

Lesson 4.7 – Abram and Lot: Talking About Conflict

Topic: Peace in a Family

Subtopic: 4C: Problem Solving
4D: Conflict Management

Class: IV (Grade 4)

Objectives: **Knowledge:** Students will be able to state the four guidelines for talking about problems. **Attitude:** Students will know there are a variety of ways to solve problems without using violence.

Materials Needed:

Blackboard and Chalk

Exercise book

Peace Education Lesson 20

Recommended but optional: Map of Bible lands showing where Haran and Canaan are

References: Genesis 12:1-5; Genesis 13

Memory Verse: Romans 10:9

Teacher Activities

Introduction: Refer to the Peace Circles and explain that today we are starting to talk about Peace in the Family. Do families ever fight over not having enough of something? What do families usually do when there is this kind of problem?

Bible Story:

1. Lot was Abram's nephew but there was fighting among the servants of Abram and the servants of Lot. Does anyone want to guess why they were fighting?
2. Abram and Lot talked it over. Write the four rules for Talking It Over.
3. Read Genesis 13:8-13 Discuss the story. (See Teacher's Notes)
4. Read Genesis 13:14-18. Discuss how God rewarded Abraham for his generosity to Lot.

Application:

Do a Think-Pair Share Activity

Evaluation: Watch to see if students can apply the four rules in real life situations. Remind them to use them whenever there is a conflict.

Student Activities

Introduction: Students share examples of things that might cause family conflict and what families might do about the conflict.

- Bible Story:**
1. They had too many animals and there wasn't enough grass for all of them.
 2. Review the four rules for Talking It Over:
 - a. Stay Calm
 - b. Listen
 - c. Care about each other.
 - d. Think together
 3. Answer questions about the story.

Application:

Use problem solving skills to think of solutions to the Think-Pair-Share activity.

Evaluation: Did students remember the four rules for Talking Together? Were they able to think of realistic solutions during the Think-Pair-Share activity? If you did the roleplays, could they use the four rules for talking it over in the roleplays?

Extension Activities: *Peace Education Lesson 20.* Use the tunnel ball game as an alternative way to introduce the lesson. Point out that everyone must work together to pass the ball from person to person. Families must learn to work together and to talk together when there is conflict.

Act out the story: Let one student be Lot and one be Abram. Let two other students be the servants who are fighting. Let Lot and Abram act out how they will solve the problem.

Role-plays: Have students work with their partners or groups of 3 from the Think-Pair-Share. Assign them a conflict situation to role play or have them think of one themselves. Have them think of at least two ways to solve the problem. They will role play talking it over and decide what to do.

Romans Road Game: Give students a few minutes to review the four Romans Road verses. Designate four corners of the room as Corner 1, 2, 3 and 4. Divide the class into two teams. The first person from Team 1 tries to say the first verse from Romans (3:23). If they say it correctly they go to Corner 1. The first person on Team 2 tries. If correct, they go to Corner 1 also. If they cannot say it correctly they stay in their seat.

For the second round, start with Team 2. (Alternate which team starts so that one team doesn't always get to hear the verse before having to say it.) The second person on Team 2 tries to say the second verse (6:23). If they are correct they go to Corner 1 and the first team member gets to go to Corner 2. A team member cannot move forward until someone from their teams moves to their corner. Now give Team 1 their turn. Continue in this way and when someone gets to Corner 4 their team gets 1 point. See which team can get the most points by the time everyone on the team has had a turn.

Notes for Teacher

The four guidelines for discussing Talking Together about a conflict, are presented in the second and third grade lessons. This lesson reviews those guidelines.

Key Point: When we have conflicts in families we need to calmly talk together and try to find a solution that works for everyone.

Bible Story: Most important points from the story.

1. Lot was Abram's nephew but there was fighting among the people of Abram and the people of Lot. They had too many animals and there wasn't enough grass for all of them.
2. People in families sometimes fight because there is not enough of something. Have the students give examples. These could be as simple as two children fighting over something that they want. It could be more complicated like families fighting over an inheritance of land or money.
3. What do families usually do when there is conflict? Abram didn't want his men and Lot's men to fight so he decided to talk it over with Lot.
4. Review the four rules for Talking it Over:
 - a. Stay Calm
 - b. Listen
 - c. Care about each other.
 - d. Think together
5. Read Genesis 13:8-13 and discuss it. **How did Abram and Lot decide to solve the problem?** (Separate. Agree to go two different ways.) **Can you think of a time when separating might be a good way to solve a problem?** (When two people are too angry to talk about things or they

can each want something different..) **How did Abram show that he cared about Lot?** (Let him choose which land he wanted.) **Which land did Lot take?** (He took the best part that had lots of water.) **Was there anything wrong with the land Lot took?** (The people in that area were very sinful.) **Sometimes if we give people a choice, they will take the best and leave us with second best. Is this still better than fighting?** (Let them comment. Point out that Abram thought being friends was more important than having things. Many times our fights are over *things* but relationships *with people* are more important than *things*.)

6. **Let's see what happened next.** Read Genesis 13:14-18. **God made a promise to Abram. What did He promise him?** (All the land he could see and so many descendants—that is children and grandchildren—that he wouldn't be able to count them. Remember Abram didn't have any children yet.)

7. Summary: **Abram was kind to Lot and let him pick the land he wanted. God rewarded Abram by blessing him and promising blessings to his descendants. God sees when you give generously to others and He is pleased.**

Application:

Problem solving:

What are some things that people argue about in families? Let the students give you several ideas. You may want to write this list down or have someone else write it down so you have ideas for the role-plays in “optional activities”. Some possible answers are: argue over what to play, sharing tools, toys, clothing, not doing a good job on something, where to go, how is the best way to finish a job, when to work on something, what to eat, and so on.

When we have a conflict or argument with others, we need to think of ways we can solve the problem without fighting. Abram and Lot chose to separate. Point to Think Together on your list of ways to Talk It Over.

Let's read the list of things to do when we have conflict. Call on someone to read the list: 1) Stay calm. 2) Listen. 3) Care about each other and 4) Think Together

We are going to do a *Think-Pair-Share*. That means...

- **Think.** I will ask you a question and I want everyone to be quiet for 30 seconds and think of the answer.
- **Pair.** (*Optional step*) Then you will turn to the person next to you (your partner) and share your answers with each other.
- **Share.** Finally, I will call on several people to tell the class what you and your partner talked about.

Here is the first question and I want you to just think about it for 30 seconds.

1. Anna borrowed a book from Marcita. Anna lost the book. What should Anna do? What would be fair? (Have them think for one minute, share with partners and then call on several students. After they have shared their ideas, point out that we must think about how the other person would feel and treat them the way we want to be treated. She might give Marcita a different book of her own. She might pay for the book. She might do something nice for Marcita to make up for losing the book. She might apologize to Marcita.)

2. Simeon is 9 years old. His older brother has a car and took him to the market (or mall). Now Yokobo is late to pick him up. Simeon has been waiting over an hour for Yokobo.

He knows his mother will be angry that they are so late. Yokobo went to visit some friends while Simeon was shopping and he locked his keys in the car. He is frantically trying to get the door open. It is starting to rain and he doesn't know what to do. Finally Yokobo's friend's father gets home and helps him get the car unlocked. He drives to get Simeon but as soon as he gets there, Simeon starts yelling and they start fighting. What should they do? (After the think-pair-share, emphasize the importance of staying calm and listening to each other. There are usually two sides to every story.)

3. Jamal is staying at his cousin's house because his parents are gone. Jamal and his cousin have to share a room and they are getting ready to work on homework. Jamal likes to listen to music while he works. His cousin, Nathan, likes to have it quiet while they work. They get into an argument about having the music on. What should they do? (Do the think-pair-share.)

4. This morning Kezia woke up late. She has been late to school several times lately so she was angry with herself and trying to hurry. Her older sister insisted that she sit down and have some breakfast. Kezia said irritably, "I don't have time," and she ran out the door. When she gets home her sister is still angry with the way Kezia acted at breakfast. Kezia and her sister start to argue about it. What should Kezia do? (Do the think-pair-share. After students have shared their answers, talk about how apologizing can often make peace in a family. Also remind students that we need to try to stay calm and talk about problems instead of getting angry. Maybe Kezia could make a plan so she wouldn't be so hurried in the morning.)

5. Use examples from the list the children made and have them problem solve solutions.

Encourage brainstorming as many answers as possible and emphasize that there is not just one right answer but many possible good answers.