

LESSON 22

# Joseph's Dreams

GENESIS 35:1, 6, 9-12; 37:1-11



**BIBLE TRUTH**

A MAN PLANS HIS COURSE, BUT THE LORD DETERMINES HIS STEPS  
(PROVERBS 16:9 NIV)

LESSON SNAPSHOT

1. **OPENING REVIEW** ..... 5 MIN  
Use last week's lesson outline to review with the children what they learned.
2. **BIBLE STORY** ..... 10 MIN  
Read Genesis 37:1–11 from the Scriptures or read story 22, "Joseph's Dreams," from *The Gospel Story Bible*.
3. **OBJECT LESSON 1** ..... 10 MIN  
*Joseph Says*
4. **TEACHING/DISCUSSION** ..... 10 MIN
5. **OBJECT LESSON 2** ..... 10 MIN  
*Jealous of a Blessing*  
**SUPPLIES:**
  - ✓ one blindfold
  - ✓ three different varieties of cookies (each variety should have enough cookies for each person in the class to get one)
6. **WORD BIBLE MEMORY** ..... 5 MIN
7. **ACTIVITY TIME** ..... 10 MIN  
*Joseph's Coat*  
**SUPPLIES:**
  - ✓ crayons, colored pencils, and paper
8. **CLOSING PRAYER** ..... 5 MIN
9. **BONUS OBJECT LESSON** ..... 10 MIN  
*Class Cop*  
**SUPPLIES:**
  - ✓ a police badge or star cut from an aluminum foil pan
  - ✓ tape

**TOTAL 75 MIN**

## PREPARING TO TEACH

### TEACHING POINTS

**God fulfilled his promise to Jacob**—Once again God reaches out to Jacob. God repeats the promise given to Abraham and gives Jacob a new name, Israel (Genesis 35:9–10). God commands Jacob to be fruitful and multiply and increase in number. Through Jacob, God will make a whole nation by the same name, Israel, and out of that nation will come kings.

**Because Jacob favored Joseph, Joseph's brothers hated him**—Jacob's favorite son is Joseph. He decides to give Joseph a special coat. Although most English translations describe the coat Jacob gave Joseph as multicolored, the more important issue was that it was a long coat with long sleeves; it was the type of coat worn only by managers or officials.

The coat sets Joseph apart from his brothers, making it obvious to everyone that he is his father's favorite son. Joseph's brothers react with jealousy. They hate Joseph so much they will not speak a kind word to him.

**God gave Joseph two dreams**—God gives Joseph two dreams. Joseph tells his brothers about these dreams, perhaps with pride. This is unwise because it tempts Joseph's brothers to be even more jealous of him. The brothers respond with hatred.

## WHERE IS JESUS? \_\_\_\_\_

How does today's Bible story fit into God's greater plan of redemption?

Read Psalm 105:1–19.

Psalm 105 briefly tells the story of God's wonderful works and of his covenant promise to Abraham, the promise to send a Savior. It speaks of God's promise to Abraham lasting forever. It also tells the history of God's work among the Israelites.

We haven't read about this yet, but Joseph is about to find himself alone in Egypt after his brothers sell him as a slave. Verse 17, speaking of the Israelites, says that God "sent a man ahead of them, Joseph, who was sold as a slave." How did God "send" Joseph? He did it by arranging all the elements of Joseph's life. Every event, every day, was part of God's plan.

The most important part of God's plan was completed when Jesus died on the cross for our sins and rose from the dead. But God's plan still continues today, in every event and every moment. Because of what Jesus did on the cross, even today God is continuing to bless all nations through the spiritual offspring of Abraham, who are now called Christians.

## THE LESSON

### OPENING REVIEW ..... 5 MIN

Use last week's lesson outline to review with the children what they learned.

### BIBLE STORY ..... 10 MIN

Read Genesis 37:1–11 from the Scriptures or read story 22, "Joseph's Dreams," from *The Gospel Story Bible*.

**OBJECT LESSON 1** ..... **10 MIN**

**Joseph Says**

Play this game like Simon Says. Give several children the chance to lead the game.

If the leader says, “Joseph says jump up and down,” then everyone else must jump up and down, or do whatever reasonable command is given. If the leader simply says, “Jump up and down,” without first saying “Joseph says,” then anyone who follows the command is out and must sit down.

Then ask the class the following questions:

- **Why did you like leading the game?**  
*(The leader was special and was the one who got to give the commands.)*
  
- **How was leading our game like Joseph in the story?**  
*(Joseph was put in charge of his brothers and given a special coat to set him apart. While his brothers worked in the fields, Joseph stayed home with his father and only went to check up on his brothers.)*
  
- **What do we call it when we are angry at a person for having something that we don't have?**  
*(When we get angry at someone for having something we don't we feel jealous.)*

**TEACHING/DISCUSSION** ..... **10 MIN**

Using the teaching points, teach through the lesson for today.

**OBJECT LESSON 2** ..... **10 MIN**

**Jealous of a Blessing**

**SUPPLIES:**

- ✓ one blindfold
- ✓ three different varieties of cookies (each variety should have enough cookies for each person in the class to get one)

Hide all but one of each of the cookies and then pick a volunteer from the class to come forward. Ask her if she would be willing to be your taste tester. Sit her down blindfolded in

front of the class. Have her taste each of the three cookies one at a time commenting on their flavor to the class out loud. Ask her to report to you and the class as to which one tastes the best. Give her additional bites of the cookies to be sure her decision is final. (The object here is to goad the class into jealousy, so you might say things like, “I’ll bet you didn’t think you were going to get such a great treat for being my volunteer.”)

After she is certain of her choice for best-tasting cookie, remove the blindfold and tell her the name of the cookie she judged best tasting. Give her the leftovers and have her return to her seat.

Ask the class for a volunteer (hands should go up quickly thinking there are more cookies to eat). Ask the volunteer to read Genesis 37:3–4.

Then ask the class the following questions:

- **How did you feel when you didn’t get to be the one to taste the cookies?**  
*(They will likely say they wish they were the one to taste the cookies, but steer them toward the word jealous and its meaning.)*
- **How are you like Joseph’s brothers?**  
*(Joseph got special treatment by his father, as did the person who tasted the cookies. We were jealous like Joseph’s brothers.)*
- **Does anyone know the end of the story? What were Joseph’s dreams all about?**  
*(The dreams represent the time that would come when Joseph’s brothers would bow down to him for food during the famine.)*
- **In the end, were Joseph’s dreams good news or bad news for his brothers?**  
*(They were good news. It would be through Joseph’s leadership that God would provide for them and prevent them from starving. God would use Joseph to preserve the nation out of which would come the Savior, Jesus Christ.)*
- **Was anyone here jealous of the taste tester?**  
*(Explain that if they had trusted that God had a plan to bless them, they wouldn’t have been jealous; the same lesson Joseph’s brothers learned.)*

■ **In the end, was the taste test good news or bad news for all of you?**

*(They should be puzzled by the question. After a moment, tell them, "The taste test was good news. What you didn't know is that our volunteer was actually choosing the cookie I would give each of you.")*

Distribute the best-tasting cookie to the class.

**SWORD BIBLE MEMORY** ..... **5 MIN**

Take time during the class to review the SWORD Bible Memory verses with the class. Provide the opportunity for each child to recite the verses to an adult worker.

**ACTIVITY TIME** ..... **10 MIN**

**Joseph's Coat**

**SUPPLIES:**

- ✓ crayons, colored pencils, and paper

Have the children draw a picture of Joseph's multicolored coat.

**CLOSING PRAYER** ..... **5 MIN**

Pick several children to pray prayers based on the day's scripture passages.

**BONUS OBJECT LESSON** ..... **10 MIN**

**Class Cop**

**SUPPLIES:**

- ✓ a police badge or star cut from an aluminum foil pan
- ✓ tape

Just about every class has one observant young student who would enjoy being class policeman for the day. Choose that student and explain to the class that he is your favorite and you are going to make him the class policeman. Every time one of the other children talks while they should be listening or turns away when they should be paying attention, the police officer will point to them and say, "Pay attention!" Position him at the front of the class and have him practice. Then go on with the lesson and see how long it takes him to find a violator. (You can help him get the hang of the job by pointing out violators if he is slow to start.) Each time your

class policeman finds a violator you should remind that person to pay attention and then praise your class policeman for his wonderful work.

After a few violators have been pointed out, have him return to his seat. Ask the class how it felt to have a class policeman pointing out their mistakes. They should say that they didn't like it very much. Help them identify similarities between this exercise and Joseph's role in his family. He was the one who pointed out his brother's mistakes to his dad. That is part of the reason why Joseph's brothers didn't like him. This should help your class connect with the emotion Joseph's brothers felt in the story.



