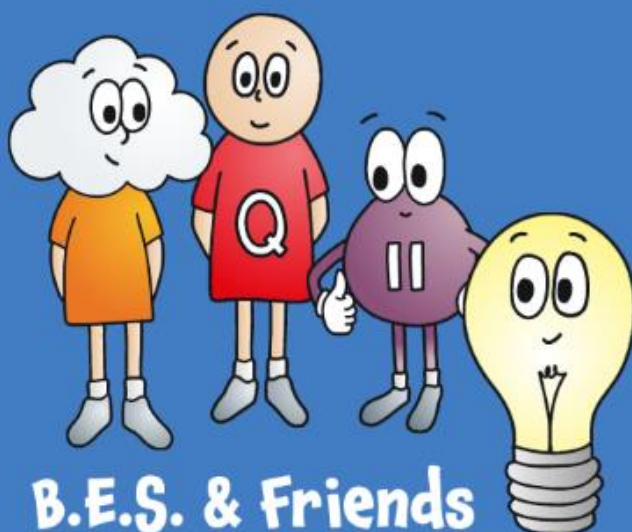


Teacher Lesson Plans

Bibletime Levels 0-4

B Series

B5 & B6



Bible Educational Services

Registered Charity UK (CIO No 1186004)

BES Mission:

Producing Bible lessons for intermediaries to present the truth of Jesus Christ to the next generation worldwide.

BES Vision:

To reach the next generation with our full curriculum in their own language by developing and supporting a global network of committed partners.

GENERAL INFORMATION

What Bible Educational Services does:

Bible Educational Services (BES) publish Bibletime, Bibletime Going Deeper (previously NewLife) and Gleaners Bible lessons in English and support Postal Bible Schools and similar organisations using BES lessons in the UK and overseas. We do this by visiting, networking, advising and training. BES is also currently working in partnership with groups in other countries who are involved in translation, design, publishing and distribution of lessons. Lessons must be provided free of charge to all students.

Bibletime lessons were first used in Southern Ireland over 50 years ago. Bible Educational Services maintain editorial responsibility for Bibletime Lessons in English and in all foreign languages. Bibletime lessons have been normally published in an A4 format which enables students in some areas, every four weeks, to send the lessons back to a Bible School Centre for marking. More recently, thanks to Every Home Crusade (Revival Movement) in Belfast, lessons for six months have been published in an A5 format, which has made usage in Churches and Schools much easier, especially where there is no effective postal system.

The BES lessons are unique in that they are prepared with home or group (Church / School) study in mind. They follow a planned syllabus which allows students to continue studying for up to 20 years. Five levels of lessons are available for specific age groups, Pre-school, 5-7's, 8-10's, 11-13's, 14-16's. There is a three-year syllabus for each age group. The age groups may vary according to different levels of ability. The Bibletime Resources allow children the opportunity to study the Bible and reflect on its relevance in the lives of people today.

Printed copies of the lessons are available in English from the BES website www.besweb.com or from the BES Office in Enniskillen. They are also available on the website in other languages. BES has documents which may be helpful to you if you are considering partnering with us, which are also available on the website.

BES Contact Addresses

BES Office (stockist of all English lessons):

37a Belmore Street, Enniskillen, Northern Ireland, BT74 6AA

Phone: 02866 322462

Email: info@besweb.com

website: www.besweb.com

LESSON PLANS FOR TEACHERS

Teacher Lesson Plans are produced to equip Teachers using Bibletime lessons with suggestions and ideas for classroom study. In this booklet they are designed for use with Levels 0-4.

Each lesson plan follows the same Bible reference as the Bibletime lesson and are designed to be used on a weekly basis. The April lessons are specific to the Easter story and the December lessons are based on the birth of Jesus at Christmas.

Normally the classroom Teacher will work through the monthly A4 lesson each week with the class. They are free to allow time for independent study if this is appropriate. At the end of the month the Teacher will collect the lesson and do the necessary marking, returning the marked lessons as soon as possible to the pupils.

PREPARATION FOR TEACHERS

Teachers should feel free to use their own ideas and initiatives when using the Bibletime lessons, adapting them as appropriate to their particular pupils. These are suggestions which may help in the use of this Resource:

- **Be familiar with the story** - Teachers should be as familiar as possible with the Bible Story and also with the Bibletime lesson that accompanies it. Ideally, the Bibletime lesson should be completed by the Teacher before the lesson. The Lesson Plans for each lesson should also be carefully considered as a planning aid for the lessons.
- **Understand the lessons to be learned** - At the top of each lesson plan you will notice the words 'We are learning that', followed by some learning intentions. The children will hopefully have grasped these points after listening to the Teacher's presentation and completing the Bibletime lesson.
- **Introduce it** - With all lessons, we start where the children are with their own experience of the situation. We have suggested various ways that might be used to introduce the story to enable the children to be interactive in discussing the starting point of the story.
- **Teach It** - We have given the Key Points in the story. Teachers should not have to refer to these when actually teaching the story, but they are a useful guide. Aim to teach it in an interesting and inspiring way! Help the children to understand the main points by grasping their attention - use the appropriate tone and ask questions to test their learning.
- **Show it** - We appreciate that in some situations, visuals will be very difficult to obtain but wherever possible it is important to focus on pictures or objects to help in the understanding of the story. In most lessons we have given the information about pictures from www.freebibleimages.org (FBI) which are downloadable from their website. These direct links to the story / study are available in Appendix A, B or C at the back of the booklet.
- **Learn It** - There is a Key Verse attached to each story. Hearing and learning these verses should enable pupils to increase their knowledge of Biblical vocabulary.
- **Complete It** - In a school situation you will be aware of the abilities of children to complete worksheets and the amount of Teacher support required. For some, it will be a requirement that the Teacher reads over the text of the lesson as the children follow what is now a familiar narrative. Other children may be able to read the text independently. Whatever the approach, try to make the lesson enjoyable, and remember to praise the pupils' efforts.
- **Review it** - We have suggested possible quizzes, games, art and drama to assist learning, and as a means of revising the story.
- **Live it** - This section carries the heading 'How does the lesson challenge Christians today?' and also some suggestions of possible group work and individual responses to the challenge of the lesson.



NAME:

B.E.S.

This cloud character is based on **Exodus 13: 21-22** and is a symbol of God's presence. He is a source of wisdom throughout the Bibletime stories, as he guides and teaches the character 'Q' about God. He's a gentle, friendly character who encourages us all to study God's Word, the Bible, in a deep and meaningful way.



NAME:

Q

Q is an inquisitive and deep thinking character. He has lots of questions and is brave enough to ask them. He looks to his friends B.E.S. and Beam as wise and encouraging mentors, to help him find answers. In so doing, he helps us all to discover an even greater friend, Jesus.



NAME:

PAUSE

Pause is a happy, cheerful character. He does not speak but his presence indicates a time to pause, so that we can reflect on what has been discovered up to that point. Pause also reminds us to attempt the activity or questions after careful thought.



NAME:

BEAM

This lightbulb character is linked to Psalm 119: 105. He is 'shining his light' for Jesus. Alongside B.E.S., he helps Q and us to understand the Bible as God's instruction manual. He shows us how to live in relationship with God, fellowship with others and as witnesses to the truth of the Gospel.

Bibletime Syllabus

| | LEVEL 0 (Pre-School) LEVEL 1 (Ages 5-7) LEVEL 2 (Ages 8-10) | LEVEL 3 (Ages 11-13) | LEVEL 4 (Ages 14+) |
|----------|--|---|---|
| STARTER | Introduction – BES & Friends | Introduction – BES & Friends | Introduction – BES & Friends |
| SERIES A | 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Abraham 6. Abraham & his Family 7. Peter 8. Peter 9. Jacob 10. Early Christians 11. Paul 12. The Christmas Story | 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. Prayer 9. Paul 10. Paul 11. Paul 12. The Christmas Story | 1. Creation & Fall 2. Early developments - Genesis 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. The Christian Life 9. Paul 10. Paul 11. Paul 12. The Christmas Story |
| SERIES B | 1. Early Life of Christ 2. Miracles 3. Bethany 4. The Cross 5. Parables 6. Joseph 7. Joseph 8. People Jesus met 9. Moses 10. Moses 11. Moses 12. The Christmas Story | 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Joseph 7. Joseph 8. Gospel Writers 9. Moses 10. Moses 11. Moses 12. The Christmas Story | 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Jacob & his family 7. Joseph 8. Acts 2: 42 - The way ahead 9. Moses 10. Moses 11. The Law 12. The Christmas Story |
| SERIES C | 1. Daniel 2. More Miracles 3. People Jesus met 4. Death of Christ 5. Ruth & Samuel 6. David 7. David 8. Joshua 9. Elijah 10. Elisha 11. Jonah 12. The Christmas Story | 1. Daniel 2. People Jesus met 3. More Miracles 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. Men used by God - OT 12. The Christmas Story | 1. Daniel 2. The sayings of Jesus 3. The Lord's Power 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. More OT Characters 12. The Christmas Story |

B5 Story 1

The Good Samaritan

| | |
|---------------------|--|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> The Bible teaches us to be kind to everyone we meet. For Christians, Jesus is like the Good Samaritan. He loves everyone and treats them equally. <p>Key Verse: Luke 10: 27 Bible Passage: Luke 10: 25-37</p> |
| INTRODUCE IT | <p>Ask the pupils to tell you what their favourite story is (Time permitting; they could draw a picture of it). Explain that Jesus told lots of stories that helped people understand more about God. His stories had special meanings. They were called Parables. Ask the pupils to talk about a long journey they went on. Where did they go? How did they travel? Did the journey go as planned?</p> |
| TEACH IT | <ul style="list-style-type: none"> Jesus told a story about a man on a journey in reply to the Jewish teacher's question. The man who asked the question knew that he should love God with all his heart, soul, strength and mind. He also knew that he should love his neighbour as much as he loved himself, but he didn't really understand what that meant (Luke 10: 25-28). Discuss - What do you think it means for Christians to love God with all their heart, soul, strength and mind? What do you think it means to love your neighbour? Jesus began to tell a story to show him who his neighbour really was. A man went on a journey from Jerusalem to Jericho. On the way he was attacked, robbed and left for dead (Luke 10: 29-30). This man's journey went badly wrong! You could show a map of places in Bible times and allow the children to pick out where Jerusalem and Jericho are. Three men came along the same road. The first man was a priest. He just looked and then walked by on the other side of the road. The second man was a Levite (a man who helped in the Temple). He came and looked at the man who was injured but did nothing to help (Luke 10: 31-32). The third man was a Samaritan (The Jews and Samaritans were not friends). He came to the injured man, gave him first aid, and took him to an inn on his donkey. The Samaritan stayed overnight, and the next day gave the innkeeper two silver coins to look after the injured man (Luke 10: 33-35). When Jesus had finished telling the story He asked, "Which of these three was a good neighbour?" The Jewish teacher said that it was the one who was kind to him. Jesus told him to go and do the same (Luke 10: 36-37). Discuss – can you think of ways that we can be kind to the people we meet? Is it ever difficult to be kind to people? Christians believe that we should be kind to everyone, not just the people who are kind to us (Ephesians 4: 32). <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The Good Samaritan.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse Luke 10: 27.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> What do you call the stories that Jesus told? Where was the man on the journey going to? What happened to him? How many men passed by him? Which man stopped to help? What did he do? How many coins did he give the innkeeper? What did Jesus tell the man at the end of the story? |

B5 Story 2
The Lost Sheep

| | |
|---------------------|--|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> The Bible teaches that Jesus is like a Good Shepherd who wants to find His lost sheep (people) and bring them safely back home (to God). <p>Key Verse: John 10: 11 Bible Passage: Luke 15: 1-7</p> |
| INTRODUCE IT | <p>Discuss – Have you ever been lost? How did it happen? What did it feel like? Who found you? How did you feel when you were found?</p> <p>Explain to the pupils that today's story is about a shepherd who lost a sheep. Ask them what they think a shepherd would have to do to look after sheep (feeding, protecting, caring for, etc.)</p> <p>Explain to the pupils that sheep often wander away from where they should be and go missing.</p> |
| TEACH IT | <ul style="list-style-type: none"> One day some tax collectors and other notorious sinners (criminals) came to hear Jesus. Soon people started to grumble and complain because Jesus was welcoming these unsavoury characters. Hearing their grumbling, Jesus began to tell the people a story (Luke 15: 1-3). Make the point that Jesus was willing to associate with all kinds of people. He told a story about a shepherd who had 100 sheep. One day one of them got lost. The shepherd left all the other sheep and went to look for the lost one. He wasn't happy until he found it (Luke 15: 4). Explain to the pupils that the Bible says all people are like sheep that are lost. Jesus is the Good Shepherd and He wants to find them and bring them home. When he finally found the sheep, he was very happy. He lifted it up, put it on his shoulders and carried it home. He then called all his friends and neighbours together because he had found his sheep that was lost (Luke 15: 5-6). <p>In the same way that the man was very happy when he found his lost sheep, Christians believe there is real joy in Heaven when a person says sorry for the wrong things he/she has done and trusts in Jesus.</p> <p>Reinforce the story by doing a simple role play about the sheep going missing, the shepherd looking for his sheep and then the shepherd celebrating with his friends.</p> <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The Lost Sheep.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse John 10: 11.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> Why were some people not happy? How many sheep did the shepherd have? How many went missing? What did the shepherd do? How did he carry the sheep home? What did he do when he got home? Who is like the sheep? Who is like the shepherd? |

B5 Story 3 **The Lost Son**

| | |
|---------------------|---|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> It is important to say sorry for the wrong things we do in order to build positive relationships with others. Christians have said sorry to God and have been forgiven by Him. <p>Key Verse: Luke 15: 24 Bible Passage: Luke 15: 11-24</p> |
| INTRODUCE IT | <p>Tell the pupils a simple short story to illustrate the idea of forgiveness e.g. One day Jane and Sam were playing together. Jane started to play with the ball that Sam wanted. Sam got upset. He snatched the ball from Jane and knocked her over. Jane started to cry. Discuss – Why is Jane crying? What do you think Sam should do? Do you think Jane should forgive him?</p> <p>Explain that today's story from the Bible is about forgiveness.</p> |
| TEACH IT | <ul style="list-style-type: none"> Jesus told another story. There was a man who had two sons. The younger son asked his father for the money that would one day be his. The father gave him his money. Discuss how the son and father would have felt (Luke 15: 11-12). Not long after that, the son packed his bags and went on a long journey. While he was away he foolishly wasted all his money. Then there was a famine in the land. The young man had no money left and nobody to turn to for help. He had to get himself a job feeding pigs. Sometimes he was so hungry that he wanted to eat the animals' food (Luke 15: 13-16). Discuss - How do you think the son felt when he realised he had nothing left? What do you think he should have done? One day he began to think about home. He realised that even the servants there had enough to eat. He decided to go home to his father, tell him he was sorry and ask him if he could be one of his servants (Luke 15: 17-19). Discuss – Do you think the son deserved to be forgiven? Do you think the father would forgive him? He set out on the journey home. His father saw him coming when he was still a long way off. His father ran to him and kissed him. The son began to say he was sorry, but his father interrupted him. He called for the servants to get the best robe, a ring and sandals for him and he organised a big party to celebrate his son coming home (Luke 15: 20-24). Discuss – How do you think the son felt once he had returned home? Explain to the pupils that Christians believe we are like the son because we have done wrong things. God is like the father. He wants us to come to Him and tell Him we are sorry. Discuss – Have you ever tried to say sorry to someone, but they wouldn't listen or wouldn't forgive you? The Bible teaches that God ALWAYS listens and forgives us when we tell Him that we are sorry. <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The Lost Son.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse Luke 15: 24. Explain that the father had no idea what had happened to his son - it was as if he was dead. But now the father was full of joy!</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> How many sons did the man have? What did the younger son ask his father? What did the son do with his money? What did he get a job doing? What did he decide to do then? What did his father do when he saw his son coming home? What did the father give the son? Who is the father in the story like? |

B5 Story 4
The Sower

| | |
|---------------------|---|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> • Christians believe that the Bible is the Word of God. • Christians are like the good soil and believe what God says to them in the Bible. <p>Key Verse: Mark 4: 20 Bible Passage: Mark 4: 1-20</p> |
| INTRODUCE IT | <p>Discuss – Have you ever tried to grow a plant? What did you grow? What did the plant need to grow? Did it grow to be a strong plant, or did it die? Or, with a smaller group, you could show some different seeds.</p> <p>Explain to the pupils that today's story is about a farmer who tried to grow some crops.</p> |
| TEACH IT | <ul style="list-style-type: none"> • A large crowd of people came to hear Jesus. It was crowded so Jesus got into a boat and sat in it on the sea, while He taught the people on the land. He taught them another story (Mark 4: 1-2). Discuss – why do you think everyone wanted to hear Jesus' stories? • There was a farmer who scattered seed on the ground. The seed fell on four different types of ground. Some of it fell on the path and was eaten by birds so it didn't grow at all. Others fell on rocky ground. It wasn't able to make good roots, so it soon died. Some also fell among the thorns and the thorns choked it. There was some seed that fell on good soil. It gave a good crop (Mark 4: 3-9). Tell the pupils that the seed in this story represents the Word of God. Discuss – What do you think the Word of God is? The Word of God is the Bible. Explain that Christians read the Bible to hear from God. • Jesus went on to explain the parable. When the seed falls on the path and the birds eat it, it is like when people hear God's Word, but then Satan snatches it away. When the seed falls on rocky ground it is like when people hear God's Word, say they will follow Jesus but then change their minds as soon as hard times come. When the seed is choked by the thorns it is like people who hear God's Word but think their money and possessions are more important than Jesus. When the seed falls on good ground it is like people hearing God's Word, receiving it and growing to become strong Christians (Mark 4: 13-20). Christians will want to be like the good soil and believe what God says in the Bible. • Discuss – Which of the parables we have learned was your favourite? Why did you like it? What was the most important lesson you have learned from it? <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A – The Sower. You could show some seed e.g. a grain of wheat, also a stalk of wheat which is ready to harvest. This would help to illustrate the size of the crop as mentioned in the Key Verse.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse Mark 4: 20. You could use actions to help the pupils remember each phrase e.g. sown = scattering, hear = hand cupped around ear, accept = point to the heart, produce = hands together moving upwards. The numbers could be written in the air.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> • Where was Jesus when he taught the people? • What did the farmer do? • What was the first kind of ground like? • What was the second kind of ground like? • What was the third kind of ground like? • What was the fourth kind of ground like? • Which ground was the best for growing crops? • What is the seed like? |

B6 Story 1
The young dreamer

| | |
|---------------------|--|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> • Joseph had strange dreams about his future. • Christians believe that God has a plan for their lives in the same way He had a plan for Joseph's life. <p>Key Verse: Genesis 37: 8 Bible Passage: Genesis 37: 1-11</p> |
| INTRODUCE IT | <p>Joseph had eleven brothers. If appropriate, ask for volunteers to share about their brothers and sisters/talk about their families.</p> <p>Discuss what it would have been like to grow up in such a large family like Joseph's.</p> |
| TEACH IT | <ul style="list-style-type: none"> • Jacob, Joseph's father, lived in the land of Canaan. Joseph was 17 years old. He helped his brothers to look after his father's sheep. One day he saw them doing something wrong. He told his father about it (Genesis 37: 1-2). • Jacob (Israel) loved Joseph more than his other sons because he was born to him in his old age. He made Joseph a beautiful coat of many colours. When Joseph's brothers saw this, they were very jealous. They hated him! (Genesis 37: 3-4) Discuss the word 'jealous' with the pupils. What does it mean to be jealous? Have you ever been jealous? Why do you think the brothers were jealous of Joseph? • Joseph had a dream. He dreamt that he was working out in the fields with his brothers, binding sheaves of corn. Joseph's sheaf of corn stood up straight and the brothers' sheaves came and bowed down to it. • Explain to the pupils that this dream had a special meaning for Joseph in relation to what would happen to him in the future. Ask the pupils to discuss what they think the dream meant. His brothers hated him even more because of his dreams and his words (Genesis 37: 5-8). • Joseph had another dream with a very similar meaning. This time he saw the sun, the moon and eleven stars bowing down to him. Now even his father was angry with him. He said, "Shall I and your mother and your brothers come and bow down to you?" (Genesis 37: 9-10) • Joseph's brothers grew even more jealous, but his father kept thinking about the dreams (Genesis 37: 11). Ask the pupils what they think will happen to Joseph in the future (the dreams meant that one day he would rule over his brothers). Remind them that God had a plan for Joseph's life right from the beginning. Make the point that Christians believe that God has a plan for their lives too. <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The Young Dreamer.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse Genesis 37: 8. Explain that Joseph's brothers understood the meaning of his dreams. They were jealous of him and hated him.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> • What age was Joseph in this story? • What gift did Jacob give to Joseph? • What is jealousy? • Do you think it is right to be jealous? • Why were Joseph's brothers jealous of him? • What did Joseph dream about in his first/second dream? • What did Joseph's dreams mean? • Who had planned Joseph's life from the beginning? <p>➤ As an alternative, pupils could make a collage of Joseph's coat.</p> |

B6 Story 2
The unloved brother/The hated brother

| | |
|---------------------|--|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> • Joseph was sold by his brothers into slavery. • Christians believe that God sees everything and acts fairly in all situations. <p>Key Verse: Numbers 32: 23 Bible Passage: Genesis 37: 12-36</p> |
| INTRODUCE IT | <p>Ask the pupils if they have to do jobs at home like Joseph did. Remind them of the previous story. Why did Joseph's brothers hate him? In today's story, Joseph was asked by his father to go and check on his brothers who were away from home looking after their sheep (Genesis 37: 12-17).</p> |
| TEACH IT | <ul style="list-style-type: none"> • The brothers saw Joseph coming. They hated him so much that they plotted to kill him. What would become of his dreams then? They were going to lie and tell their father that a wild animal had attacked him (Genesis 37: 18-20). Mention that the brothers thought they could hide their sins, and no one would ever find out. Christians believe that God knows about all of the wrong things we do. • Reuben, Joseph's eldest brother, stopped them from doing this. Instead he told them to throw Joseph into a pit. He planned to come back later and rescue him (Genesis 37: 21-22). • When Joseph arrived, they took off his colourful robe and threw him into the empty pit (Genesis 37: 23-24). • Not long after this, some men passed by. They were taking spices to Egypt to sell. One of the brothers, Judah, wanted to make some money. Instead of killing Joseph, he suggested that they sell him to these men. They sold Joseph for 20 pieces of silver. Joseph was taken to Egypt to work as a slave (Genesis 37: 25-28). What is a slave? How do you think Joseph was feeling now? • The brothers tried to hide what they had done. They took Joseph's colourful robe and dipped it in goat's blood. They took it back to their father and asked him if it belonged to Joseph. Jacob recognised the coat. He thought a fierce animal had attacked Joseph and killed him. Jacob was very upset and could not be comforted (Genesis 37: 29-35). • Meanwhile, Joseph was alive in Egypt. He had been sold to a man called Potiphar who was a captain in the King's army (Genesis 37: 36). <p>Remind the pupils that even though things looked bad for Joseph, God was still in control.</p> <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The Hated Brother</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse Numbers 32: 23. Explain that for Christians, 'sin' is doing wrong things against God. All of these wrong things are seen by Him and must be punished. The 'Good News' of Christianity is that Jesus died on the cross to take this punishment. This is why Christians are now forgiven and free.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> • What did Jacob ask Joseph to do at the beginning of today's story? • What did the brothers plan to do to Joseph? • Which brother told them not to kill Joseph but to throw him into a pit instead? • How much silver was Joseph sold for? • How did the brothers cover up their sin? • What did Jacob think had happened to Joseph? • Did God know what had happened to Joseph? • What do you think God has planned for Joseph next? |

B6 Story 3
The good slave/The faithful prisoner

| | |
|---------------------|--|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> • Joseph was honest and hardworking, even in prison. • Christians believe that God was with Joseph. In the same way, He will never leave them or let them down. <p>Key Verses: Genesis 39: 2 & 21 Bible Passage: Genesis 39: 1-6 & 19-23</p> |
| INTRODUCE IT | <p>Ask the pupils if they have ever been away from their family. How did it make them feel? Briefly remind them of how Joseph came to be away from his family and how he had been bought by Potiphar to be his slave. Explore how Joseph might have reacted in this situation, arriving in a different country and being sold to work as a slave.</p> |
| TEACH IT | <ul style="list-style-type: none"> • Joseph was brought down to Egypt and sold as a slave to a man called Potiphar. Potiphar was a captain in the King's army. Potiphar saw that Joseph was honest and hardworking. He knew that God was with Joseph, and he put him in charge of his household (Genesis 39: 1-4). • From the time Potiphar put Joseph in charge of his household, the Bible tells us that God blessed his house. He didn't have to worry about anything but the food he ate (Genesis 39: 5-6). Remind the pupils that God was with Joseph and was looking after him. • One day, Potiphar's wife blamed Joseph for something he did not do. She told lies about him to Potiphar. Potiphar believed his wife. He was very angry and had Joseph thrown into prison even though he had done nothing wrong (Genesis 39: 19-20). Had God forgotten about Joseph? • The Bible tells us that God was still with Joseph and cared for him even in prison. Joseph continued to be honest and hardworking. The keeper of the prison put Joseph in charge of all the other prisoners. Whatever Joseph did in the prison, God made it successful (Genesis 39: 21-23). <p>Summarise the good qualities which Joseph showed in this part of the story. It would have been easy for him to turn his back on God but instead he continued to please Him. God was preparing Joseph for the responsibilities he would have in the future. He had not forgotten Joseph and He would never let him down.</p> <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A – The Good Slave/Faithful Prisoner.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verses Genesis 39: 2 & 21. Explain to the pupils that even in the midst of hard times, Christians believe God is still with them.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> • What country was Joseph taken to? • Who bought Joseph? • What was Potiphar's job? • Why did Potiphar put Joseph in charge of his household? • Why was Joseph thrown into prison? • Did Joseph deserve to be put into prison? • Who was with Joseph, making everything he did a success? • Why do you think God allowed Joseph to be put into prison? |

B6 Story 4

The new leader

| | |
|---------------------|---|
| | <p>We are learning that:</p> <ul style="list-style-type: none"> • Joseph became second in command in the land of Egypt. • God had prepared Joseph for this special job. <p>Key Verse: 1 Corinthians 10: 13 Bible Passage: Genesis 41: 14-49</p> |
| INTRODUCE IT | <p>Ask the pupils if they have ever woken up from a confusing dream. How did it make them feel? In this story, Pharaoh, the King of Egypt, had two dreams that he didn't understand. He wanted to know what they meant! Who could help him?</p> |
| TEACH IT | <ul style="list-style-type: none"> • Pharaoh had dreamt very confusing dreams. He wanted to know what they meant. In his first dream he dreamt that seven fat cows came up out of the River Nile. Then seven thin cows came out. The thin cows ate the fat cows, but they were still as thin as before! Then he dreamt about seven good ears of corn and seven thin ears of corn. The thin ears swallowed up the good ears of corn. Pharaoh asked his magicians what they thought it meant but they didn't know (Genesis 41: 1-8). • Pharaoh heard that Joseph could explain dreams, so he sent for him. Joseph told Pharaoh that God would help him to explain the meaning of the dreams (Genesis 41: 14-24). • God told Joseph what the dreams meant. Joseph told the meaning to Pharaoh. The seven fat cows and the seven good ears of corn meant that soon there would be seven years of good harvest. Everyone would have plenty to eat. However, the seven thin cows and ears of corn meant that after the seven years of plenty there would be seven years of famine. The famine would be so bad that everyone would forget about the seven years of plenty (Genesis 41: 25-32). • Joseph suggested that Pharaoh should appoint men to gather up food during the years of plenty and store it for people to eat during the years of famine. This idea pleased Pharaoh. He could see that God was with Joseph and that he was a wise man. He put Joseph in charge of all the land of Egypt. Amazingly, in Egypt, only Pharaoh was greater than Joseph (Genesis 41: 33-45). • During the years of plenty, Joseph went out through all the land of Egypt and stored up food for the years of famine. Every city had a storehouse of food for the famine that was yet to come. When the famine came, the people had enough food to eat (Genesis 41: 46-49). <p>Remind the pupils of Joseph's life up to this point. Discuss how this had been God's plan for Joseph all along. God had been faithful to him. That means that God never left Joseph but was always there working out His purposes in Joseph's life. He used all the hard times in Joseph's life to prepare him for this important role. God used Joseph to save many lives during the famine!</p> <p>Complete the Bibletime lesson. Show it: see FBI links in Appendix A - The New Leader.</p> |
| LEARN IT | <p>Teach and explain, where necessary, the Key Verse 1 Corinthians 10: 13 - 'God is faithful'. Review the meaning of 'faithful' with the pupils as outline above.</p> |
| REMEMBER IT | <p>Ask the pupils the following questions as a means of revising the story.</p> <ul style="list-style-type: none"> • Why did Pharaoh send for Joseph? • What happened to the cows in the first dream? • Who helped Joseph explain what the dreams meant? • What did the dreams mean? • What was Joseph's special job during the years of plenty? • How was God faithful to Joseph? |

| LEVELS 3 & 4 | B5 – LEVEL 3 Lesson 1 – The Lord's servants Topic – Prepared by God! | B5 – LEVEL 4 Study 1 – Early Christians Topic – Stephen |
|--------------|--|--|
| | <p>Bible Focus: Acts 1: 7-9; Acts 2: 1-13 Key Verses: John 14: 16-17</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. In the early days of the Christian Church, Jesus commanded the apostles to go and preach the Gospel locally and worldwide. 2. Christians believe that the Holy Spirit gives them power. He helps them in their Christian lives, in the same way He helped the apostles. | <p>Bible Focus: Acts 6: 1-15; 7: 54-60 Key Verse: Acts 6: 8</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Stephen was a bold witness for God. 2. A true Christian will want to witness for God, no matter what people say about them or do to them. |
| INTRODUCE IT | <p>Ask the pupils to imagine what it must have been like for the disciples after Jesus had ascended, and when the Holy Spirit came at Pentecost. Explain how the Acts of the Apostles contains two main themes:</p> <ol style="list-style-type: none"> 1. Christians believe that Jesus is now in Heaven. It is the Holy Spirit who works through them here on Earth. 2. Acts was written in 60-67AD. The resurrection and exaltation of Jesus forms its core message. | <p>Discuss what is meant by persecution and think about modern day examples. Explain that in the early days of Christianity the religious leaders had considerable influence in government. The Christians respected and obeyed the government of the day unless the laws contradicted the laws of God.</p> |
| COMPLETE IT | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. A key verse in this book is Acts 1: 8 and the whole of Acts is modelled on it with regard to the geographical progress of the Gospel: Witnesses in Jerusalem – Chapters 1-7 Witnesses in Judea – Chapter 8: 1-4 Witnesses in Samaria – Chapter 8: 5-25 Witnesses in the World – Chapter 8: 26 2. On the 'Day of Pentecost' (2: 1) the Holy Spirit came to live in the hearts of Christians permanently. This is still true today when a person becomes a Christian. In Acts 2: 4 they were also filled with the Holy Spirit. When a Christian reads the Bible, spends time in prayer and lives obediently to God's Word, they can experience a continual 'filling' of the Holy Spirit. 3. Christians believe that Jesus empowers them through His Holy Spirit so that they can spread the 'Good News' of His death, resurrection and offer of forgiveness to all. The Holy Spirit is referred to as the 'Comforter' in the Key Verse John 14: 16 as He helps, guides and supports Christians today. <p>Explain the Key Verses and encourage pupils to learn them. Complete Lesson 1. Show it: see FBI links in Appendix B - Prepared by God.</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Stephen possessed those qualities that should be evident in a Christian's life: honesty, full of the Holy Spirit, full of faith and power, wisdom and service for Jesus (See Acts 6: 3, 5 & 8). 2. Opposition to Stephen's powerful ministry arose from communities of Jews who had synagogues in or near Jerusalem. However, when Stephen appeared before the Sanhedrin, a Jewish court, they heard the false charges against him; they saw the glory of Jesus reflected in Stephen's face (Acts 6: 15). 3. Stephen gives a very masterful defence (Acts 7: 1-53) and delivers a scathing attack on the Jewish leaders, charging them with resisting the Holy Spirit and eventually the crucifixion of Jesus. 4. Stephen must have known his life was at stake but would rather die than betray his Lord. As soon as he testified to seeing 'the heavens opened' (Acts 7: 56) the mob dragged him outside the city and stoned him to death. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 1. Show it: see FBI links in Appendix C - Stephen.</p> |
| REVIEW IT | <p>The author of Acts (probably Dr. Luke) begins the book by referring to 'all that Jesus began to do and teach' (Acts 1: 1). In Acts 28: 31 Paul is still preaching the 'Good News' of the Gospel. Today, Christians believe that this work is still continuing and will not be finished until Jesus' Second Coming.</p> | <p>Discuss how these verses summarise this lesson:</p> <ol style="list-style-type: none"> 1. 2 Timothy 2: 3 – 'Endure hardness as a good soldier of Jesus Christ'. 2. 1 Peter 4: 14 – "If you are insulted because of the name of Christ." |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Christians should aim to be 'filled with the Spirit'. Discuss Ephesians 5: 18. 2. When a Christian reads the Bible and prays, they will experience God's guidance. How will they know this? | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Just as Stephen was martyred for his beliefs in the death and resurrection of Jesus, so many Christians today are being persecuted, even killed, for the same beliefs. If possible, research the work of Open Doors. 2. How can Christians remain loyal and faithful to God when they are going through life-threatening situations? |

| LEVELS 3 & 4 | B5 – LEVEL 3 Lesson 2 – The Lord’s servants Topic – Prepared to die! | B5 – LEVEL 4 Study 2 – Early Christians Topic – Philip |
|--------------|---|---|
| | <p>Bible Focus: Acts 6: 1-5, 8-15; 7: 54-60 Key Verse: Matthew 5: 44</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Stephen began his work for God by serving tables (Acts 6: 2) before doing great wonders and miracles (Acts 6: 8). He was faithful with a small task before being assigned a greater role. 2. Stephen was prepared to give up his life in order to defend the ‘Good News’ of the Gospel. | <p>Bible Focus: Acts 6: 5; 8: 4-17; 8: 26-40 Key Verse: Acts 8: 35</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Philip was a successful preacher of the Gospel who was willing to leave a revival in Samaria to go to Gaza to preach to one person in need. 2. Once he believed in Jesus as his Saviour, the Ethiopian was eager to obey Jesus’ command in baptism and had great joy in his heart as he travelled home. |
| INTRODUCE IT | <p>Talk about Christian persecution and give modern examples. Make the point that as the early Christians moved forward with the Gospel message, they faced opposition from the government and religious leaders of the day. Whilst they respected and obeyed their rulers, they were prepared to disobey human laws when they contradicted God’s laws, even to the point of being martyrs.</p> | <p>Philip was one of the seven men chosen in Acts 6: 5 to look after church business. He later became an evangelist and brought the Gospel to Samaria. Whilst he was in the midst of a revival in Samaria, God called him to go into Gaza, desert country, to meet a stranger in need from Ethiopia. This was with a view to using Philip in both the Ethiopian man’s conversion and baptism. Once this was achieved, Philip was miraculously removed and resumed the preaching of the Gospel in other places.</p> |
| COMPLETE IT | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Stephen is described as a Christian who was full of the Holy Spirit and wisdom (Acts 6: 3), full of grace and power (Acts 6: 8) and who was active in God’s work (Acts 6: 8). 2. When arrested wrongly by the Jewish leaders, Stephen defended himself by reminding his accusers that not only had the Jewish nation continually rejected Jesus, but their ultimate crime was their crucifixion of the ‘Righteous One’ (Acts 7: 52). 3. Although surrounded by an enraged mob who stoned him to death, Stephen, like Jesus on the cross, commends his spirit to the Lord (Acts 7: 59). He then prays for his murderers and ‘falls asleep’ (Acts 7: 60). The word ‘asleep’ here refers to his body which is ‘sleeping’ until Jesus’ Second Coming. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 2. Show it: see FBI links in Appendix B - Prepared to die.</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Philip was obedient to God’s command to go and preach to the Ethiopian. 2. The Ethiopian had come from Africa to Jerusalem to worship but left without any real understanding of the Gospel. He turned to the Bible to find help. 3. Philip, directed by God, arrived at the appropriate time and explained Isaiah 53 to him. He showed him how the chapter is all about the life and death of Jesus. 4. The Ethiopian believed in Jesus and was immediately baptised and went back home rejoicing. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 2. Show it: see FBI links in Appendix C - Philip.</p> |
| REVIEW IT | <p>Remind pupils how the Key Verse summarises this lesson. Emphasise the point that both Jesus and Stephen prayed for their murderers (Luke 23: 34 and Acts 7: 60) and both committed their spirits to God (Luke 23: 46 and Acts 7: 60).</p> | <p>Connect this study with Isaiah 53. Point out how this chapter was written between 740-680 BC and how Isaiah’s prophesy so accurately foretells the death, burial, resurrection and exaltation of Jesus Christ.</p> |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Why should Christians strive to be faithful in small tasks? 2. Why is it important to test Government laws against the Bible’s teaching? | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. In what ways can Christians witness for God? 2. When asked to do a particular task by God, is there a delay, questions or immediate obedience? |

| LEVELS 3 & 4 | B5 – LEVEL 3 Lesson 3 – The Lord’s servants Topic – Prepared to listen! | B5 – LEVEL 4 Study 3 – Early Christians Topic – Cornelius |
|--------------|---|---|
| | <p>Bible Focus: Acts 8: 5; 26-40 Key Verse: Acts 16: 31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Philip obeyed quickly and without question. This resulted in God using him to explain the Gospel to the Ethiopian. 2. The Ethiopian was full of joy as a result of his faith in Jesus and requested to be baptised. | <p>Bible Focus: Acts 10: 1-8; 23-48 Key Verse: Acts 10: 43</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. The Gospel message is for everyone - Jews and Gentiles alike. 2. Cornelius and his household were some of the first Gentiles to become followers of Jesus. |
| INTRODUCE IT | <p>Explain that sometimes, people who are Christians, feel called by God to do something that is completely different to what they might have expected.</p> <p>In Philip's case, he was seeing a great work being done for God in Samaria. However, God told him to leave the place where many were being converted and go to the desert area of Gaza. He was to be of spiritual help to one man, namely the Ethiopian.</p> | <p>Simply explain the situation between Jews and Gentiles, and how normally a Jew would have little contact and would not enter the house of a Gentile.</p> <p>Cornelius lived in the town of Caesarea. He was a Roman Officer (a Gentile), a Centurion, and a prominent man in terms of his military career. Although he lived an upright life and prayed to God, he did not know Jesus.</p> |
| COMPLETE IT | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. When Philip meets the Ethiopian, he is reading Isaiah 53: 7-8. Philip gets the opportunity to talk to him about the life and death of Jesus. 2. Philip explained to the Ethiopian that these verses in Isaiah speak of Jesus' sacrificial death on the cross. It is at this point that the man recognises his need to put his trust in Jesus as his personal Saviour. 3. Philip explained the privilege of being baptised to the Ethiopian and when they came near water, Philip baptised him. The servants travelling with the Ethiopian were able to witness both his baptism and his newfound joy. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 3. Show it: see FBI links in Appendix B - Prepared to listen.</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Cornelius had a clear vision one day, around 3pm, in which an angel of God appeared to him and told him to send men to Joppa for Peter. 2. When Peter came to the house of Cornelius, there were others present as well to hear him preach. 3. Peter addressed the company by telling them at the outset that God does not show favouritism – salvation was for both Jews and Gentiles. 4. Peter preached to those present about the life, death and resurrection of Jesus Christ. He finished by telling them that if they believed in Jesus they would receive forgiveness of sins. 5. Those Gentiles present were amongst the first Gentiles to become believers in Jesus and to be baptised. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 3. Show it: see FBI links in Appendix C - Cornelius.</p> |
| REVIEW IT | <p>Connect this lesson with Isaiah 53 and discuss verses 7 and 8 in particular. Like a sheep that is silent before its shearers, Jesus endured the cross. Christians believe that He was not given a fair trial, but willingly gave up His life to be crucified for their sins.</p> | <p>Consider Peter's position as a Jew entering a Gentile's house. Look at Acts 10: 9-17 to see how Peter was given guidance about what he should do, and how he should think about bringing the Gospel to the Gentiles.</p> |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. For Christians, being obedient to God's instructions (like Philip), can result in a life changing effect on others (like the Ethiopian). 2. Christians believe that personal faith in Jesus should be followed up by baptism. Research methods of baptism. | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Christians believe that the forgiveness of sins is available to all, regardless of race, culture or religion. How should this affect a Christian's behaviour towards others? 2. Christians believe that it's important to know God on a personal level. Why is this? |

| LEVELS 3 & 4 | B5 – LEVEL 3 Lesson 4 – The Lord’s servants Topic – Prepared to go! | B5 – LEVEL 4 Study 4 – Early Christians Topic – Barnabas |
|--------------|---|--|
| | <p>Bible Focus: Acts 10: 1-20; 24-29; 33-43</p> <p>Key Verse: Acts 10: 43</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Whilst Cornelius was a very good man, he needed someone to tell him how he could become a Christian. 2. Peter learned, as a result of his vision that the Gospel is for all, not just for the Jews. | <p>Bible Focus: Acts 4: 32-37; 9: 26-31; 11: 19-30</p> <p>Key Verse: Acts 11: 24</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Doing good does not make a person a Christian. 2. A Christian aims to do good because ‘goodness’ is one of the fruit of the Holy Spirit in a Christian’s life (Galatians 5: 22). |
| INTRODUCE IT | <p>This lesson is set in Caesarea, a coastal town. Cornelius was a Roman military officer there, and as a Centurion, was in charge of one hundred men. He was attached to one of the Italian regiments and was a man who was seeking after God. He was a Gentile, but up to this point Peter had only brought the Gospel to his fellow Jews.</p> | <p>We are first introduced to Barnabas in Acts 4: 36. The meaning of his name is “son of encouragement”. He came from the island of Cyprus and the Bible tells us he sold land and brought the money and gave it to the Apostles. He was living up to his name in that his generosity would have been a great encouragement to the Apostles.</p> |
| COMPLETE IT | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. The angel told Cornelius in the vision to send men to Joppa, a town south of Caesarea, for Simon Peter. 2. The day after, Peter had a vision on the flat roof of Simon Peter’s house, where he had gone to pray. God revealed to Peter that the Gospel was not limited to the Jews only but was for the Gentiles as well. 3. When Peter arrived at the home of Cornelius, he admitted that he had believed God’s favour was limited to the nation of Israel, the Jews. Now, however, he had learned that God does not show favouritism (Acts 10: 34). 4. Peter preached the Gospel to those present and emphasised salvation was for ‘everyone who believes’ (Acts 10: 43). All who heard the message were filled with the Holy Spirit. Peter ordered that they be baptised, and this marked the beginning of the Gentiles’ entrance into the Church. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 4. Show it: see FBI links in Appendix B - Prepared to go.</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Barnabas was a devoted, unselfish servant of God. He used his time and possessions to help others. His desire was to see people coming to know Jesus and he wanted to help those who were in need of the basic necessities of life. As a result, he is referred to as ‘a good man’ (Acts 11: 24). 2. Barnabas showed kindness to Paul (Acts 9: 27). He spoke up for him when the Christians at Jerusalem were afraid to receive him. 3. Barnabas was sent by the Church in Jerusalem to encourage the new Church in Antioch and whilst he was there many turned to God. He encouraged the new Christians at Antioch to ‘be true to the Lord with all their hearts’ (Acts 11: 23). These were wise words spoken to new converts. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 4. Show it: see FBI links in Appendix C - Barnabas.</p> |
| REVIEW IT | <p>Learn the Key Verse and discuss how it summarises today’s lesson. Also, compare this with the phrase ‘everyone who believes’ in John 3: 15-16</p> | <p>Review the story by asking some revision questions, e.g.</p> <ol style="list-style-type: none"> 1. In what ways was Barnabas seeking to help people? 2. How did Barnabas help Paul? 3. How important is it for Christians to encourage new converts? |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. How should Christians share the Gospel with people from other nationalities? 2. Explain Acts 10: 34 in your own words. | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. How can Christians demonstrate ‘goodness’ in their lives? 2. What does it mean for a Christian to be ‘true to the Lord’? |

| LEVELS 3 & 4 | | B6 – LEVEL 3 Lesson 1 – The life of Joseph Topic – The young dreamer | B6 – LEVEL 4 Study 1 – Jacob and his family Topic – At Haran |
|--------------|--|--|--|
| | | Bible Focus: Genesis 37: 1-11 Key Verse: Genesis 37: 8 We are learning that: <ol style="list-style-type: none"> When Joseph was seventeen years of age, God spoke to him in dreams and revealed to him that He had a plan for his life. Christians believe that God does not like jealousy and that it can lead to other destructive attitudes. | Bible Focus: Genesis 29: 1-30 Key Verse: Galatians 6: 7 We are learning that: <ol style="list-style-type: none"> Christians believe that God is in full control of everything and His timing is perfect. For Christians, living a sinful life/behaving wrongly will lead to negative consequences ('you reap what you sow'). |
| INTRODUCE IT | | Joseph was one of Jacob's sons and his mother's name was Rachel. He was a shepherd by occupation. He had a younger brother called Benjamin, and it was at Benjamin's birth that Joseph's mother Rachel, died. | Remind the pupils of Jacob's predecessors. Jacob was the son of Isaac and Rebekah; Esau was his brother. He lived in Beersheba and fled to Haran in Mesopotamia because Esau had planned to kill him, for robbing him of the birthright. Jacob was 77 years old when he left Beersheba. He spent 20 years serving his uncle Laban, 33 years back in Canaan and the last 7 years of his life in Egypt. The journey from Beersheba to Haran was about 500 miles. |
| COMPLETE IT | | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> Joseph was hated by his brothers because he had told Jacob about the things they did wrong. Also, Jacob favoured him because he was Rachel's son, and had been born when Jacob was old. The coat of many colours (37: 3) was probably a long robe with sleeves and it highlighted Jacob's special affection for Joseph. However, it stirred up jealousy, hatred and envy in his brothers' hearts. In Joseph's first dream, the eleven sheaves bowing down to the twelfth was a prophecy that one day his brothers would bow down to him. The second dream was also prophetic of his brothers bowing down to him along with Jacob (the sun) and Leah, his stepmother (the moon) as Rachel had died. Explain the Key Verse and encourage pupils to learn it. Complete Lesson 1. Show it: see FBI links in Appendix B - The Young Dreamer | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> God's timing was perfect. Jacob was guided to the very field where Rachel was arriving with the shepherds and their flocks. Jacob wanted to marry Rachel, but Laban deceived him into marrying Leah, her older sister first. He had to serve Laban for another 7 years before marrying Rachel. He then had to serve 7 more years. Jacob had sown deceit and now he was reaping it! Explain the Key Verse and encourage pupils to learn it. Complete Study 1. Show it: see FBI links in Appendix C - At Haran. |
| REVIEW IT | | Review the story with summary questions: <ul style="list-style-type: none"> Why were Joseph's brothers jealous of him? Were Jacob's actions towards Joseph wise? What did Joseph's dreams mean? | Use a map to help pupils visualise the journey Jacob made from Beersheba (on the West Bank) to Haran (on the Euphrates River) in today's Syria. You may wish to draw their attention to ongoing conflict today in the Middle East in places such as Syria, Jordan and Iraq, or the war between Russia and Ukraine. Make the point that the struggle for land, power, oil, valuable assets is as strong today as it was in Bible times. |
| LIVE IT | | How does the lesson challenge Christians today? Discuss. <ol style="list-style-type: none"> Christians believe that God has a plan for everybody's life. It is through Bible reading and prayer that His plan is revealed. How should this affect a Christian's schedule? Why should Christians try to dispel jealousy from their lives? | How does the lesson challenge Christians today? Discuss. <ol style="list-style-type: none"> Try to think of examples of good 'sowing' which Christians should strive to achieve. Why is it important for Christians to rely daily on the forgiveness of God? (1 John 1: 9) |

| LEVELS 3 & 4 | B6 – LEVEL 3 Lesson 2 – The life of Joseph Topic – The hated brother | B6 – LEVEL 4 Study 2 – Jacob and his family Topic – At Peniel |
|--------------|---|--|
| | <p>Bible Focus: Genesis 37: 12-36 Key Verse: Romans 6: 12</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Christians believe that sin can start in a small way and to stop it growing into something bigger, it's necessary to ask Jesus for forgiveness. 2. Christians believe that confessing their sin to God removes the feelings of guilt associated with it. | <p>Bible Focus: Genesis 32: 1-32 Key Verse: Genesis 32: 11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob prayed to God out of a desperate sense of need for divine protection. 2. Jacob's name meant "con man". God changes his name to Israel, meaning 'a prince of God' after Jacob realised his need to depend on God. |
| INTRODUCE IT | <p>Revise the story of Joseph so far and remind the pupils of the tensions in Jacob's family and the reasons for them.</p> <p>In Genesis 27, Jacob tricked his father Isaac into blessing him ahead of Esau with a goat's skin. In this lesson, Jacob's sons deceive him with a goat's blood. It is reasonable to assume Jacob would have remembered this when his sons tricked him. The pain of deception is felt once again in Jacob's life!</p> | <p>Discuss any meetings pupils may have had with important people. Explain that in this Study we are thinking about meeting with God and the effect this had on Jacob. The man who wrestled with Jacob (verse 24) was the Lord himself. Read Hosea 12: 4. Also refer to where the Lord (i) appears to Moses out of the burning bush; (Exodus 3: 1-22) (ii) appears to Moses in the two incidents when the rod becomes a serpent, and his hand is covered in leprosy; (Exodus 4: 1-17) (iii) appears to Isaiah with a request and Isaiah's response; (Isaiah 6) (iv) appears to Saul on the road to Damascus (Acts 9: 1-19). Emphasise that all these people had important meetings with God and very memorable experiences as a result.</p> |
| COMPLETE IT | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Joseph's brothers hated him so much that they were prepared to throw him into a pit. 2. Joseph's brothers sell him for twenty pieces of silver to the Ishmaelites, (also called Midianites) who were on their way to Egypt. 3. Joseph's father, Jacob, is broken-hearted as his brothers tell him a lie. They show him the tunic that was dipped in a goat's blood and Jacob assumes his son is dead. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 2. Show it: see FBI links in Appendix B - The Hated Brother</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jacob was making his way back from Haran to Canaan. He was afraid of Esau as he had said he would kill him, twenty years earlier (Genesis 27: 41). 2. Jacob heard Esau was coming with 400 men so he divided his family into two companies so that if the first was destroyed, the second could escape. 3. Jacob sends three successive herds of animals, 580 in total, to make peace with Esau. 4. Jacob spends the night alone at Peniel (the face of God) – the greatest experience of his life. God puts the socket of his hip out of joint and changes his name from Jacob to Israel. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 2. Show it: see FBI links in Appendix C - At Peniel.</p> |
| REVIEW IT | <p>Make the point that God was in control in this story. The Ishmaelites, although they were unaware, were providing free transport for Joseph to Egypt to sell him to Potiphar, one of Pharaoh's officers. It was in Egypt that God was going to richly bless Joseph and he would become second in command of all Egypt. Look at Psalms 76: 10 and discuss its relevance to the story of Joseph.</p> | <p>Review this Study by asking questions which will help students fill in the answers to Study 2. Draw their attention to the meanings of the following: Mahanaim (verse 2) – two hosts or double camp. Jacob (verse 27) – supplanter or 'con man'. Israel (verse 28) – one who strives with God or a prince of God. Peniel (verse 30) – the face of God.</p> |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. How can feelings of jealousy or hatred impact others? 2. Discuss the relevance of the Key Verse Romans 6: 12 for today's society. | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Jacob was left alone with God (verse 24). Why should Christians value alone time with God? 2. The angel wrestled with Jacob and stripped him of his pride and hypocrisy. What can Christians learn from this? 3. After this experience with God, Jacob had his name changed. What changes should be evident in a Christian's life? |

| LEVELS 3 & 4 | | B6 – LEVEL 3 Lesson 3 – The life of Joseph Topic – The faithful prisoner | B6 – LEVEL 4 Study 3 – Jacob and his family Topic – At Bethel |
|--------------|--|---|--|
| | | Bible Focus: Genesis 39: 1-6; 19-23 Key Verse: Genesis 39: 21 We are learning that: <ol style="list-style-type: none"> Although Joseph was far away from home in Egypt, he remained faithful to God even in the most difficult of situations. For Christians, it is clear that God had His eye on Joseph and had a great future in store for him (Romans 8: 28). | Bible Focus: Genesis 35: 1-15 Key Verse: Psalm 37: 7 We are learning that: <ol style="list-style-type: none"> Christians believe that although they may wander away from God's path, He will never leave or forsake them. Christians rely on God for help to deal with their past failures, and the difficulties and trials they may face in the future. |
| INTRODUCE IT | | Discuss the injustice people would feel if they were put behind bars when they are innocent. Explain that this is what happened to Joseph. Explain that in some countries today, believers are in prison. They are not in prison because of anything they have done wrong but because they are prepared to be faithful to God. | Introduce the Study by drawing attention to the fact that Christians rely on God's protection. Look at Psalm 91 and Romans 8 and discuss how these verses illustrate this protection. The following verses are also worth referring to by way of introduction and background: Psalm 91: 2, 15; and Romans 8: 31 . |
| COMPLETE IT | | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> Joseph was sold by the Ishmaelites as a slave to Potiphar, an official in Pharaoh's palace. Potiphar's wife told lies about him. He was falsely accused and thrown into jail. Joseph behaved so well in prison that the jailer put him in charge of the prison. Explain the Key Verse and encourage pupils to learn it. Complete Lesson 3. Show it: see FBI links in Appendix B - The Faithful Prisoners. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> God commands Jacob to fulfil the vow he made about thirty years earlier in Genesis 28: 20-22 and returns to Bethel. Jacob orders his family to put away the foreign gods and clean their clothes. When they did so the 'terror of God fell upon the towns all around them' (35: 5). He builds an altar at Bethel and worships God who protected him from Esau. God meets with Jacob at Bethel again and renews the covenant he made with Abraham and Isaac. Explain the Key Verse and encourage pupils to learn it. Complete Study 3. Show it: see FBI links in Appendix C - At Bethel. |
| REVIEW IT | | Review the lesson by asking pupils to explain how God turned Joseph's life around. Although his brothers intended evil against him, Joseph remains a trustworthy and responsible follower of God. | Rachel had named her child Ben-Oni which means 'son of my sorrow' but Jacob named him Benjamin, meaning 'son of my right hand'. For Christians, this study is a reflection of Jesus' death and resurrection, in that He would endure the sorrow of the cross and then be exalted to God's right hand in Heaven. Just as Bethel was a memorable experience for Jacob so the cross points Christians to Jesus' memorable experience. |
| LIVE IT | | How does the lesson challenge Christians today? Discuss. <ol style="list-style-type: none"> In light of the story of Joseph, how should Christians respond when hard times and difficulties come their way? Try to think of other people in the Bible who were imprisoned for their faith. | How does the lesson challenge Christians today? Discuss. <ol style="list-style-type: none"> Christians read the Bible and pray for God's daily guidance. Discuss examples of 'Bethel' experiences today. How does Hebrews 13: 5 comfort Christians today? |

| LEVELS 3 & 4 | B6 – LEVEL 3 Lesson 4 – The life of Joseph Topic – The new leader | B6 – LEVEL 4 Study 4 – Jacob and his family Topic – In Canaan |
|---------------------|--|--|
| | <p>Bible Focus: Genesis 41: 14-49 Key Verse: Genesis 41: 32</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Joseph gave God the credit for his ability to interpret the two dreams and because of this humility, God entrusted him with responsibility. 2. Joseph was faithful to God and He looked after him. | <p>Bible Focus: Genesis 37: 1-36 Key Verses: Ephesians 4: 31-32</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Favouritism can lead to jealousy which can then cause lots of other hurtful consequences. 2. Although his brothers had to live with their sin for many years, eventually Joseph reveals himself to them before his father's death and there is forgiveness and reconciliation (Genesis 50: 20). |
| INTRODUCE IT | <p>Recall the story so far and explain that God was working His purposes out in Joseph's life. Point out that because of Joseph's good testimony, (verse 39) he was promoted as second in command.</p> <p>In verse 42, the ring shows he has been taken from the position of a slave to the position of a king's son; given the clothes of fine linen instead of a torn robe; given a gold chain signifying his rise to authority; and he's given a chariot in verse 43 showing he is no longer a captive but enjoying liberty in Pharaoh's kingdom.</p> <p>He has moved from a place of humiliation in the pit, when he was 17 years old, to a place of exaltation, when he was 30 years old. He was a very young man in a very responsible job!</p> | <p>Introduce Jacob's family and their present situation. Set the background to this Study by referring to other Bible readings:</p> <ol style="list-style-type: none"> (i) Psalm 56 – Discuss that for Christians, God is looking after them regardless of how the devil may be using others to attack. (ii) Matthew 5: 43-48; Ephesians 4: 22-32 – What sort of behaviour/attitude do these verses encourage amongst Christians? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Pharaoh has dreams and Joseph is brought from the prison to interpret them. 2. Joseph interprets Pharaoh's two dreams – seven years of plenty and seven years of famine. Pharaoh makes Joseph the second in command and Joseph administers the corn programme. 3. The abundance of corn was so great in the fruitful years that it was impossible to keep a record of it. When the seven years of famine came, there was extra corn available for the starving people of Egypt and further afield. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 4. Show it: see FBI links in Appendix B - The new Leader.</p> | <p>Present the Bible Story Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Joseph was given a coat, or tunic, of many colours by Jacob as a sign of his affection for him but this provoked more hatred from his brothers. 2. Joseph had dreams that indicated that his eleven brothers and Leah and Jacob (Rachel was dead) would all bow down to him in a future day. 3. Joseph's brothers were angry and planned to kill him but instead sold him to the Ishmaelites (Midianites). They didn't realise that they were carrying out God's plan for Joseph's future promotion. 4. His brothers cruelly returned Joseph's coat, dipped in blood to Jacob who assumed Joseph was dead and mourned for the son he loved so much. Jacob 'the deceiver' is now 'the deceived.' <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 4. Show it: see FBI links in Appendix C - In Canaan.</p> |
| REVIEW IT | <p>Ask pupils to imagine they are Joseph. Task: Write to your father Jacob and tell him about your new job! Describe how you have been treated in Pharaoh's kingdom.</p> | <p>Review this Study by asking questions that encourage pupils to reflect on the attitude 'do not return evil for evil'.</p> |
| LIVE IT | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. How does this story encourage Christians facing difficulties? 2. What does this story show Christians about being faithful to God? | <p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Question whether Ephesians 4: 32 is a guiding principle in life. 2. Discuss Matthew 5: 45 and what a Christian can learn from this verse. |

Appendix A - Level 0 & 1 Free Bible Images

| | Title | Story Images |
|----|----------|---|
| B5 | Parables | The Good Samaritan |
| | | https://www.freebibleimages.org/illustrations/ml-good-samaritan/ |
| | | The Lost Sheep |
| | | https://www.freebibleimages.org/illustrations/rr-lost-sheep/ |
| | | The Lost Son |
| | | https://www.freebibleimages.org/illustrations/prodigal-son-preschool/ |
| | | The Sower |
| | | https://www.freebibleimages.org/illustrations/parable-sower-preschool/ |
| B6 | Joseph | The Young Dreamer |
| | | https://www.freebibleimages.org/illustrations/preschool-joseph-dreamer/ |
| | | The Hated Brother |
| | | https://www.freebibleimages.org/illustrations/preschool-joseph-dreamer/ |
| | | https://www.freebibleimages.org/illustrations/bpa-joseph/ |
| | | The Good Slave |
| | | https://www.freebibleimages.org/illustrations/preschool-joseph-prison/ |
| | | The New Leader |
| | | https://www.freebibleimages.org/illustrations/preschool-joseph-prison/ |

Appendix A - Level 2 Free Bible Images

| | Title | Story Images |
|----|----------|---|
| B5 | Parables | The Good Samaritan |
| | | https://www.freebibleimages.org/illustrations/rr-good-samaritan/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-064-good-samaritan/ |
| | | The Lost Sheep |
| | | https://www.freebibleimages.org/photos/lost-sheep/ |
| | | The Lost Son |
| | | https://www.freebibleimages.org/illustrations/gnpi-067-prodigal-son/ |
| | | The Sower |
| | | https://www.freebibleimages.org/illustrations/gnpi-049-parable-sower/ |
| B6 | Joseph | The Young Dreamer |
| | | https://www.freebibleimages.org/illustrations/yo-joseph-dreams/ |
| | | https://www.freebibleimages.org/photos/josephs-dreams/ |
| | | The Hated Brother |
| | | https://www.freebibleimages.org/illustrations/joseph-pit/ |
| | | The Faithful Prisoner |
| | | https://www.freebibleimages.org/illustrations/yo-joseph-prison/ |
| | | https://www.freebibleimages.org/illustrations/joseph-prison/ |
| | | The New Leader |
| | | https://www.freebibleimages.org/illustrations/joseph-pharaoh-dreams/ |

Appendix B - Level 3 Free Bible Images

| | Title | Story Images |
|----|------------------|---|
| B5 | Early Christians | Prepared by God! |
| | | https://www.freebibleimages.org/illustrations/jesus-ascension/ |
| | | https://www.freebibleimages.org/illustrations/pentecost/ |
| | | Prepared to Die! |
| | | https://www.freebibleimages.org/illustrations/stephen-martyred/ |
| | | Prepared to Listen! |
| | | https://www.freebibleimages.org/illustrations/philip-ethiopian/ |
| | | Prepared to Go! |
| | | https://www.freebibleimages.org/illustrations/peter-cornelius/ |
| | | |
| B6 | Joseph | The Young Dreamer |
| | | https://www.freebibleimages.org/illustrations/joseph-dreams/ |
| | | https://www.freebibleimages.org/illustrations/yo-joseph-dreams/ |
| | | The Hated Brother |
| | | https://www.freebibleimages.org/illustrations/joseph-pit/ |
| | | https://www.freebibleimages.org/photos/joseph-slave/ |
| | | The Faithful Prisoner |
| | | https://www.freebibleimages.org/illustrations/yo-joseph-prison/ |
| | | https://www.freebibleimages.org/illustrations/joseph-prison/ |
| | | The New Leader |
| | | https://www.freebibleimages.org/illustrations/joseph-pharaoh-dreams/ |

Appendix C - Level 4 Free Bible Images

| | Title | Story Images |
|----|--------------------|---|
| B5 | Early Christians | Stephen |
| | | https://www.freebibleimages.org/illustrations/stephen-martyred/ |
| | | Philip |
| | | https://www.freebibleimages.org/illustrations/philip-simon/ |
| | | https://www.freebibleimages.org/illustrations/philip-ethiopian/ |
| | | Cornelius |
| | | https://www.freebibleimages.org/illustrations/peter-cornelius/ |
| | | Barnabas |
| | | https://www.freebibleimages.org/illustrations/peter-john-arrested/ |
| | | https://www.freebibleimages.org/illustrations/paul-conversion/ |
| B6 | Jacob & his family | At Haran |
| | | https://www.freebibleimages.org/illustrations/jacob-wedding/ |
| | | At Peniel |
| | | https://www.freebibleimages.org/illustrations/jacob-esau-reunited/ |
| | | At Bethel |
| | | https://www.freebibleimages.org/illustrations/jacob-esau-reunited/ |
| | | In Canaan |
| | | https://www.freebibleimages.org/photos/josephs-dreams/ |
| | | https://www.freebibleimages.org/illustrations/joseph-pit/ |
| | | |



© Bible Educational Services 2023

www.besweb.com