
Elijah	Ee-lye-juh
Jezebel	Jez-uh-bel
Jezreelite	Jez-ree-el-ite
Naboth	Nay-bawth
Samaria	Suh-mare-ee-uh
Tishbite	Tish-bite

Note

The Scripture text is provided on the *Resources* CD in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

Bible Exploration 1 Kings 21:2-8, 11-14, 16-19, 27-29

Ask preteens to turn in their Bibles to the contents page (either a printed Bible or digital). SAY: **Find the book of 1 Kings. Raise your hand when you see whether it's in the Old Testament or New Testament.** Let a volunteer share that it's in the Old Testament. Ask students to turn in their Bibles to 1 Kings 21. Assign volunteers to read these verses aloud: 2-8, 11-14, 16-19, 27-29. **Listen for what happens between Ahab, king of Israel, and a man named Naboth. Have volunteers read the verses.**

ASK: **In this account, who was greedy?** (King Ahab)

Why do you say that King Ahab was greedy? (He wanted Naboth's vineyard so badly that it led to Naboth's being killed.)

Ask for volunteers to pantomime these parts: Ahab, Jezebel, and Elijah. Tell the volunteers that they should listen to the recording of the Bible passage and act out what the characters are doing. Play "Temper Tantrums" from the CD. Explain that some dialogue has been added. Encourage everyone to listen and watch the action. When the skit is finished, thank the volunteers. Tell preteens that they can keep their Bibles open to 1 Kings 21 as you ask them some questions.

ASK: **What did King Ahab want from Naboth, and why?** (Naboth's vineyard, to use as a vegetable garden)

What was the real problem with Ahab's request? (Ahab's attitude was greedy and selfish. Ahab thought he should have anything he wanted; he was willing to let a wrong be done in order to get what

he wanted.) Tell students that Naboth knew that the land had been given as a promise from God and was never to be given away or sold from the family line.

Who offered to find a solution to Ahab's problem? (Jezebel, Ahab's wife)

How was the matter settled? (Naboth was falsely charged with cursing both God and the king. As a result, Naboth was stoned to death. Then Ahab took possession of the vineyard.)

What were the consequences of Ahab's greed? (Elijah prophesied that Ahab would die. After Ahab repented, his punishment was postponed, but later disaster came to his family.)

Distribute the leaflets, and have students look at the activity Ahab's Greed. Read the instructions, and do the page together. Let volunteers read each phrase and tell what person it's about. (Answers: 1=Naboth; 2=Jezebel; 3=Ahab; 4=Elijah; 5=Ahab; 6=God; 7=God and Elijah) SAY: **Ahab's greed was his downfall. He wanted something so badly that he did a terrible thing. This resulted in God's telling Elijah to go and meet Ahab. Elijah was to tell him that he would also die.**

ASK: **How did Ahab react to God's message?** (Ahab tore his clothes, put on sackcloth, and fasted. He went around meekly. He humbled himself before God.)

Were you surprised at God's response to Ahab's repentance?

Accept responses.

SAY: **God delayed the punishment for Ahab's sin. But Ahab's son and whole family kept doing evil things like Ahab had done—so finally they all were punished. Sin always brings consequences. Let's learn from Ahab's wrongdoing and think about how we can avoid being greedy and, instead, ♥ be generous.**

Bible Memory Romans 12:9, 10, 13

⁹“Love must be sincere. Hate what is evil; cling to what is good. ¹⁰Be devoted to one another in love. Honor one another above yourselves.

¹³Share with the Lord's people who are in need. Practice hospitality.”

Continue to display the Romans 12 poster on a wall or bulletin board. Have preteens find Romans 12:9, 10, 13 in their Bibles, and ask volunteers to read the verses aloud. Then ask everyone to say the Bible Memory together.

Ask students to stand and form a circle. SAY: **Pass this weight around as we say our Bible Memory together. There is one rule—there must always be two different people's hands on the weight. That's a reminder that even though life can be hard and weigh you down, there are always Christians close by who will love you, help you, and share in your need. But we can only do this when we're generous with our time, our money, and our lives.** Have students pass the weight a few times. **I hope you'll always remember these important verses from God's Word that will help guide your life every day and will help you ♥ be generous.**

Materials

Bibles, *Resources* sheet 7, 1 or 2 lb. weight (could use a can of vegetables)



Note

The Bible Memory in the *King James Version* is included on the *Resources* CD.

Optional Bible Skill Builder

Print and use the *Resources* CD Optional Bible Skills 11 printable file.



Focus

♥ Be generous.

Make It Real (10–15 minutes)

3 Use one of these activities to help students **discuss what it means to be generous.**

Materials

scrap paper, *Activities* for lesson 11, pencils



Quick Step Let's Talk

Divide the class into two teams (boys vs. girls if you have approximately the same number). Give each team several sheets of scrap paper. Tell them to tear the paper into smaller pieces and make paper wads. In an open area, have the teams stand together, facing each other. SAY: **The goal of this game is to ♥ be generous with your paper wads. When I call time, we'll see which team shared more paper wads with the other team. In other words, the team with the fewest paper wads wins!** Let preteens have fun playing for a few minutes. Then tell the teams to stay together as a group as they sit down.

Have students turn in their leaflets to the activity Let's Talk. Read the instructions. Tell the boys' team that they will help the boy discover how to be generous, and the girls' team will help the girl. SAY: **Think creatively about all the ways these preteens can use what God has given them to ♥ be generous. Write your ideas in the space provided.** When the teams are ready, have a volunteer from the boys' team read what they wrote for the first one. Ask the girls if they can think of anything else. Then have a volunteer from the girls' team read what they wrote for their first one. Ask the boys if they can think of anything else. Do the same for the other things listed.

ASK: **What are some ways you've been generous?** Accept responses.

SAY: **If you're not already being generous with what God has given you, it's time to start!**

Materials

Resources CD Generosity printable file, scissors, cotton balls, pitcher of warm water, foam cup, towel



Option Always Room for More



Before class, cut apart the cards on the printable file.

Divide the class into three small groups. Give each group two of the photo cards from the printable file. SAY: **Use your cards to make up a skit about how someone your age could use these things to ♥ be generous. Try incorporating the photo cards into your skits in more than one way.** When groups are ready, let them present their skits.

Do this object lesson where everyone can see it. Ask a volunteer to fill the cup to the brim with warm water. Ask preteens to guess how many cotton balls the cup will hold. Then let preteens take turns dropping the cotton balls into the cup of water. They should keep track of how many cotton balls they are adding. (They should be able to add a lot.)

ASK: **How do the cotton balls remind you of being generous?** (No matter how many you add, there's always room for more.)
What are some ways you've been generous? Accept responses.

SAY: **If you're not already being generous with what God has given you, it's time to start!**

Teaching Tips

If you have a small class, stay together as one group and have volunteers make up skits and act them out.

It's always good to practice object lessons before class.

Live It Out (10 minutes)

Focus

♥ Be generous.

- 4** Use one of these activities to help students **choose to be generous.**

Quick Step Journal It

Ask preteens to turn in their leaflets to the activity Journal It. SAY: **Think about how God wants us to ♥ be generous and not be greedy. What can you do?** Encourage students to write two ways they plan on being generous this week. When students are done, ask volunteers to share a few ways they plan on being generous.

Close with a time of prayer. Lead preteens in a time of directed prayer. Tell preteens that you'll pray and then pause. When you pause, they should silently pray the same thing. PRAY: **Dear God, thank You for all that You give to us.** Pause. **God, we want to be generous because You are so generous to us.** Pause. **Help us to be generous with our time.** Pause. **Help us to be generous with food and clothing.** Pause. **Help us to be generous with other things you've given us.** Pause. **Help us to be generous with the abilities you've given us.** Pause. **Help us each day to look for ways to show generosity.** Pause. **In Jesus' name, amen.**

Option Bags of Generosity

Give each student a grocery bag, along with a sheet of paper and a pencil.

ASK: **What are some different ways you could use a grocery bag to ♥ be generous.** Write students' ideas on the board.

Encourage students to list on their papers ideas that they think they could do. (Examples: Fill the bag with groceries or gently used clothing and deliver to a homeless shelter. Fill the bag with toys and books and take to a neighborhood child who is going through a hard time. Use the bag to make a puppet or costume and use it to play with a younger brother or sister.) Encourage preteens to be generous and use their bags to bless someone this week. When finished, ask preteens to gather for a time of prayer.

ASK: **Can we be generous with our prayers? If so, how?** (Yes. We can pray for others. In our prayers, we shouldn't be so focused on ourselves, but focus on others.)

SAY: **Let's ♥ be generous with our prayers right now. Get someone in mind to pray for. Maybe that person needs courage to do the right thing. Maybe that person needs help in obeying their parents. Maybe that person needs help to quit gossiping or lying.** Invite everyone to pray silently for those they are praying for. After a brief time of silence, close in prayer.

Materials

Activities for lesson 11, pencils



Materials

paper grocery bags, whiteboard, dry-erase marker, paper, pencils



Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to www.heartshaper.com.

