

Sunday School Year 1 *Teaching Helps* audio files and study sheets

This CD contains the *Teaching Helps* audio files for the 39 lessons in the Christ-Light Year 1 Sunday School curriculum.

For each lesson there is an audio file for the lower grades (approximately 1-4) and one for the upper grades (5,6). Choose the one for the grade level you teach.

Each audio file begins with a study presentation of the Bible lesson itself as well as pertinent background information. This presentation will help you prepare to teach the lesson. The second part of the audio file includes an interview with a teacher who provides tips for teaching the lesson and for teaching Sunday school in general.

A PDF file provides two pages of notes for each lesson, which will help you follow along as you listen to the audio file. One page corresponds to the presentation of the lesson, and the other is a checklist of points made by the teachers in the interview section. (A separate PDF file is provided for each of the upper level and lower level audio files.)

The audio files are in MP3 format so you can upload and listen to them on an MP3 player or on a computer.

The files are found in three main folders, one for each set.

01 Yr1 Fall

02 Yr1 Winter

03 Yr1 Spring

Each main folder contains two subfolders, one with the lower-grades files and one with the upper-grades files.

The MP3 file labels indicate the Sunday school year, **1_1_01**; the set, 1_**1**_01 (Fall, Winter, Spring); and the lesson number, 1_1_**01**.

01 Yr1 Fall

Yr1FallLower

1_1_01CreationLower.mp3

1_1_02FirstSinLower.mp3

1_1_03FloodLower.mp3

1_1_14TeacherNotesLower.pdf

Yr1FallUpper

1_1_01CreationUpper.mp3

1_1_02FirstSinUpper.mp3

1_1_03FloodUpper.mp3

1_1_14TeacherNotesUpper.pdf

02 Yr1 Winter

Yr1WinterLower

1_2_01JosephRulerLower.mp3

1_2_02BrothersComeLower.mp3

Yr1WinterUpper

1_2_01JosephRulerUpper.mp3

1_2_02BrothersComeUpper.mp3

Use of Teaching Helps Audio Files

If a congregation has purchased the Teaching Helps CD, the Sunday school superintendent may use or distribute the files in a variety of ways. The Sunday school superintendent may make a copy of this CD for each teacher. The Sunday school superintendent may e-mail files to the Sunday school teachers. The files can also be posted on a congregation Web site, but **only if it is a secure Web site** (password protected). See the copyright information below. Or, if the pastor wishes, the Sunday school teaching staff may listen to the segments as part of the Sunday school teachers' meetings.

Copyright Information

All rights reserved. The contents of this CD may be reproduced and used only by the purchasing school or congregation. Sharing this material with other congregations or schools is prohibited.



Sunday School Teaching Helps

Listening Notes

Year 1 — Fall
Upper Grades



Northwestern
Publishing House
Milwaukee, Wisconsin

*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



Project Coordinator: Raymond Schumacher
Written and Produced by: Robert Koester

Scripture is taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION®. NIV®. Copyright © 1973, 1978, 1984 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide.

Christ-Light and the Christ-Light logo are registered property of Northwestern Publishing House.

Northwestern Publishing House
1250 N. 113th St., Milwaukee, WI 53226-3284
www.nph.net
© 2012 by Northwestern Publishing House
Published 2012
ISBN 978-0-8100-2350-5

All rights reserved. The contents of this CD may be reproduced and used only by the purchasing school or congregation. Sharing this material with other congregations or schools is prohibited.

Table of Contents

	Page
Introduction	vi
Lesson 1 The Creation of the World	1
Lesson 2 The First Sin	3
Lesson 3 The Flood	5
Lesson 4 The Tower of Babel	7
Lesson 5 Abraham Trusts God	9
Lesson 6 God Answers Abraham's Prayer	11
Lesson 7 God Tests Abraham's Faith	13
Lesson 8 Abraham's Servant Finds a Wife for Isaac	15
Lesson 9 Jacob Tricks Isaac	17
Lesson 10 Jacob's Dream	19
Lesson 11 Jacob and Laban	21
Lesson 12 Joseph Is Sold by His Brothers	23
Lesson 13 Joseph in Potiphar's House and in Prison	25

These lesson titles are taken from Grades 1-2 of the Christ-Light Sunday school religion curriculum.

Introduction

Teaching Helps Audio Files

We have prepared an audio file for each lesson. The file begins with a presentation of the Bible lesson followed by an interview with a teacher who provides tips for teaching Sunday school.

Teaching Helps Printable Notes

Included is a PDF document containing two pages of notes for each lesson. The first page corresponds to the presentation of the lesson. The second sheet lists the topics discussed in the interview.

Tips on sharing these files within your congregation:

The files on this disk are meant to be shared with your entire Sunday school staff. This can be done in a variety of ways.

You may wish to burn a CD for each teacher, including substitute teachers.

Small, inexpensive flash drives also work well. They could be provided by the teachers or the church. The files could be copied from a public computer located in the church.

If only the regular teachers have the files, when they use a substitute, they could attach the appropriate audio file and the PDF notes to an e-mail in time for the substitute to use it in preparation to teach the lesson.

The files can also be stored on your server and be made available through your Web site. However, you are permitted to do this only if the area on your Web site where the files are accessed is password protected.

We hope you will make these files readily available to everyone who will be teaching in your Sunday school. We also ask that you observe the limitations to sharing as described in the Permissions Statement.

Year 1, Fall, Lesson 1

The Creation of the World—Genesis 1:1–2:3

Introduction

God’s creation of the world is the foundation for the rest of Scripture. A proper understanding that God created all things perfectly enables us to realize that God loves us and wants to restore his perfect creation to what it was at the beginning. It is best not to get bogged down in the many details of this account. Keep the big picture before your class, and save some time to talk about the theory of evolution, which many of the children hear about almost daily.

God’s Plan of Salvation

If we accept and believe the account of creation as recorded in Genesis 1, many of the basic teachings of our faith will fall into place. On the other hand, if we give way to the teaching of evolution, or even the idea that God used the evolutionary process to create the world (theistic evolution), most of the rest of Scripture will be undermined.

In the first two chapters of the Bible, everything was perfect. In the last two chapters of the Bible, everything is perfect. In between, there is sin and imperfection. There we learn the story of how God restored his creation to perfection. That’s the story of God’s plan of salvation.

There is almost too much here to cover in one lesson. But somewhere in the lesson you will want to bring up the subject of evolution and make it clear that (1) Scripture does not teach it and the teaching of evolution cannot be shoehorned into Genesis 1, and (2) the teaching of evolution completely undermines everything we know about God, creation, and God’s plan of salvation.

First, evolution cannot be made to reconcile with Genesis 1. It is clear that “day” means a 24-hour period. The normal Jewish way of speaking about a day is used—a day began in the evening and concluded the next day. Most striking is the order of creation. Plants came into existence before the sun, moon, and stars. No evolutionary theory would allow this sequence of events.

Second, evolution undermines God’s salvation. The most striking difference between the teaching of creation and the theory of evolution is that Genesis teaches that death came into the world through sin and that Jesus’ work is to destroy death through his death on the cross. Evolution teaches that death is the tool through which the evolutionary process advances and, therefore, is a good thing. This completely undermines our appreciation of Jesus’ work for us and our understanding of his death on the cross.

The Account—Genesis 1:1–2:3

1:1-5 **“the earth . . . surface of the deep”**—This is the first thing God created. It was the beginning of this world. In the beginning there was no form to the mass God created. **“the Spirit of God”**—The Spirit was ready to go into action as God began speaking his creating word. Just what role he played in creation is not told to us. We are told, however, that Jesus was God’s agent in creating all things. He was God’s powerful “Word” (John 1:1) through which God created all things. So the Father, Son, and Holy Spirit were all active in creation. **“light”**—Since there was no sun or moon, this light was some type of general light that lightened everything. God’s first act was to separate light from darkness, thus creating a day.

1:6-8 **“an expanse . . . ‘sky’”**—God created two places where water was preserved and a support system to keep the two separated. There is a lot of speculation about what the water above the expanse was. You might want

to read a good commentary like the People’s Bible Commentary on Genesis for more information.

1:9-13 **“dry ground . . . ‘seas’ . . . vegetation”**—God separated the water under the expanse from land. He also caused vegetation to grow on the land. **“according to their various kinds”**—Later God created various types of animals. There was no half-cat and half-dog, to use a crude example. Exactly where the dividing line falls in our modern taxonomy of animals is difficult to say, but animals could not be bred across the “kinds.”

1:14-19 **“lights . . .”**—God created the universe to serve the world we live in.

1:20-23 **“let the water teem with living creatures . . . birds”**—On day five God created birds and fish.

1:24-31 **“in our image”**—God created man (men and women) in his spiritual image—righteous and holy, just as God is righteous and holy.

Year 1 Fall Lesson 1

1_1_01—The Creation of the World

Upper

Suggestions for starting off the year. Make sure the children bring their Bibles. Thoughts on using rewards.

Refer to the accounts in Scripture as just that, *accounts*. The word *stories* may lead the children to think of Scripture as being a piece of fiction.

Create a time line.

Teachers, you have an important job!

Year 1, Fall, Lesson 2

The First Sin—Genesis 3

Review

A short review of the creation account might be in order. Remind the class that God created Adam and Eve perfect and holy. Sin was not an original part of God’s creation.

Introduction

We are used to sin being in the world. It is impossible for us to imagine a world in which there is no sin. Today’s account tells us how sin entered the world. But before you can begin to talk about the fall into sin, the class must understand who Satan is. In our world, most people dismiss Satan, demons (evil angels), and hell. But the Bible is clear that all exist. The angels, who are created beings, were most likely created some time during the six days of creation. One of those angels, whom the Bible calls the devil or Satan, rebelled against God along with a large number of fellow angels. God created a place for them: hell. (Scripture does not give us many details. See 1 Timothy 3:16 and 2 Peter 2:4.) Intent on destroying God’s perfect creation, Satan tempted Eve to disobey the one special command God had given to her and Adam: not to eat of the tree of the knowledge of good and evil.

God’s Plan of Salvation

This account is the foundation for the rest of Scripture. Here we see the problem we all have: sin. We also learn about the major result of sin, namely, death. And we hear God’s promise of a Savior from sin and death. You might explain it to your children like this: There are only two places in the Bible where everything is perfect—the first two chapters of Scripture and the last two, which describe the new paradise of God. Everything in between tells us about how perfection was lost and how perfection is restored through Jesus’ victory over sin and death.

The Account—Genesis 3

3:1-7 **“Did God really say . . . ?”**—Satan’s temptation was an attack on God’s love. He said, “Would God really make all this wonderful fruit and then tell you not to eat any of it? God is just scaring you by saying you will die if you eat! God doesn’t want you to be wise like him.” Satan used half-truths to deceive Eve. Note three of them. **“You will not surely die”**—Adam and Eve didn’t die physically, but they did die spiritually. **“Your eyes will be opened”**—Their eyes were opened—to see sin, to experience lust, and to realize God’s anger over sin. **“You will be like God”**—They became like God, knowing good and evil. But good was past, and evil was all they could now do.

3:8-13 **“they hid”**—We immediately see the effects of sin. Adam and Eve hid from their loving Creator. Adam said he hid because he was naked, which was a stupid, senseless statement. Adam shoved the blame onto the woman. The woman, in turn, blamed the serpent.

3:14 **“Cursed are you”**—The curse was spoken on the serpent, who bore the curse in his body. He had to crawl on the ground and eat dust all his days.

3:15 **“enmity between you and the woman”**—This was a curse on the serpent, but wonderful news to Eve. Before she and Adam fell, they were at peace with God and at enmity with (hostile toward) Satan. After the fall into sin, they were at peace with Satan and hostile to

God. But God would restore the peace between them and him, making their relationship as it had been before. Nevertheless, the enmity between Eve with her offspring and Satan with his offspring would bring suffering and persecution into the lives of believers throughout all time. **“head . . . heel”**—One of the woman’s offspring would crush Satan’s head, that is, destroy him. In the process, though, Satan would wound him.

3:16 **“pain . . . rule”**—God sent difficulties into the lives of Adam and Eve. He did not do this to punish them but to let them realize the results of sin, look forward to the Savior, and yearn for the day when God would recreate the world. Eve would suffer pain in childbirth. She would also live under the rule of her husband, which, in this sinful world, is often very difficult.

3:17-19 **“Cursed is the ground . . . to dust you will return”**—Adam would have great difficulty in providing food for his family. Farming would be extremely difficult. In fact, from that point on, any method of acquiring one’s food would be much more difficult. In the end, both Adam and Eve would die.

3:20-24 **“banished him from the Garden of Eden”**—God did not want Adam and Eve to live in their sinful condition. He banished them from the garden to keep them from eating from the tree of life.

Year 1 Fall Lesson 2

1_1_02—The First Sin

Upper

Children learn differently. Use teaching styles and activities with these different kinds of learners in mind.

Suggested activity to show how Jesus cleanses us from sin and the guilt of sin: turn blue water clear. Turning blue water to clear is quite simple but should be done by the adult in the room. Use blue food coloring to make the water blue. Then use just a drop or two of bleach, and it will turn clear. Teachers should always test their “experiments” prior to using them in class to ensure they can get them to work properly.

Help the active child stay focused by using something visual or something the child can do with his or her hands.

Help children know the meanings of words used in Scripture or in the lesson.

Tips for helping the children not get distracted during the lesson.

Year 1, Fall, Lesson 3

The Flood—Genesis 6:1–9:17,25-27

Review

The review section will be particularly important in this lesson. From the time Adam and Eve fell into sin until the flood, at least 1,500 years passed. People became more and more wicked. The godly line of the Savior was kept alive so that the “woman’s seed” could be born.

Introduction

The flood is one of the most important accounts in the Old Testament. It forms the bridge between the world of Adam and Eve and today’s world. Many things changed. No doubt, much of the world’s topography was caused by the flood. Some speculate that the Lord used the water above the “expanse” to flood the earth and that our sky is quite different than it was in Adam’s day. You may want to briefly discuss the fact that the pre-flood world had dinosaurs and that some time after the flood they became extinct. Christian kids wonder a lot about such things. A time line of the flood’s events might be helpful:

1. God gave the world 120 years to repent.
2. Sometime during the 120 years, God told Noah and his sons to build an ark.
3. Seven days before the coming of the flood, God gave Noah his final instructions and caused animals to come to Noah and enter the ark. (17th day, second month of Noah’s 600th year)
4. It rained for 40 days. (27th day, third month)
5. One hundred fifty days after the flood waters started, the ark came to rest on Mt. Ararat. (17th day, seventh month)
6. Mountains became visible on the first day of the tenth month of Noah’s 600th year.
7. Noah waited 40 days, opened a window in the ark, and sent out a raven, then a dove, and seven days later the dove again, which then returned with an olive branch. After another seven days, he again sent out the dove, and this time it did not return.
8. On the first day of the first month of Noah’s 601st year, Noah took the covering off the ark.
9. On the 27th day of the second month, the earth was dry; and Noah, his family, and the animals left the ark. The total time they were on the ark was one year and ten days.

God’s Plan of Salvation

In spite of all the changes that came into the world as a result of the flood, one thing did not change: God’s promise of a Savior was still in effect. In fact, that’s why God saved Noah and his family. God could remain faithful to his promises only if there were people who could carry on the line of the Savior. In the midst of all the interesting things you will be teaching your class, keep this truth front and center. The sad account recorded in Genesis 9:20-28 resulted in a prophecy that contained three important elements. First, Canaan, the son of Ham, would be cursed. The descendents of Canaan were the people whom the Israelites would drive out of Canaan. Second, Shem was blessed. He became the father of the Israelites; the Savior would come through him. Third, Japheth, the father of the Gentiles, would live in the tents of Shem. This refers to the fact that the Gentiles would share in the blessings of the gospel, which would come from Shem’s descendants.

The Account—Genesis 6:1–9:17,25-27

<p>6:9-22 “an ark”—The ark was shaped like a flat shoe box. This gave it maximum volume and stability.</p> <p>Chapter 7 “seven . . . clean animal”—The extra clean animals were probably the ones used later for sacrifices.</p> <p>“springs, floodgates, rain”—The flood was a combination of various water sources, not just rain.</p> <p>Chapter 8 “God remembered”—This is a technical</p>	<p>term for the point at which God changes how he acts. The water would recede.</p> <p>9:1-17 More changes were made. Mankind could eat animals, and God would make animals afraid of them. Capital punishment was established as the penalty for first-degree murder. God promised never to destroy the world with a flood. God set up the rainbow as a witness to his promise never to destroy the world with a flood.</p>
--	--

Year 1 Fall Lesson 3

1_1_03—The Flood

Upper

Teach the class how Christ is found in each Old Testament account.

Make a running time line, and use it to relate Old Testament accounts to the Savior and God's plan of salvation.

The "swat" game.

Advice on using those kinds of games.

Thoughts on teachers having the class work directly from the Bible.

Year 1, Fall, Lesson 4

The Tower of Babel—Genesis 11:1-9

Review

Remind the class about God’s command to Adam and Eve, which he repeated to Noah: “Then God blessed Noah and his sons, saying to them, ‘Be fruitful and increase in number and fill the earth’” (Genesis 9:1). God wanted people to fill the earth so his world would be populated and taken care of. But the people refused to do that. What happened to them is the theme of this week’s account. It is difficult to determine how soon after the flood this account took place. One hundred fifty to two hundred years might be a good guess. There was enough time for the people to grow into a fairly large group, which would have been necessary to build the tower, but not so large a group as to make a cooperative effort unwieldy.

Introduction

You might consider introducing the lesson like this: God gave his promise to the entire human race when he gave it to Adam and Eve. In time, the world became wicked. God punished the world by sending a worldwide flood, which destroyed all its inhabitants. Once again, God gave his promise to the entire human race when he gave it to Noah and his family. But also, once again, the world became wicked. That’s where we are in our lesson today. (God’s next step would be to give his promise to a special people, the descendants of Abraham.)

God’s Plan of Salvation

God’s plan of salvation is only indirectly presented in this lesson. The lesson is primarily about man’s wickedness and rebellion. It is also about God’s punishment on that wickedness. As we think about this lesson, however, we realize that if God had not punished the world as he did, it would have been difficult for him (humanly speaking) to make a special people for himself.

God must humble us in order to raise us up. In this lesson we see the Lord humble the people of the world and keep them from exalting themselves through their tower.

The Account—Genesis 11:1-9

<p>11:1,2 “one language”—This is the account of how multiple languages came to be and why they came to be. “Shinar”—This is present-day Iraq, near where the Tigris and Euphrates rivers flow into the Persian Gulf.</p> <p>11:2-4 “brick instead of stone”—This is noted probably because the Israelites were used to seeing monuments of stone in Egypt. “a tower that reaches to the heavens”—This would be a rallying point for mankind, something that would unite them with their fellow human beings rather than with the Almighty. “a name for ourselves”—This was their goal: their own glory rather than God’s. “not be scattered”—They would rather trust in strength of numbers than trust in God to protect them as they carried out his will.</p>	<p>11:5-7 “nothing they plan to do will be impossible”—Human potential is a powerful thing, as God himself says. “confuse their language”—This would have two purposes: to thwart their man-centered activity because they could no longer communicate and to force them to leave Shinar and go out into the world and populate it.</p> <p>11:8,9 “Babel”—This is where we get the word <i>babble</i>, which means to speak in a way that cannot be understood. “The LORD scattered them”—Their scattering over the face of the world was not just because they couldn’t communicate. Twice we are told that the Lord scattered them. He forced them to do what they didn’t want to do.</p>
---	---

Year 1 Fall Lesson 4

1_1_04—The Tower of Babel

Upper

Pray for God’s Holy Spirit to work faith in the hearts of children.

Use older students’ abstract thinking ability.

Chart idea: Diagram the lesson according to God’s plan vs. the people’s plan.

Comments on discipline.

An encouragement to give the children memory work. Description of the game “perfect fit.” Choose a memory piece. Write it on the board, but only write in the consonants, leaving spaces for the vowels. Write the vowels on sticky notes, and then see if the children can put the vowels in the right places. (Some will be able to write the vowels on the board. You will have to decide the appropriate way to use this activity for your class.)

Abraham Trusts God—Genesis 11:27–12:20

Review

After the people of the world were scattered, God’s next step was to give his promise to a special person, to Abraham. We do not know exactly how long the time span was between the Tower of Babel and Abraham. It depends on how many of the steps of the genealogy in 11:10-26 were not recorded.

Introduction

Abraham is one of the most important people in Scripture. This account introduces us to this great man and helps us understand the role God wanted Abraham to play in his plan of salvation.

God’s Plan of Salvation

In Genesis 11:10-26, Moses traces the line of the promised Savior from Noah to Terah, Abraham’s father. From God’s standpoint, this is what is important—not world events, kingdoms, and battles. God’s plan for saving the world is the key to understanding everything in Scripture. The Lord quickly moves from Noah to Abraham, because Abraham is the next main character from the standpoint of the promise.

Note the promises God gave Abraham:

1. He would make Abraham’s descendants into a great nation.
2. God would bless him—referring to physical and spiritual blessings.
3. Abraham would become a well-known person—someone whom his enemies would fear and who would serve as a witness to God’s greatness.
4. Abraham would be a blessing to everyone who knew him.
5. God would protect and shield Abraham. Those who in faith toward God blessed Abraham would be blessed by God.
6. Those who in unbelief cursed Abraham would be cursed by God.
7. By virtue of the Savior, all people in the world would be blessed through Abraham. The sins of the world would be taken away by the Savior, and people from all nations would be saved through faith.

The Account—Genesis 11:27–12:20

<p>11:27-32 “the account of Terah”—The book of Genesis is divided into ten “accounts.” The story of Abraham is included in the account of Terah. The People’s Bible Commentary on Genesis gives several good reasons why Terah, and not Abraham, begins this account. “Lot . . . Sarai”—These are two names we will hear about in the coming chapters. “Sarai was barren”—This fact will play a great role in the coming accounts, especially in how God works with Abraham and strengthens his faith. “from Ur of the Chaldeans”—Ur is a little northwest of the Persian Gulf. God called Abraham to go from there to Canaan (Acts 7:2,3). For some reason the family stopped and settled in Haran, about 500 miles northwest of Ur.</p> <p>12:1-3 “Leave . . .”—Abraham was asked to leave everything he knew and held dear. “go to the land I will show you”—The only thing Abraham had was God and God’s promises. But what great promises they were! Never has anyone ever received promises like these.</p> <p>12:4-9 “as the LORD had told him”—Abraham believed God’s promises and obeyed the Lord. “at Shechem”—This city is roughly in the center of the land of Canaan. “Bethel”—About 25 miles south of</p>	<p>Shechem.</p> <p>“Negev”—This is the desert area in southern Canaan. Later we are told that Abraham settled in the Negev in Beersheba. “built an altar . . . called on the name of the LORD”—Wherever he went, Abraham worshiped the Lord and gave a witness to his faith. “Canaanites were in the land”—Recall that the Canaanites had been cursed when God cursed Ham in the days after the flood. At the right time, God would drive them out of the land, using the descendants of Abraham to do that. For now, though, Abraham would not be able to “homestead” in the land. He would live there as a visitor.</p> <p>12:10-20 “Say you are my sister”—This account does not reflect well on Abraham. He did not trust in the Lord to curse those who might curse him. What is more, he put God’s promise in jeopardy. Sarai might never have left Pharaoh’s harem, and the child of the promise, Isaac, might never have been born. “Why didn’t you tell me . . . ?”—Here it becomes clear how God would have protected Abraham. Abraham thought that Pharaoh was a wicked, lecherous murderer, but God had maintained in Pharaoh’s heart respect for marriage.</p>
--	--

Year 1 Fall Lesson 5

1_1_05—Abraham Trusts God

Upper

Ideas on imitating Abraham in being open about our faith.

Teaching the children about letting Scripture interpret Scripture.

Comments on Abraham and Sarah lying to Pharaoh.

Letters to missionaries.

God Answers Abraham's Prayer—Genesis 18:16–19:29

Review

A number of things happened between the time Abraham settled in Canaan and the time when this account took place. It is about 25 years later. Lot and Abraham had separated. Lot went to live among the Canaanites in the city of Sodom. Some time later, kings from the east invaded Canaan and captured the inhabitants of Sodom and the other cities in the area. They captured Lot and his family also. Abraham rescued his nephew Lot and restored the other captives and their goods.

Introduction

The trouble that Lot endured while living in Sodom should have made him realize his mistake in choosing to live among the Canaanites. But the worst trouble was still to come. God decided to punish the people of Sodom, Gomorrah, and several other cities in the area. From this week's account, it will become clear why he did that. Today we watch as God destroys these wicked cities and spares the lives of Lot and his family.

God's Plan of Salvation

This is an account of God's judgment. So, it would seem as if there is little chance that the gospel can be found here. Yet there is a message about God's plan of salvation even in an account like this. We take our cue from 2 Peter 2:6-9: "If [God] condemned the cities of Sodom and Gomorrah by burning them to ashes, and made them an example of what is going to happen to the ungodly; and if he rescued Lot, a righteous man, who was distressed by the filthy lives of lawless men (for that righteous man, living among them day after day, was tormented in his righteous soul by the lawless deeds he saw and heard)—if this is so, then the Lord knows how to rescue godly men from trials and to hold the unrighteous for the day of judgment, while continuing their punishment."

The Lord will punish all who in unbelief live wicked lives. Someday he will bring a final judgment on this world. When that day comes, it will seem as if the believers are going to be destroyed along with the unbelievers. But the Lord knows how to rescue us from the judgment on the unbelievers, and he will do it. We also see this truth come out when God tells Abraham what he is about to do. God gives Abraham the opportunity to pray on behalf of the righteous. He even promises to save the city if even ten righteous people are found there. Surely God is a merciful God. Also note that Peter calls Lot a "righteous man." Lot had made a mistake about where to live. And he had committed other sins as well. But through faith he was considered righteous before God, as we are.

The Account—Genesis 18:16–19:29

<p>18:16-33 "Shall I hide from Abraham . . . ?"—God deals with Abraham as a friend. Most important, he gives Abraham the responsibility for teaching the next generation about him. So he tells Abraham what he is going to do. This will teach Abraham about God's attitude toward sin, namely, that he will punish it and give Abraham a chance to pray to the Lord for mercy on the righteous. "What if . . . ?"—It soon becomes clear that Lot and his family are the only believers left in the city.</p> <p>19:1-14 "he insisted so strongly"—Lot was waiting for anyone who might visit the city. He knew how wicked the people were and did not want any guests molested by them. This was an act of kindness, fostered by Lot's faith in the Lord. "I have two daughters"—Lot was</p>	<p>willing to do the unthinkable to spare his guests. But the men of the city were so perverse that they didn't want women, only men.</p> <p>19:15-29 "grasped his hand"—Sometimes the Lord has to go to extreme measures to get us to flee from sin or a sinful environment. As painful as that may be, the Lord is doing this because of his great mercy. "this disaster will overtake me, and I'll die"—Lot had a hard time heeding God's message. First, he was content with again living among the Canaanites. Second, he did not trust the Lord to protect him. He was a righteous man by faith, but his spiritual insight was weak. "he remembered Abraham"—God remembered Abraham's prayer and saved the righteous who lived in Sodom.</p>
--	---

Year 1 Fall Lesson 6

1_1_06—God Answers Abraham’s Prayer

Upper

Help the children visualize the locations of countries and cities by using a map. Not only does it help them know where a place is, it makes the existence of that place more vivid in the child’s mind.

Discussion on helping the children to be persistent in prayer.

Making and using refrigerator magnets.

Talking about homosexuality with your Sunday school children.

A memory work exercise: “clued in.”

God Tests Abraham’s Faith—Genesis 21:1-7; 22:1-19

Review

Before God spoke to Abraham about Sodom and Gomorrah in last week’s lesson, he (in the form of a man) had dined with Abraham. At the meal, he had told Abraham that by the same time the next year, the child he had promised Abraham and Sarah would be born. The first part of our account for this week, the birth of Isaac, took place about a year after last week’s account. We then jump to when Isaac was about 14 years old.

Introduction

As we have seen, the Lord gave Abraham many wonderful promises. The Lord also blessed Abraham’s faith with many hard tests. All of these tests were designed to strengthen Abraham’s faith and give him a chance to show his love for the Lord. Today’s test was perhaps the hardest.

The word *test* is sometimes hard for young people to understand. We are used to tests at school. If we pass, we pass. And if we fail, we fail. God does not give us a test to see if we will pass or fail. Have the children think of a weight lifter. Every day he tests his strength, but his exercises are designed not just to test what he can lift but to enable him to become stronger so he can lift more. When God tests us, he puts a challenge in our path. He then points us to his promises and tells us to take them to heart in deciding how to handle his challenges. We have a chance to display our faith. We are strengthened, and God is glorified.

God’s Plan of Salvation

There is much in this lesson about God’s plan of salvation. The test God gave Abraham had to do with more than offering up the son he loved. Isaac, not just any child, was the child of the promise, through whom the Savior was to be born. How would God fulfill his promise if Isaac was killed? Abraham’s only recourse was to comfort himself with the knowledge that God would somehow raise Isaac from the dead. (Be sure to read Hebrews 11:17-19.)

God’s plan of salvation is pictured by the ram that was sacrificed in Isaac’s place, just as Jesus was sacrificed in our place. God’s plan of salvation is also found in verse 14, “So Abraham called that place The LORD Will Provide. And to this day it is said, ‘On the mountain of the LORD it will be provided.’” Just as God provided a ram as a sacrifice in place of Isaac, so he would provide a Savior for the world “on the mountain of the LORD.” Many years later on this very spot, Mount Moriah, Solomon would build a temple. Years after that, Jesus himself would be sacrificed there for the sins of the world. At that time also, God himself would provide the sacrifice. It is easy to focus on the difficulty Abraham had in sacrificing his son. The heart of this story, however, lies in these gospel truths.

The Account—Genesis 21:1-7; 22:1-19

<p>21:1-7 “Abraham was a hundred years old”—In this week’s lesson we hear about God testing Abraham. But God had been testing him all along. Year after year went by, and Abraham had no heir. There was no one to carry on the promise. But when Abraham was a hundred years old, God gave him a son.</p> <p>22:1-8 “your son, your only son, Isaac, whom you love . . . sacrifice him”—How difficult this must have been! By what he said, God was reinforcing on Abraham the severity of the test. “then we will come back to you”—Abraham was confident that although he was told to sacrifice Isaac, the two of them, “we,” would return. “God himself will provide the lamb”—Abraham’s trust and hope were in God.</p>	<p>22:9-19 “He bound his son”—When Isaac knew the nature of God’s command to his father, he didn’t resist. He could easily have run away or fought off his father, but he shared his father’s trust in the Lord. “Because you have done this . . . , I will surely bless you.”—The Lord often blesses us on the basis of how we have served him. Abraham was saved by faith alone. Everything he did and received was by God’s grace. God had promised Abraham many years earlier that he would bless him. Abraham’s faith in God’s promises gave him zeal to serve the Lord. God was pleased with Abraham’s works of faith and reaffirmed his promises to Abraham after he saw how much Abraham loved him.</p>
--	---

Year 1 Fall Lesson 7

1_1_07—God Tests Abraham’s Faith

Upper

Helpful ideas for motivating students and creating a good learning environment.

Using “who,” “what,” “where,” and “when” type questions.

Helping the children express themselves as they answer your questions or talk about the lesson.

Abraham’s Servant Finds a Wife for Isaac—Genesis 24; 25:5,7,8

Review

It was now about 25 years after last week’s lesson. In the meantime, Sarah had died. We are told that Abraham was old and well advanced in years.

Introduction

This account is a tremendous example of faith and of how God blesses those who rely on him. Abraham did not want Isaac to marry a Canaanite woman.

This lesson provides a wonderful opportunity to talk about what Christians should look for in a spouse. While this might be most appropriate for the upper grades, even the younger students can benefit from a word of encouragement on this topic that is stated in a way appropriate for their ages. To seek a spouse of our own faith is a good thing.

God’s Plan of Salvation

What was Abraham’s reason for getting a spouse for Isaac from among his own people? His reason was more than just cultural. The main reason for what he did related to God’s plan of salvation, in which Isaac played an important role. If Isaac had married a Canaanite woman, there would have been difficulties.

- He might have become involved in pagan idolatry.
- If his wife did not come to faith in the true God, he could not have shared with her the most important part of his life.
- His children would have been pulled in two directions: toward idols and toward the true God (note what happened to Esau, Isaac’s son).
- He could not have trained his family to serve the Lord and be witnesses to the unbelievers.
- He would have been tied by marriage to the very people whom God later told the Israelites to drive out of the land.

For the sake of the promise, God sent his servant to Haran to find a wife who would support Isaac in the faith and be able to carry on the line of the Savior.

The Account—Genesis 24; 25:5,7,8

<p>24:1-9 “Put your hand under my thigh.”—Abraham put his chief servant in charge of getting a wife for his son. Abraham made him take an oath. He would only be free from his oath if the woman God picked would not leave her family and travel to Canaan. “he will send his angel before you”—In this, as in everything, Abraham trusted in the Lord. “do not take my son back there”—God had promised Abraham and his descendents the land of Canaan. If Isaac would return to Haran, important elements of the promise would have been in jeopardy.</p> <p>24:10-21 “I’ll draw water for your camels too”—To water ten camels was a huge undertaking. The servant asked God for a sign. We are often discouraged from asking the Lord for such signs, and rightly so. We should trust the Lord to lead us. But this was a special circumstance that made such a request appropriate. The servant had an impossible task (humanly speaking) to</p>	<p>do, and he knew only a special direction from the Lord would enable him to accomplish it. The sign also served as a way to convince Rebekah’s family that the Lord was behind the servant’s request.</p> <p>24:22-49 “the man bowed down and worshiped the LORD”—The Lord blessed the servant and answered his request for a sign. This is a good example for anyone who finds a God-pleasing wife.</p> <p>24:50-61 “‘I will go,’ she said.”—For a young girl to go with a stranger several hundred miles was indeed an act of faith. Rebekah showed such faith throughout her life.</p> <p>24:62-67 “So she became his wife, and he loved her”—When we leave matters in God’s hands, it is amazing how they turn out. What a blessing Rebekah was to Isaac after the death of his mother.</p>
--	--

Year 1 Fall Lesson 8

1_1_08—Abraham’s Servant Finds a Wife for Isaac

Upper

Use maps to teach the lesson.

Children these ages may not relate to getting married someday. But this lesson lays the foundation for thinking about a spouse and teaches the children that if it is God’s will, he is already preparing a spouse for each of them.

Tips on using small groups.

Year 1, Fall, Lesson 9

Jacob Tricks Isaac—Genesis 25:19-28; 27:1–28:5

Review

At the end of last week’s lesson, Isaac had married Rebekah when he was 40 years old. In the lesson this week we jump ahead quite a few years. Isaac and Rebekah had to wait 20 years before the Lord blessed them with children. Jacob and Esau were 77 years old when the events in our lesson took place, much older than we sometimes envision them to be.

Introduction

This is a lesson filled with motives, which you will want to speak about as much as your children can understand. Often the lesson is presented merely as a sad story of trickery within a household. Jacob and Rebekah are viewed as the culprits who took advantage of Isaac’s blindness.

In telling the story, try to think more deeply into the motives. Especially consider them in the light of God’s plan of salvation.

God’s Plan of Salvation

Let’s look at the motives of each of the four people involved from the standpoint of God’s plan of salvation.

Jacob: Before the boys were born, God had promised to give Abraham’s blessing to Jacob. The blessing Isaac was about to give to Esau did, in fact, belong to Jacob. He treasured that blessing and did not want to lose it. *Esau:* Esau was an unbeliever. He cared nothing about the spiritual part of the blessing. He was interested only in the physical blessings. *Rebekah:* She knew that it was God’s plan to give Jacob the blessing of Abraham. She wanted it for her son more than anything. *Isaac:* Isaac must have known what the Lord had revealed to Rebekah. If this is the case, Isaac must bear a large amount of the guilt for what happened. He was catering to Esau, who by this time had married two Hittite women. These women were a source of grief to Isaac and Rebekah (26:34,35). We must ask, “Why did Isaac play so fast and loose with God’s promise that he was willing to give the blessing of Abraham to a man with two unbelieving wives?” Humanly speaking, Isaac forced Jacob and Rebekah’s hand.

It is clear that Jacob and Rebekah were chastened for their sin of tricking Isaac. The Lord was not pleased with what they did. They should have trusted in God to make sure Jacob would receive the blessing, even when it appeared that the exact opposite would happen. But we should realize that Rebekah and Jacob were also acting in love for God and for his promise. We might analyze their behavior like this: They committed a sin *in the way* they expressed their love for God’s promise. If you present it this way, the account becomes more than just an interesting story. God’s plan of salvation plays a central role in the life of a family with its share of weaknesses.

The Account—Genesis 25:19-28; 27:1–28:5

25:19-28 **“the babies jostled”**—There was hostility between the two children even in the womb. It was hostility borne of a desire for God’s blessing. It was an example of the battle that goes on today between believers and the world. Who will be blessed by God? The world wants God’s blessings on its own terms. The believer submits to God’s terms. **“the older will serve the younger”**—Esau would serve Jacob, that is, Jacob would get God’s blessing and become a great nation. **“grasping Esau’s heel”**—Jacob would cling to God’s

blessing and not let Esau have it. Sad to say, he later resorted to trickery to get it.

27:1–28:5 **“let the curse fall on me”**—Sadly, Rebekah was cursed in the sense that her beloved son Jacob had to flee. After he fled, she may never have seen him again. **“May those who curse you be cursed”**—The blessing Isaac intended to give Esau, but gave Jacob instead, is clearly the blessing God had given to Abraham.

Year 1 Fall Lesson 9

1_1_09—Jacob Tricks Isaac

Upper

Be sure the children understand the concept of “birthright.”

Further discussion about the sins committed by Isaac and Esau.

Suggestions for helping the children learn the books of the Bible.

Using rewards.

Year 1, Fall, Lesson 10

Jacob’s Dream—Genesis 27:42–29:1

Review

This account follows immediately after last week’s account. Because of Esau’s anger and desire for revenge, Jacob had to flee. In parting, Jacob again received Isaac’s blessing. Perhaps by this time Isaac realized the wrong he had done in wanting to give the blessing to Esau.

Introduction

This must have been a frightening time for Jacob. He had deceived his father and tricked his brother. Esau wanted to kill him. He was traveling to a place he had never been before. He was alone. Had God deserted him?

The Lord was still with Jacob. He revealed himself to Jacob in an unusual way. Jacob saw a ladder with angels ascending and descending on it. This was a graphic symbol to show Jacob that God’s angels would always bring Jacob’s prayers to the Lord and that the Lord would always give Jacob the help he needed.

God’s Plan of Salvation

Humanly speaking, what Jacob was doing—leaving the Promised Land—was a threat to the promise. Recall how insistent Abraham had been about Isaac not leaving the land. Isaac’s marriage hinged on whether or not the girl that the servant found would agree to leave her family. Now Jacob was doing what Abraham refused to let Isaac do.

In 28:13-15 God repeated the promise he gave to Abraham and applied it to Jacob. Note that he adds a most important promise: “I will bring you back to this land.” God would set up a series of events to compel Jacob to return.

(Note John 1:51, which gives us a further perspective on this account. There Jesus told Nathaniel that he would see the angels of God ascending and descending on Jesus. Jesus’ prayers would be taken to God’s throne, and the Father would enable Jesus to speak words and do deeds that went far beyond anything Nathaniel had seen so far. His work would be the fulfillment of God’s plan of salvation, of which God’s appearance to Jacob was one small step.)

The Account—Genesis 27:42–29:1

<p>27:42–28:9 We touched on this section in the last lesson. If you did not tell this part of the account last week, you may want to cover it this week. Be sure to review it so that anyone not in class last week will understand what is happening in this lesson.</p> <p>28:10-15 “set out for Haran”—He had traveled about 70 miles. So this was probably the third or fourth day of his journey. “I am the LORD”—This is probably the first time the Lord spoke to Jacob. He began by identifying himself as the God of Abraham and Isaac. Jacob would be added to Abraham and Isaac as one of the patriarchs of the Jewish race. Note the individual promises: (1) “the land”—God would give Jacob the land of Canaan. (2) “like the dust of the earth”—God would make him into a great nation. (3) “All peoples on earth will be blessed”—Through the Savior, the door to eternal life would be open to all through faith. (4) “I . . .</p>	<p>will watch over you . . . and I will bring you back”—God would not leave Jacob until he had brought him back to the Promised Land.</p> <p>28:16-22 “the house of God”—Jacob saw this as a special place. <i>Beth-el</i> means “house of God.” “poured oil on top of it”—This was a way of setting something apart for special use. “If God will be with me”—This shows a certain spiritual immaturity on Jacob’s part. People make vows, or oaths, to force themselves to hold to their part of agreements. Christians don’t need this. Their word is the bond. Also, the vow indicates a degree of uncertainty on Jacob’s part about the Lord’s help. <i>If</i> God would help him, he would give God a tenth of everything. This is quite a contrast to Abraham, who obeyed the Lord, went where the Lord told him, and worshiped God on the way—all because he trusted God.</p>
---	---

Year 1 Fall Lesson 10

1_1_10—Jacob’s Dream

Upper

Helping the children learn to pray.

The picture that Jacob saw in his dream of the angels ascending and descending on the ladder is a wonderful picture.

Teaching the idea of anointing.

How can we help our children understand God’s chastening?

Year 1, Fall, Lesson 11

Jacob and Laban—Genesis 29–31

Review

This is a wonderful lesson and should be enjoyable to tell. To tell this account with the maximum amount of impact, all your children should have the last two lessons in mind (“Jacob Tricks Isaac” and “Jacob’s Dream”). You might want to review especially “Jacob Tricks Isaac.” Most of the events in this week’s lesson will build on that account. This lesson follows immediately after the last week’s lesson.

Introduction

As you tell this lesson, try to help the children understand God’s actions from two standpoints: (1) God is chastening Jacob, teaching him how wrong he was to trick his father. (2) God is continually showing mercy to Jacob and fulfilling the promise he had made to him at Bethel.

Help the children see themselves in Jacob. They are God’s children, and they have his promises too. God will be with them and keep them safe until they are brought home to the eternal promised land. They are also sinners, and the Lord is continually working to chasten them. He does this not in anger but in love. In his perfect wisdom and power, he is able to do both at the same time. He can both bless and prosper us, as well as chasten us. The lesson notes below will help you see how God blessed and chastened Jacob.

God’s Plan of Salvation

The life of Jacob is bound up with God’s plan of salvation. If Jacob would have remained spiritually immature, he could not have led his family to know and trust the Lord. If he had not returned to Canaan, he and his family may have lost their appreciation for God’s promise that they would become a great nation and inherit Canaan. The account of Jacob and Laban is a dramatic series of lessons showing how intently God wanted to work out everything so that his plan of salvation would remain intact—and so that you and the children you are serving in your Sunday school class can have the hope of eternal life.

The Account—Genesis 29–31

<p>29:1-14 “here comes his daughter Rachel with the sheep”—Recall how quickly Abraham’s servant found Isaac’s wife Rebekah many years before. The Lord did exactly the same thing for Jacob. Jacob had been sent to Haran to find a wife, and the first woman he saw was the one God had chosen for him. “he went over and rolled the stone away”—Jacob was in his seventies, yet he had more strength than any of the men of Haran. We should not think of him as an old man but as someone in the full strength of his life.</p> <p>29:15-30 “When evening came, he took his daughter Leah and gave her to Jacob”—God now began to chasten Jacob. He brought him into contact with a man as tricky as he was. Laban, under cover of darkness, deceived Jacob, substituting one person for another. Does this sound familiar? Jacob, under the cover of darkness (his father’s blindness), deceived his father, substituting one person for another (himself for Esau). “It is not our custom here to give the younger . . . before the older”—How this sentence must have reminded Jacob of what he wanted his father to do, namely, put him, the younger, ahead of Esau (even though he, Jacob, had the right to receive the blessing).</p> <p>29:31-35 “Judah”—Although Jacob did not intend to</p>	<p>marry Leah, Leah turned out to be the one the Lord had chosen to be in the line of the Savior. The Savior would come from the tribe of Judah.</p> <p>30:1-24 “Joseph”—Rachel was also blessed. Her son Joseph would ultimately save God’s people from death by famine and in the process keep the promise alive.</p> <p>30:25-43 “if you will do this one thing for me”—This section is about how the Lord blessed Jacob with possessions. The one thing Jacob wanted Laban to do was to give Jacob all his animals with defects. Then Jacob put striped poles in front of the water troughs so that when animals mated there, they would have striped offspring. This was not scientific, but it was the method the Lord used to bless Jacob. This would also make it easy for Jacob to tell which animals were his and which were Laban’s, lest Laban somehow trick him again.</p> <p>31:1-21 “Now leave this land at once and go back to your native land.”—The Lord caused friction between Jacob and Laban in order to make it easier for Laban’s daughters to be willing to leave.</p> <p>31:22-55 Jacob, the trickster, had spent 21 years with an even greater trickster, Laban. He had learned to be honest, and most important, he had learned to pray to the Lord in every need and trust his promises.</p>
--	--

Year 1 Fall Lesson 11

1_1_11—Jacob and Laban

Upper

Suggestions for review and keeping the continuity of Scripture.

Helping kids see the blessings that can come even from being in a difficult situation.

Joseph Is Sold by His Brothers—Genesis 37

Review

The account in our text takes place about 15 years after the previous account. Jacob had returned home. The Lord had turned Esau’s hatred into friendship. Rachel and Isaac died. Joseph had grown into a young man.

Introduction

The account in our lesson for this week is not complicated or difficult to teach. It is filled with emotions, good and bad, that most children have been exposed to—love, favoritism, jealousy, desire for revenge, terror, desire to show mercy, deceit, grief, a long-term cover-up. Teaching the lesson might be easier if you keep these emotions—some sinful, some God-pleasing, some brought on by the sins of others—in your teaching. This will make the story come alive.

God’s Plan of Salvation

At the heart of this account is God’s plan of salvation. As we see the story of Joseph unfold in the next lessons, we will come to see that God’s larger plan was to save the Israelites from starvation and to bring them down into Egypt where they would become a great nation, ready to receive their inheritance in the Promised Land. God had foretold all of this to Abraham: “Then the LORD said to him, ‘Know for certain that your descendants will be strangers in a country not their own, and they will be enslaved and mistreated four hundred years. But I will punish the nation they serve as slaves, and afterward they will come out with great possessions. . . . In the fourth generation your descendants will come back here, for the sin of the Amorites has not yet reached its full measure’” (Genesis 15:13-16).

This event was the first step in that grand plan. Of course, this did not excuse the brothers for their wicked behavior.

The Account—Genesis 37

<p>37:1-11 “Now Israel loved Joseph more”—Each of the persons involved bore some of the guilt for the hostility that existed in the family. Jacob loved Joseph more than any of his other sons, and he showed his favoritism by giving Joseph a special coat. “they hated him”—The brothers could not deal with their father’s favoritism in a God-pleasing way. “Joseph had a dream, and when he told it to his brothers . . .”—Perhaps unwittingly, Joseph rubbed it in. He did not sin by telling his brothers the dreams, but he may have shown some lack of tact. “Listen to this dream I had”—God had revealed to Joseph that his brothers, and his whole family, would bow down to him. God gave him those dreams in view of all the suffering he would go through during the next years. The dreams were nonspecific, so Joseph didn’t know exactly what they meant. But the dreams would always be there, giving him the confidence that things would change. “but his father kept the matter in mind”—Jacob recognized that these were more than ordinary dreams. He kept what Joseph said in mind.</p>	<p>37:12-24 “let’s kill him”—Joseph’s brothers were filled with jealousy and murder. “Reuben . . . tried to rescue him”—Reuben was the firstborn. Evidently he did not have the same hatred as the other brothers had. He wanted to save Joseph. But note his cowardly behavior. Instead of standing up to his brothers, he left Joseph’s fate partially in jeopardy, thinking he would come back to deliver him on the chance that he would still be there. 37:25-30 “Judah said to his brothers, ‘What will we gain if we kill our brother . . . ?’”—Judah was as wicked as his brothers, but he was not a murderer. “twenty shekels of silver”—This was less than the price of a slave. They would make a profit when they sold him. 37:31-36 “Then Jacob tore his clothes”—What grief they caused their father! “All his sons and daughters came to comfort him”—Can you imagine trying to comfort Jacob, knowing exactly what had happened to Joseph? This cover-up continued for many years. Think of how the brothers’ consciences must have bothered them all during this period.</p>
--	---

Year 1 Fall Lesson 12

1_1_12—Joseph Is Sold by His Brothers

Upper

The discussion in this lesson deals with a variety of topics on working with children who come from difficult home backgrounds or who, according to the teacher, are difficult to teach.

Joseph in Potiphar’s House and in Prison—Genesis 39, 40

Review

Joseph had been sold to a group of Ishmaelite traders heading down to Egypt. Joseph was then put up for sale as a slave. One of Pharaoh’s officials, the captain of Pharaoh’s guard, bought him.

Introduction

This account can be dealt with simply as one story among others in the life of Joseph. Or it can be told as an integral part of God’s plan of salvation. We encourage you to do the latter. To do this you need to keep in mind God’s plan of salvation and how his people, the Israelites, fit into that plan. We suggest that you teach this lesson as consisting of a series of training exercises for Joseph.

God’s Plan of Salvation

Keep God’s plan of salvation at the center of your telling the story. Remember, God had promised to give Israel the land of Canaan. To let Israel grow into a large nation in the midst of the powerful Canaanite nations living in the land would not have been a good plan, humanly speaking. God wanted to get the people of Israel temporarily out of Canaan, make them into a great nation, separate them from the nations of the world, and then lead them back to Canaan ready to take it. How could he do that?

He wanted a believer, whose heart was faithful to the Lord and who understood his promises to Abraham, to be in a position of authority in Egypt. God would force Jacob and his family to look for food in Egypt. (He would also provide a way to have mercy on the entire world so they would be kept alive as he worked out his plan for his people.) When his people came to Egypt, the Lord would give them a place of their own where they could grow and prosper.

How would the Lord do this? He would give one of his own people power and authority in Egypt to administer Egypt’s resources, provide food for his family (and the world) during the famine, and give his people their own place to live in Egypt. That person was Joseph.

In order to do his work, Joseph needed training. God chose two training grounds: Potiphar’s home and an Egyptian prison. If you present the story to your class with this in mind, the children will see how important these years were for Joseph and why the Lord was not being cruel to Joseph in making him go through these difficult years. How God trained Joseph is highlighted in the notes below.

The Account—Genesis 39,40

<p>39:1-6 “The LORD was with Joseph and he prospered”—The Lord trained Joseph for the work he had in mind. (1) He let Joseph see how he, the Lord, can prosper a person’s work, which would be important later on when he was given the huge responsibility of leading Egypt. Joseph learned simply to depend on the Lord. (2) Joseph learned Egyptian fluently. (3) He learned Egyptian customs. (4) Joseph learned administrative skills in an Egyptian context. Most important, he learned how to work with Egyptians as well as with people of other nationalities. (5) Joseph experienced having to think independently. With Joseph in charge, Potiphar did not concern himself with anything he owned, just as Pharaoh would do later on. (6) Joseph experienced what it was like to be a slave, which helped him be merciful to the many who would later serve him.</p> <p>39:7-23 “he refused to go to bed with her or even be with her”—(7) Joseph experienced severe temptation</p>	<p>and overcame it, serving to strengthen him for the kinds of temptation that would come with having absolute power in Egypt. (8) In prison, Joseph again experienced being left in complete control of his master’s possessions and how the Lord can give success to whomever, whenever he wills.</p> <p>Chapter 40 “the cupbearer and the baker”—Joseph’s side trip into the prison used for Pharaoh’s own officials (which helps us understand why the Lord led Potiphar to buy Joseph) put him in contact with the man who would provide access into Pharaoh’s presence. “a dream”—(9) Joseph experienced interpreting a dream and having that interpretation come true, which would give him confidence in the Lord when he later was called on to interpret Pharaoh’s dream. “he forgot him”—(10) The Lord was teaching Joseph to be patient, to rely on God’s timing, and not to put his trust in man—attitudes he would need later when working with his brothers.</p>
--	--

Year 1 Fall Lesson 13

1_1_13—Joseph in Potiphar’s House and in Prison

Upper

Suggestions for teaching about the temptation Joseph faced.

Let the gospel motivate your students.

Suggestions for teaching the commandments and other memory work.

Suggestions for helping your class apply this lesson.

Helping the children do the right thing, for the right reason.