

Bible Lessons for Children
Learning to Know the Triune God through His Holy Word
By Tamarie Tigh

Beginner Lesson Thirty-two: Joseph Interprets Pharaoh's Dreams

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| Overview | <u>Bible Songs</u> <u>Bible Reading & Discussion</u> : Genesis 41:1-45; Psalm 105:16-22 <u>Memorization & Art Activity</u> : "A Baptist Catechism: A Catechism for Boys & Girls" Question 22 |
| Opening | Get students' attention by using a pre-planned silence signal. Have students sit in rows or a semi-circle facing you. Open in prayer asking God's blessing upon the time. |
| Bible Songs 5-10 minutes | <u>Materials</u> : Song visuals &/or props as needed <u>Strategies</u> : Sing It with Hand &/or Body Motions as appropriate <u>Instructions</u> : Lead students to sing songs about the Bible. Spend some time discussing the meaning of new songs. Encourage students to think about what they are singing. Be very careful to choose songs that only speak truth about the Word of God. |
| Bible Reading 15 minutes | <u>Materials</u> : Bibles for students to use <u>Strategies</u> : Action Reading & Key Words <u>Scripture</u> : Genesis 41:1-45; Psalm 105:16-22 <u>Instructions</u> : Have students sit at tables. Students hold up the correct number of fingers every time they hear a number, hold up a closed fist when they hear "none," and spread their arms every time they hear the word "all." Leader should pause to give students time to react. |
| Bible Discussion 10 minutes | <u>Materials</u> : Word poster add: "King of kings" <u>Strategy</u> : Order Please <u>Instructions</u> : Have students sit in a fellowship circle. Students are ordered by height, birth date, length of hair, etc. Students share in this order. <u>Questions</u> : The cupbearer forgot about Joseph. How much longer did Joseph have to stay in prison before he was remembered? (2 years) Describe Pharaoh's first dream. (Seven fat cows were eaten by seven thin cows.) Describe Pharaoh's second dream. (Seven thin ears of grain swallowed seven plump ears of grain.) Joseph said that it was not in him to interpret Pharaoh's dreams. Who did Joseph say would give Pharaoh an answer? (God) What did Joseph say the dreams meant? (There would be seven years of plenty followed by seven years of famine.) What did Joseph recommend that Pharaoh do about the coming famine? (Appoint someone to collect one-fifth of the crops to store for the famine.) Who did Pharaoh appoint as overseer? (Joseph) Why did Pharaoh say that he chose Joseph? (Because the Spirit of God was in Joseph and God had shown Joseph the meaning of the dreams.) According to Psalm 105 who summoned the famine, sent Joseph ahead as a slave, and tested Joseph until he was made lord and ruler by Pharaoh? (God) Show students the word poster and have them act out the words: Creator = maker (use hands to make a ball), Omnipotent = all powerful (make a muscle), Omniscient = all knowing (tap head), Merciful = doesn't punish as deserved (make "safe on base" sign with |

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two arms), Righteous = perfect (with right hand make circular motion), Just = right (thumbs up), Creator of Nations (sweep arm from left to right), God is in control (salute with hand to head) Long-suffering = patient (fold hands together as though waiting patiently), Glory = shining light (spread fingers of both hands like light rays), Deliverer (move wrists as though breaking rope), Savior (spread arms wide then draw together), All-seeing (put hand above eyes as though looking around), Faithful (shake hands with another person), Judge (drop fist as though striking with a gavel), Provider (cup hands and move arms from self as though giving to someone), Prayer Answerer (fold hands and bow head), Sovereign = Ultimate Authority (hold out fist as though holding a king's scepter), Grace = unearned favor (thumbs down then rotate to thumbs up), Way to Heaven (walk in place), Protector (raise hands as though shielding head), Promise Keeper (with fore-finger cross heart), Success maker (raise arms as though winning a race), King of kings (place hands on head like a crown)

Group Prayer

Through prayer, praise God for Who He Is.

Bible Memory

10-15 minutes

Materials: White board with markers and eraser

Strategy: Rhythm & Beat

Instructions: Have students sit in a semi-circle or rows facing a white board with the following word cards on it:

Question 22: "In what condition did God make Adam and Eve?"

Answer: "He made them holy and happy."

Verse: "God made man upright..." (Ecclesiastes 7:29b)

Students read the passage in unison a few times to get the cadence. Clapping, stomping, finger-snapping, and knee-slapping are added so that the passage is read to the rhythm and beat of the sounds. The passage is read this way several times. Then students attempt to repeat the passage to the beat without looking at the words. Finally, students try to repeat the passage without looking at the words and without making the beat.

Bible Art Activity

As time allows

Materials: Paper, markers, glue, yarn, nature "bits," sample project

Activity: 3D picture

Instructions: Have students sit at tables. Have students draw Adam and Eve with smiling faces and clean, white hearts. Have students draw a beautiful garden setting for Adam and Eve. Have students write "God made man upright." Adults may need to write words for very young children. Finally, have students glue yarn and nature bits to the picture to make it 3D. (e.g. grass, leaves, flowers, and twigs over the garden, and yarn over the letters, Adam and Eve, and as a border or frame)

Closing

Have students assist with clean-up.

Remind students to practice their memory work throughout the week.

Close in prayer & dismiss.