

YOUTH EDUCATIONAL ADVENTURES

# A Team of Brothers

YE4F · Teacher Edition

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Intermediate · Year 2: Creation

Christian Educational Ministries — a faithful digital edition of the printed program

# A Romantic Encounter

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## MEMORY VERSE

Ephesians 5:25 "Husbands, love your wives, even as Christ also loved the church, and gave himself for it."

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Discuss what a "picture perfect" marriage should be like.
2. Explain that having a good marriage depends on how you treat your mate.
3. Tell things they should avoid when they are having marriage problems.
4. State loving things they can do for their mate when they get married.

## TOPICS & THEMES

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Abraham

God's Promises

Isaac

Marriage

Prayer

Prayer, Answered

Rebekah

Water

Worship God

## MATERIALS NEEDED

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Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, chalk board or newsprint pad, chalk or marker, copies of a marriage certificate, frame

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, divide your students into four groups and give each group one of the four marriage certificates listed above. Tell them they are to brainstorm and come up with a story of a marriage that will fit the way the marriage certificate they received looks. Give them a few minutes to do this. Bring the students back together to show their marriage

certificate and describe the marriage that looks like their certificate. Keep the discussion safe by not allowing put-downs of other family situations.

Debrief - Ask: Which marriage certificate do you feel represents a godly, happy marriage? What are some things you think go on in this marriage to make it that way? Who has to be unselfish and willing to compromise on what they want? (Both parties.) What kinds of nice things do you think they do for each other? What qualities did you see in Rebekah that would make a marriage godly, happy, and lasting? Which marriage certificate depicts a marriage with a few problems eating away at it? What do you think could be some of the problems? When a marriage starts having problems what should the husband and wife do? (Pray together, put the other person's desires ahead of theirs, say "I'm sorry," be willing to forgive and forget.) What are some things they shouldn't do because they will make things worse? (Don't use four-letter words, keep their voices down, never insult the other person.) If this couple has children, does that put a greater responsibility on the couple to stay together? Why? Which marriage certificate depicts a marriage that has been torn apart and the couple is working their way back to stay together?

Fifth Marriage Certificate - Hold up this marriage certificate and tear it apart. Ask: What do think tearing the marriage certificate apart represents? Do you think that a couple who tears their marriage apart by fighting and saying thoughtless, cruel and bad things to each other values the marriage vows they took before God? Do you think some couples give up too soon on their marriage? Why? What changes do you think they will have to make to put that marriage back together? What kind of satisfaction will they gain from making their marriage work?

When You Marry Someday - Which one of the five marriages would you like to have? Why? What do you think you will have to do to have it? How can you help a teenager whose parents have divorced, or are divorcing?

#### TEACHER-DIRECTED ACTIVITY

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Go over the Students' Activity. Tell your class there are no right or wrong answers to the first three questions, but you want to take a poll to see how they feel. Get the class to list the many good characteristics Rebekah showed to the servant at the well, and let them tell how these things could contribute to having a happy marriage. Poll the students, without condemning them, to see how many feel that it is important to marry a person of the same religious faith. Ask: What part do you think the servant's prayer played in his successfully finishing the mission Abraham sent him to do? How important do you think it is to pray that God will lead you to the right person to marry someday? Ask the students to give the six loving characteristics Rebekah showed that they found in 1 Corinthians 13. As the students give them, list them on the chalkboard.

#### SONG

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"Fill My Cup" is on page 83 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle, hold hands, and give one characteristic they feel would help make a marriage godly, lasting, and happy. Lead in prayer asking God to help the students to remember this lesson when they start thinking about marriage.

# Consider the Options

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## MEMORY VERSE

Psalm 62:5 "But I stand silently before the Lord, waiting for him to rescue me. For salvation comes from him alone" (TLB).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Explain that it was wrong for Jacob to not consider the needs of his brother and to cheat him out of his birthright.
2. Discuss that it was in God's plan for Jacob to receive the birthright and the blessing. And God would have seen to it that he got them without any deception had he only waited on God.
3. Make the comparison between Jacob's birthright and our eternal reward, that we should not despise it, nor sell it short, rather consider it to be our most valuable asset.

## TOPICS & THEMES

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Birthright

Blessings

Esau

Eternal Life

Inheritance

Isaac

Jacob

Prayer

Reward

Vow

## MATERIALS NEEDED

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Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, fire-safe box. treasures, such as money, jewelry, valuable items, a deed to property, things with sentimental value such as photos, ticket stubs, programs

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, pass the fire-safe box around to the students and let each one guess what's in it. Now allow the students to see what's inside. Then discuss that such things as these would have been included in the birthright Jacob traded Esau out of for a bowl of soup. Have them count the money to see how much is there. Ask: How much do you think the jewelry is worth? How much are your baby pictures, school pictures, pictures of your friends and family worth to you? What are mementos, saved over the years from memorable events you have attended, worth to you? How much do you think this deed to a piece of property is worth? Sometimes it can be worth millions of dollars depending on where this property is located, how large it is, and the building(s) it has on it. Then ask: What do you think everything in this box is worth?

Tell the class that the Bible says Esau despised his birthright. Then involve the kids in a discussion about why they think Esau despised his birthright. Did he realize how much it was worth? Can anyone tell us what Jesus said about laying up treasures here on earth? Ask a student to read Matthew 6:19-21. What are some earthly or physical things that you treasure? Who noticed what happens to our earthly treasures in the Scripture that was just read? (They erode away and can be stolen). Jesus gave an illustration of what happens when we set our hearts on physical treasures. Ask a good reader to read Luke 12:16-21. What treasure or inheritance stays with us beyond this life? (Our inheritance as a member of God's family can be very valuable - worth far more than all the items in this box.) Do we value the inheritance God has laid up for us? Would we sell it for a bowl of soup? Would we sell it to please our peers? Would we sell it for sex or drugs? Is there anything on this earth that is worth selling our heavenly inheritance for? What happens to us if we do sell our heavenly inheritance?

#### TEACHER-DIRECTED ACTIVITY

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Go over the Students' Activity with your class and allow them to answer without being condemned. Ask: How long do you think Esau had gone without food? Do you really think he was hungry enough to give up something as valuable as his birthright for a bowl of soup? What should Esau have done rather than trading his birthright for a simple bowl of soup? (He could have gone into the kitchen and cooked his own bowl of soup.) What should we do before we sell our eternal reward short? (Consider our options!)

#### SONG

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"I'm Yours" is on page 65 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask: What should we always do before we make a decision? (Consider the Options!) Then what should we do? (Make a decision that ensures

we're not selling our eternal inheritance.) Ask a student to lead in prayer asking God to help each one of us to value his eternal inheritance and live his life daily to ensure he receives it.

# Prosperity Promise

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## MEMORY VERSE

Malachi 3:10 "Bring all the tithes into the storehouse so that there will be food enough in my Temple; if you do, I will open up the windows of heaven for you and pour out a blessing so great you won't have room enough to take it in!" (TLB).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Explain what a tithe is and why they should give it.
2. Discuss how Jacob's descendants are a blessing to the entire world and unlike most nations, after they win a war, they go back and establish schools, hospitals, infrastructure, etc.

## TOPICS & THEMES

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Blessings

Dream

Esau

God's Promises

Gratitude

Inheritance

Jacob

Laban

Tithes

## MATERIALS NEEDED

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Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, two awards, newsprint, marker, fake rock, olive oil, Chocolate hugs and kisses, offering basket, slips of paper, camping gear

## HOW TO TEACH THIS LESSON

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After opening with prayer, have the students take their positions for the play they will be acting out as you read the dialog. Explain that they are to act out what you read.

Dialog - (Jacob walks in.) So Jacob left Beersheba and started out for Haran where his Uncle Laban lived. Jacob had walked a long way and was tired. About sunset he decided to pitch camp.

He found a rock that would work as a pillow - well, at least a support for his head. (Jacob lays down.) After falling off to sleep, he had a dream. In this dream he saw a staircase that reached from earth to heaven. (Angels walk up and down stairs.) Angels of God were going up and down the staircase.

(Angel of the Lord stands at the top of the stairs.) Jacob saw the Angel of the Lord standing at the top of this staircase. He said, "I am Jehovah, the God of Abraham, and of your father Isaac. The ground you are lying on is yours! I will give it to you and to your descendants. For you will have descendants as many as dust! They will cover the land from east to west and from north to south; and all the nations of the earth will be blessed through you and your descendants. What's more, I am with you, and will protect you wherever you go, and will bring you back safely to this land; I will be with you constantly until I have finished giving you all I am promising."

(Jacob awakens absolutely terrified and says:) "God lives here! I've stumbled into his home! This is the awesome entrance to heaven!" (Jacob places the rock he used as his pillow upright and says:) This pillar will be a memorial of the worship of God. I will anoint this rock with olive oil. (Jacob pours oil on the pillar.

Then Jacob makes a vow to God.) God of my fathers Abraham and Isaac, I promise that if you will watch over me on the trip to Haran, give me food and clothes to wear, and return me safely back home, I will give you a tenth of everything you give me.

Debrief - How did you feel about this awesome dream? What impact does this dream have on you, or what does it mean to you? Do you think the promises made to Jacob extends to today? Why? What nation or nations have been a blessing to the entire world? Can you give some incidents where this has happened. What nation or nations do you think are the ones that have most likely received this blessing? Read the first four paragraphs of Background to the class.

Tithing- Have you ever felt so grateful to God for the things He has given you that you wanted to give something back to Him? What does God expect you to give in return for what He gives you? Ask one of the students to read Psalm 103 aloud to the class. Explain that they have been blessed with nine kisses and one hug. Pass the offering basket and explain they are to tithe their hug on the ten pieces of chocolates they were given at the beginning of the class. Ask: Where did your chocolates come from? Ask one of the students to read James 1:17 aloud. Ask: What do you have left? Did you out give God? Have the students give the hugs to their minister after class. They may want to perform this play before their church. Or, if time permits, repeat it again in class with students doing their own dialog.

#### TEACHER-DIRECTED ACTIVITY

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The activity is embedded in "How to Teach This Lesson."

## SONG

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“As the Deer” is on page 34 of The Group Songbook.

## CLOSING PRAYER

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Have the students form a circle and hold hands. Ask each student to give one blessing that God has given our nation. Ask for a volunteer to lead in prayer thanking God for the bounty that He has given us and for putting it in our hearts to help other nations in need.

# Second Effort

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## MEMORY VERSE

Philippians 3:14 "I press toward the mark for the prize of the high calling of God in Christ Jesus."

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Discuss things that showed that Rachel and Jacob were goal-oriented.
2. Explain how Jacob gave the Second Effort in order to get the wife he loved so dearly.
3. List five good character traits that Jacob showed when Laban tricked him out of the wife for which he had worked seven years.
4. Give ways that it will take a Second Effort to make it into God's Kingdom.

## TOPICS & THEMES

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Eternal Life

God's Kingdom

Jacob

Laban

Leah

Perseverance

Rachel

## MATERIALS NEEDED

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Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, two or three different colors of construction paper, drinking straws, basket, awards

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, divide the class into relay teams (the number of teams will depend on the size of your class). Have the kids form their teams at one end of the classroom. Allow the teams to choose a team color from the pieces of construction paper you have. Give each student a drinking straw and a piece of construction paper of their team's color. Explain that they will be running a relay race in turn, from one end of the classroom to the other. They are to use their straws and hold their paper in place by sucking on the straw. Each team gets one

point for every paper they carry across the room and get into the basket at the end. If a person drops his paper, he may pick it up by sucking on his straw and continuing the race. Give a prize to the team that finishes first. Arrange the seats in a semicircle, seat the students and continue the class.

Debrief - Ask: How did you feel about this race? What kinds of obstacles did you come across in getting the paper to stay on your straw so that you could get it from one end of the room to the other? What kind of team effort did it take to win the race? What efforts did you make that required trying harder? How would you relate "trying harder" to the title of our lesson today? What did you learn in the lesson you read for today's class that you can relate to this race? What did Jacob have to do to get the beautiful, shapely wife he wanted? What would have happened if he hadn't been willing to work for Laban for the next seven years? What things happened in his life that make you think Jacob was a goal-oriented man? How important is it to set goals? If you set goals, what must you do to attain them? What character traits are required to attain your goals? Would you say that Jacob was a disciplined man? Could anything deter him from getting the wife he wanted?

Application - What did this lesson teach you that you can apply in your life? What kinds of character traits did Jacob have that you would like to have? What would you have done to Laban for deceiving you into working for seven years for the wrong woman? What advantages did it give Jacob to keep his cool and get on with the job of working seven more years to marry Rachel? What are your advantages when your peers deceive or trick you and you keep your cool? What did you learn from this lesson that will help you stay goal-oriented and make it into God's Kingdom? What will you do about it?

#### TEACHER-DIRECTED ACTIVITY

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Ask: What would you do if a friend or relative tricked you into working seven years for something you really wanted and then reneged on his promise? What do you think were some of the consequences Laban suffered for deceiving and tricking Jacob? Which five good character traits did Jacob show when he was tricked and deceived? What kinds of blessings did Jacob receive from God? What people could Jacob give thanks to for the blessings he received? Was this success story a team effort? How many who share in Jacob being blessed had to give it that Second Effort? Are you willing to give it that Second Effort to receive God's blessings? Ask one of the students to read 1 Corinthians 9:24-27 aloud from the Living Bible.

#### SONG

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"The Greatest Thing" is on page 17 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask them to give their memory verse. Then ask each students to give one way that they can put forth that Second Effort to make it into God's Kingdom. Begin with the teacher.

# It's Worth the Effort

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## MEMORY VERSE

Ecclesiastes 9:10 "No matter what you do, work at it with all your might. Remember, you are going to your grave. And there isn't any work or planning or knowledge or wisdom there" (NIRV).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Tell what God changed Jacob's name to be and what it means.
2. List three good character traits Jacob had.
3. Explain why Jacob hung in there when he wrestled with God even with an injured thigh.

## TOPICS & THEMES

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Blessings

God's Kingdom

Israel

Jacob

Laban

Name

Perseverance

## MATERIALS NEEDED

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Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, notebook computer and printer, or stencils, markers, printing paper, newsprint, timer, pencils, Scotch tape

## HOW TO TEACH THIS LESSON

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Open the class with prayer. Have the students count one, two, three, and repeat as many times as necessary going to the end of the semicircle. Ask all of the ones to go to an area of the room, the twos to another, and all of the threes to yet another, taking their lesson books and Bibles with them. Give each group pencils and paper. Explain that Jacob is an outstanding historical and biblical character. If he were living today, the things he did would make headlines in our daily newspaper. Each group is to go through their YEA book and the portion of the Bible that

tells the story of Jacob to find incidents that would make newspaper headlines. Their group is to brainstorm and decide on one headline and three sentences to write under the headline to tell the story. As a group finalizes their headline, they are to go to the laptop computer, write their headline, select a font, add their three sentences, print it out, and attach it to the newsprint you've attached to the wall. If you do not have access to a laptop computer and printer, give each group a set of stencils for them to use to make their headlines on printing paper. Modify the directions to fit your time constraints, leaving enough time to debrief and finish the lesson.

Debrief - Have the students sit in the chairs in a semicircle. Ask: How did you feel about turning Jacob's life into newspaper headlines? How were the headlines you made about Jacob's life like things in your own life? In what way did Jacob make you think of your memory verse for today? What pattern do you see in the headlines you put on the newsprint that Jacob had as character traits? How are these character traits important to a Christian? Ask one of the students to read Hebrews 11:6. If a headline about Jacob unrelentingly wrestling with God is up there, ask: What character trait did Jacob show when he wrestled with God? If it isn't, ask: In what situation in today's lesson, that's not included in our headlines, did Jacob show unusually strong character? If God decided to wrestle with you, how long would you hang in there? Would you hang in there even if He hurt your thigh? What would you have to gain from it that would make it worth the effort? What character traits of Jacob's do you admire most? Write these on a newsprint pad. What character traits of Jacob's will you imitate in your life? How will these character traits make you a better person? How will imitating Jacob's character traits make you a better Christian? Are you willing to become as patient as Jacob was when he worked 14 years to have the wife he wanted? Will you become a peacemaker as Jacob was when he saw his brother Esau? Will you be as determined as Jacob when he wrestled with God to receive a blessing? What blessings do you want from God? What are you willing to do to have them?

#### TEACHER-DIRECTED ACTIVITY

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Go over the Activity in the students' book with your class. Ask: What new name did God give Jacob? What did it mean? Start at one end of the semicircle and ask each student to give one name that was listed in their Activity that they would like to claim as their new name. Ask the students to give three good character traits Jacob had.

#### SONG

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"Be Not Afraid" is on page 86 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask for each student to give one character trait that Jacob had that's worth the effort to incorporate into their lives. Ask for a volunteer to lead

in prayer asking that God will help each student to hang in there, and even wrestle with God if necessary, until they have that character trait.

# Favorite Son

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## MEMORY VERSE

Proverbs 16:18 "Pride goes before destruction and haughtiness before a fall" (TLB).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Explain the problems they will experience from being proud and haughty.
2. Discuss the benefits they will receive from having a humble spirit.
3. Talk about how Joseph's brothers hated him because he was favored and had dreams that indicated he would rule over them.

## TOPICS & THEMES

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Benjamin

Dream

Egypt

Envy/Jealousy

Jacob

Joseph

Joseph's Brothers

Joseph's Coat

Potiphar

Rachel

Slavery

## MATERIALS NEEDED

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Bible, YEA student's and teacher's books, attendance and memory verse charts, songbook, paper, pencils, timer, newsprint and marker

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, divide the class into groups of threes and give them paper and pencils. Divide the statements under Group A evenly between the groups. Give each group a copy of Group B, and one slip of paper with Group C on them, depending on the number of students you have. Have the students go to different sections of the room with their Bibles.

Explain they are to match up the "proverb" or statement with the correct scripture. Then each group is to write a "proverb" using the scripture from Group C. Give them about 20 minutes to do this project and call them back together to sit in a semicircle.

Debrief - Let your students know there are no wrong or right answers. Ask: How did you feel about learning about pride vs. humility from this activity? What did this mean to you? How was this activity like or unlike some other experience in your life? Which proverb or statement had a special meaning to you? What scripture verse did you match up with that proverb or statement? Continue to extract all of the proverbs or statements from the students. Have them tell what it means to them and give the scripture verse they put with it. Write them on the newsprint. Have each group read the proverb they wrote in Group C.

Application - Ask: What were the things Joseph did to cause his brothers to hate him? What should Joseph have done differently to prevent his brothers' anger? Remember, Joseph was only 17 when his dad made him the coat of many colors - you're almost the same age as he was. Some people believe that Joseph was arrogant or prideful, but the Bible doesn't say this. Nevertheless, he could have been; it's very difficult to remain humble when you are obviously your father's favorite and you have dreams which indicate that you will rule over your family. In what ways have you seen a proud and haughty spirit expressed in your peers? What are some of the most common prideful, or arrogant things young people do? Can anyone give an example of one of your peers or a celebrity who had a prideful and haughty spirit and then the rug was jerked out from under him or her? How can you avoid bad things happening to you by having a humble spirit? What bad things are you likely to bring upon yourself if you have a proud and haughty spirit? How can you benefit each day from being humble rather than having a proud heart? Which proverb, statement, or scripture will change your life the most? How will it change your life?

#### TEACHER-DIRECTED ACTIVITY

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The activity is woven into the lesson.

#### SONG

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A" Perfect Heart" is on page 3 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask each student to give one benefit that comes from humility. Lead in prayer asking God to help each student to put this lesson into practice.

# Bad Things Happen to Good People

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## MEMORY VERSE

Romans 8:28 "And we know that all things work together for good for those who love the Lord, those who are called according to His purpose."

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Discuss Joseph's character traits that led God to protect him in some really bad times.
2. Explain what promises were given to his father, grandfather, and great-grandfather that made God to look upon him with favor and a part of His plan.
3. Compare Joseph trusting God when things went wrong and their responsibility to trust God in good times and bad times.

## TOPICS & THEMES

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Egypt

God's Promises

Holy Conduct

Joseph

Potiphar

Potiphar's Wife

Trusting God

## MATERIALS NEEDED

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Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, gold jewelry, gold-plated jewelry with the veneer wearing off, overripe fruit, and good fruit, prize

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, explain to the class that they will be acting out today's lesson as a play. Have them draw for the parts that you've written on slips of paper. Give them a few minutes to plan their drama. Then let them put it on. They can use their Bibles and YEA students' books to get their scripts. After they act out the play have them sit again in a semicircle.

Debrief - Ask: How did you feel acting out the parts in a Bible story? How did this help you to better understand what took place? How do you understand Joseph's position better? What

lessons did you learn from this play? How did Potiphar's wife make you think of some women and girls in our society today? What did Joseph do right? How did you feel about Potiphar throwing Joseph in prison when he was guiltless? What do you think would have happened to Joseph had he given in to Potiphar's wife's wishes for him to sleep with her? (Death.) Was Joseph better off in prison as an innocent man than he would have been if he had given in to Potiphar's wife? What word would you use to describe Potiphar's wife? Why should you girls not want to be like her? What character traits did she have that you feel are ungodly?

Fruit and jewelry experiment - You shall know them by their fruits. Pass around the overripe fruit and let each student squeeze it. Now pass around the ripe fruit and ask the students to squeeze it as well. Ask: How would you compare the two pieces of fruit? Pass around the gold plated piece of jewelry and tell them to see if they can scrape off some of the gold. Then pass around the real gold piece of jewelry and ask them to try scraping off some of the gold. Ask: Which piece of jewelry is real and which one is fake? Ask: How would you compare this experiment with God testing Joseph? Did Joseph stand the test? Was he for real or fake? What types of things made Joseph real - capable of standing the test? What kinds of tests might you have that are similar to those Joseph had?

Application - What about you? If you're on a date and the person you're out with insists you have sex with him/her, what did Joseph do that you should do? How can you girls prevent date rape? (Have a plan. Do as Joseph tried to do, don't allow yourself to be alone with the opposite sex. Should things start going wrong, get out of his presence as quickly as possible. Scream if anyone can hear you.) The laws of our land don't administer the death penalty for adultery today. But what kinds of consequences could come about because of fornication or adultery that could bring about the death penalty? How does this lesson give you assurance that God will always be with you if you obey him? What impact will this lesson have on your life?

#### TEACHER-DIRECTED ACTIVITY

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Have the students read the story they wrote in their book. You may want to read your story first to break the ice. Take a vote on which one was the best story and give a prize.

#### SONG

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"Jesus Loves Me" is on page 69 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Go around the circle, beginning with you, and tell what lesson you learned today that will help you keep in mind that God is in charge and always loves you even when bad things happen. Ask for a volunteer to lead in prayer thanking God for being the same to us today as He was to Joseph.



# A Good-Looking Prisoner

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## MEMORY VERSE

Proverbs 31:30 "Charm can be deceptive and beauty doesn't last, but a woman who fears and reverences God shall be greatly praised" (TLB).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Tell the story of how God took care of Joseph even while in prison.
2. Talk about the fact that good looks are only temporary and not the most important thing for them to have.
3. Explain that "pride comes before destruction" and humility is something they should pray for.
4. Use Joseph as a role model in their lives

## TOPICS & THEMES

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Authority

Dream

Ephraim

Famine

God's Plan

Humility

Joseph

Manasseh

Obedience

Pharaoh

Relationship with God

Wisdom

## MATERIALS NEEDED

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Bible, YEA students' and teacher' books, attendance and memory verse charts, songbook, paper, pencils, timer, two prizes

## HOW TO TEACH THIS LESSON

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Open the class with prayer, and give every student a pencil and a piece of paper. Explain: "Our lesson today is about Pharaoh calling Joseph to interpret his dreams. We will go around the semicircle and let each student read the dream they either had or made up and wrote in their book under the Students' Activity. Listen carefully, because you will pick a dream and then write an interpretation of it on the piece of paper I gave you. You can select any dream that you hear today. Your interpretation can be humorous, serious, or whatever you want it to be. We will vote on which one is best and that person will get a prize."

Now start with yourself and read your dream. Then go around the semicircle and have each student read their dream. Give the class about five minutes to write their interpretation of any one of the dreams they have just heard. Start your timer.

When the bell goes off, tell the students it is time to stop. Then go around the room and have each student name the person whose dream they are interpreting and then give their interpretation.

Debrief- How difficult was it to come up with a dream you wanted others in your class to hear? How hard was it to interpret another person's dream? Why do you think we dream? Dreams are usually a way the subconscious mind sorts information. Where do you think most dreams come from? What was different about Pharaoh's dreams than the dreams we've heard today?

Take a vote - Determine the best interpretation of one of the dreams. Give both persons a prize: the one whose dream was interpreted by the person who won, and the one whose interpretation was voted the best.

Take a poll - Ask: Did you hear any dream today that you thought came from God? If yes, which one(s)? How many of you thought the very best interpretation we heard was from God? How many of you think this interpretation came straight from the mind of (use the person's name who had the best interpretation)?

Good-Looking Joseph - Why do you think God looked down on Joseph and gave him the interpretation to Pharaoh's dream? Do you think it was his good looks or charm? What does your memory verse tell you about good looks and charm? Since charm can be deceptive and beauty doesn't last, what does the Bible tell us is not deceptive? Ask a student to read 2 Samuel 7:28. Since beauty or good looks don't last, what can we count on lasting forever? Ask a student to read aloud John 6:27.

Application - Why do you think God was able to use Joseph, a mere prisoner, to interpret Pharaoh's dream? Possible answers could be he was obedient and humble. Then who should we give credit for our charm, good looks, talents, riches, and everything we have? Ask a student to read Proverbs 16:18. Ask: What did that verse say comes before a fall? What will happen if you get vain or conceited about your good looks, charm, talents, riches, and other things God gives

you? Then what is the solution? Read: "Let not the wise man bask in his wisdom, nor the mighty man in his might, nor the rich man in his riches. Let them boast in this alone: That they truly know me, and understand that I am the Lord of justice and of righteousness.. " (Jeremiah 9:23-24 TLB). How do you think God rewarded Joseph for being humble and obedient? He made him good-looking and charming, and gave him the highest positions in government to hold. Do you think Joseph was paid well for his obedience and humility? How can you use Joseph as a role model for your life?

#### TEACHER-DIRECTED ACTIVITY

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The activity is part of the lesson.

#### SONG

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"We Are His Hands" is on page 9 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask each student to give one character trait Joseph had that they want to emulate. Ask for a volunteer to lead in prayer.

# Heavy Weights

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## MEMORY VERSE

Romans 11: 3 "Oh, the depth of the riches of the wisdom and knowledge of God! How unsearchable his judgments, and his paths beyond tracing out! (The NIV Study Bible For Kids).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Tell that God has been working out His plan through Abraham and His children.
2. Explain that God chose to bless this family because of Abraham's obedience.
3. List the 12 sons of Israel and give each son's mother's name.
4. Talk about the fears and lessons the ten sons learned from selling Joseph into Egypt.
5. Discuss the benefits Joseph received while he was in Egypt and why he got them.

## TOPICS & THEMES

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Confession

Consequences of Sin

Famine

God's Plan

Joseph

Joseph's Brothers

Obedience

Repentance

Sin

## MATERIALS NEEDED

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Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, awards, pouch, rocks or sand, strips of paper, pencils, Scotch tape, newsprint pad

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, give each student two pieces of paper and a pencil. Ask: What difference do you see in sin and things that might be "weights" in your life? Instruct

students to write an example of a sin on one strip of paper and an example of a weight on the other strip of paper. Tape all these strips of paper to the pouch. Ask for a volunteer to strap the pouch that has the strips of paper taped to it around his waist and run a couple of laps around the room.

After the volunteer has run the laps, ask: How does it feel to run with all of that extra weight? Then have him/her take the pouch off and run the laps again. Ask: How does it feel to run without that extra weight?

Debrief - Ask: How did you feel about this student running with that heavy weight strapped around his/her waist? How was this demonstration like or unlike some other aspects of your life? How do you feel this demonstration connects with the lesson we have for today? How do you feel this demonstration relates to Joseph's brothers immediately thinking God was out to get them because of what they had done to Joseph? How did this demonstration affect the way you will conduct your Christian life?

What are weights we carry around? - Ask: What things would you consider to be weights that we carry around with us daily? How are these weights connected to the sins we commit? What sin had Joseph's brothers committed? How long do you think it had been since they had sold Joseph into Egypt? What makes you think this sin had become like a heavy weight to those brothers? How did they create the problem?

Get rid of the weights - What did the brothers do to make this weight so heavy? (They covered up their sin and lied to their father about what had happened to Joseph.) How much heavier do you think this weight became as the years went on? What could they have done to get rid of this heavy weight of guilt they were carrying around? After confessing their sin and repenting of it, why should they not feel guilty about what they did? (It was all in God's plan that Joseph go to Egypt.)

Do you carry heavy weights? - What would you consider to be things that weigh teenagers down? How many of them do you think are related to sins? Why do you think these sins weigh them down? What kinds of weights are you carrying around personally? What happened to Joseph's brothers because they didn't repent? What will happen to you if you do not repent of your sins? Ask a student to read Luke 13:3 aloud.

What can you do to get rid of weights? - Ask a student to read Psalm 55:22 aloud. Then what happens to the weight of sins that you're carrying around and have not been repented of? Ask a student to read Psalm 103:12 aloud. So what are you going to do about it when you sin? Write on the newsprint pad: "Totally and completely confess your sins, repent of them, and the weight is lifted."

Go over the Students' Activity and give an award to those who can name Jacob's 12 sons and who their mothers were.

#### SONG

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"Amazing Grace" is on page 61 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and hold hands. Go around the circle, beginning with yourself, and give one thing that you admired most about Joseph. Ask for a volunteer to lead in prayer.

# Saved From the Famine

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## MEMORY VERSE

Romans 6:13 "Give yourselves to God. . . . Surrender your whole being to him to be used for righteous purposes" (TEV).

## OBJECTIVES

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At the end of this lesson, students will be able to:

1. Tell the story of Joseph's 11 brother's trips to Egypt to get grain during the famine.
2. Explain that Joseph being sold into Egypt was all in God's plan and he didn't blame his brothers.
3. Give an overview from Abraham to Israel (Jacob) going to Egypt.

## TOPICS & THEMES

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Egypt

Famine

God's Plan

Jacob

Joseph

Joseph's Brothers

Prophecy

Purpose

Repentance

## MATERIALS NEEDED

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Bibles, YEA Students' and Teacher's books, attendance and memory verse charts, songbook

## HOW TO TEACH THIS LESSON

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After opening the class with prayer, divide your students into groups of four. Ask: Can anyone tell us who was responsible for Joseph ending up in Egypt? Ask for a student to read aloud Genesis 45:1-8. God was in this all the way because He had a plan He was working out through Jacob, whose name was changed to Israel. This plan will unfold as you continue to study your Bible and the YEA lessons.

Now have each team draw one of the papers with a statement on it that you prepared before class. Make sure every statement is taken. Explain that they will have a few minutes to brainstorm. They can use their Bibles and YEA books. But they are to determine the significance of the statement, including any prophetic significance.

Call the students back together and have each group explain the significance of their statement. Ask if anyone else would like to add to what has been said.

Debrief - Let the students know that there are no “wrong answers” to these feelings. Ask: How did you feel about trying to find the significance of each of these statements? What does the story of Abraham and his family - Isaac, Jacob and Joseph - mean to you? How were Joseph’s experiences like or unlike things in your life? Did his brothers have any experiences that were like or unlike things in your life? Were the bad things Joseph’s brothers did to him something God intended to take place? Why? How did Joseph benefit from being sold into Egypt? Why do you think Joseph was blessed so bountifully in Egypt? What lessons can you learn from Joseph?

Memory Verse - Have the students say their memory verse. Ask: How do you make a connection with it and this lesson?

Prophecy - Ask: How many of you have a desire to learn more about prophecy? Why do you think prophecy is important? (Prophecy is not just history written in advance. Prophecy is given so that we can change the course of events.) How do you see prophecy playing a role in today’s lesson? Where do we find in the Bible that Abraham’s family will play a role in the end times? Either have a good reader read Genesis 49:1-28 or have the students rotate reading these verses. Read the first three paragraphs of Background to your class. Ask: How did this help you to see the story flow of the Bible? Which of these Bible characters would you like to be most like? Why? What are you going to do to be more like this Bible character?

#### TEACHER-DIRECTED ACTIVITY

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Go over the Activity in the students’ book. Discuss the importance of seeking God’s will in their lives. Have a student read Romans 6:13 aloud. Discuss what it means to surrender your whole being to Christ and His purpose.

#### SONG

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“Here I Am, Lord” is on page 85 of The Group Songbook.

#### CLOSING PRAYER

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Have the students form a circle and join hands. Ask for each student to tell one thing they’ve learned from today’s lesson.

