

# Others Don't Put on Airs

By RLJ Editorial Team

for use as  
**STEP 1**

**Lesson 7****Focus:**

Do to others what you want them to do to you.

**Lesson 7****Bible Basis:**

Genesis 25:27-34;  
27:1-46

**Lesson 7****Memory Verse:**

“So in everything, do to others what you would have them do to you.”

—Matthew 7:12

**ECHOES Verse**

In humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.

—Philippians 2:3-4

**Students will consider how to treat others and will discover that God’s way is for us to treat others the way we want to be treated.**

**Materials:**

Internet access

**As you watch this video, think of a time when you had to choose the best way to interact with another person.**

Share the following video [2:42; stop at 2:17]:

Bridge Disney Pixar funny animated short film

<https://www.youtube.com/watch?v=YWQXtUTvshE>

**The moose and the bear had a problem. Only one could cross the bridge at a time. The moose insisted the bear go back so the moose could cross. The bear insisted the moose go back so the bear could cross.**

➤ **Why did the moose and bear each think he should be the one to cross the bridge first?** (Answers may vary including: They were both in a hurry; they both thought they got there first; neither felt like going back and waiting, each thought he was more important, etc.)

➤ **Why is it so hard to let someone else go first?** (Answers will vary).

**When the raccoon and the rabbit came along and wanted to cross the bridge, neither the moose nor the bear gave them a chance. The moose and bear used their size to push around the raccoon and the rabbit.**

➤ **Can you think of a time when you pushed someone aside so you could do as you pleased? Is anyone willing to tell us about their experience?** (Answers will vary; be prepared to share your own experience as your students may be nervous about owning up to this.)

➤ **When has someone older or bigger pushed you out of the way or opted not to include you in something?** (Answers will vary; be sure students' comments are appropriate and they don't use names.)

**The raccoon and the rabbit worked together to get back at the moose and bear for the way they were treated. Have you tried to get back at someone for hurting your feelings or doing something that you did not like?** (Let students respond positively without taking individual comments.)

➤ **Why do we often respond to being hurt by hurting—or wanting to hurt—the person who hurt us?** (Answers will vary. Students may mention wanting to equalize the situation, striking out because they were embarrassed, etc.)

➤ **Do you think if the raccoon or rabbit had been alone that either would have cut the bridge's rope to make the moose and bear fall? When has peer pressure played a role in how you treated others?** (Answers will vary.)

**The raccoon and the rabbit approached the bridge-crossing differently from the way the moose and the bear handled it.**

➤ **Which approach to the bridge-crossing do you prefer and why—moose and bear or raccoon and rabbit?** (Answers will vary; accept all answers without judgment, but hopefully most will choose raccoon and rabbit because they were kind, helpful, and found a way for both to cross the bridge.)

**Getting along with others is easy sometimes and challenging at other times. The way we treat others might depend on our mood, on how they treat us, on peer pressure, or on what we want at the time. Let's find out about God's way for how we should treat others at all times.**

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)



Lesson 7 / April 27, 2025

# Heirs Don't Put on Airs

for use as  
**STEP 4** **Lesson 7**  
**Focus:**Do to others what you  
want them to do to you.**Lesson 7**  
**Bible Basis:**Genesis 25:27-34;  
27:1-46**Lesson 7**  
**Memory Verse:**“So in everything, do to others what you  
would have them do to you.”  
—Matthew 7:12**ECHOES Verse**In humility value others above yourselves,  
not looking to your own interests but each of  
you to the interests of the others.

—Philippians 2:3-4

**Materials:**

- Internet access
- Parchment or buff colored paper
- Felt tip markers or pens
- Whiteboard and markers (or screenshared document)
- Optional: Felt scraps, brown water-based ink pad, baby wipes

Write the word “heir” on the whiteboard (or screenshared document). If your class is meeting online, invite students to bring supplies with them to class.

**Isaac was Abraham’s heir. Both Jacob and Esau were Isaac’s heirs. An heir is one who has a special right to the father’s possessions. In Bible times, the oldest son was the heir who inherited double the father’s blessing, possessions, and honor. He also became head of the family.**

**An heir who inherits great wealth and honor might start to think he is better than everyone else. In that case, an heir might “put on airs.”**

Write the phrase “to put on airs” on the whiteboard (or screenshared document).

**To *put on airs* means to act like you think you are better than everyone else or to look down on others.**

**Did you know that as children of God, we are joint heirs with Christ, the Son of God? As heirs of God, we need to represent and honor God in all that we do, and that includes how we treat others. God’s heirs do not put on airs. We represent the Father and show His love by following the Golden Rule.**

As the students respond to the following questions, write their answers on the whiteboard (or screenshared document).

➤ **What are some things that people do that get on your nerves or make you feel impatient?** (Answers will vary)

➤ **What are some examples of when you need help or encouragement?** (Answers will vary.)

Distribute supplies (or invite students to have those items ready at home). Ask the students to write their names and the memory verse on the bottom of their paper. On the top, have them write: Heir of God Birthright.

**Using what is on the whiteboard (or screenshared document), think about how you would like others to treat you when you do things that get on their nerves, when you make them feel impatient, and when you need help or encouragement.**

**List on your paper the ways you want to be treated. When you finish your list, read the verse at the bottom out loud. Will you—with God’s help—treat others the way you want to be treated this week? Put your Heir of God Birthright somewhere that it can remind you to do just that.** As an option, you might want to provide small pieces of felt and a brown water-based ink pad so that your students can give an aged or “distressed” look to document. Show them how to use a small piece of wadded up felt rubbed over an ink pad to ink the edges of their paper with small circular motions. Provide baby wipes for easy clean-up of any ink residue left on table tops.

End in prayer, asking for God’s help to represent Him in the way we treat others, by treating them the way we want to be treated.

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