

Lesson 46

God Blesses Joseph

God blessed Joseph in Potiphar's house and in prison.

Studying God's Word

Don't forget! Review the Optional Supplements and determine where you can use them.

Introduction

Slide #3

Refer to Lesson 45 Theme Poster. In the last lesson, we learned about one of Jacob's twelve sons. Who was it? Joseph.

Jacob loved Joseph more than he loved his other sons. What did Jacob give Joseph that made his brothers jealous? A coat of many colors.

A special coat like this one was usually given to the firstborn son, but Joseph was the eleventh son!

Then Joseph had two dreams about his family. In one dream, his brothers' sheaves of grain bowed to his sheaf; and in the other dream, the sun, moon, and stars bowed to him.

What did his father and brothers think these dreams meant? They would one day bow down to him. Joseph would rule over them.

Refer to the Genesis . These dreams made his brothers even more angry and jealous. They finally decided to get rid of Joseph and threw him into a deep pit. They wanted to kill him but decided to sell him to slave traders instead. The Ishmaelite traders bought Joseph and took him to Egypt where he was sold to an officer of Pharaoh named Potiphar. Joseph went from being a much-loved, favorite son to a slave in a land far from home.

Joseph in Potiphar's House

Pass out the Class Notes (PDF).

Have any of you visited another country where the people speak a different language, or have you met someone from another country? Show of hands.

Visiting another country is interesting because you get to see how other people live, work, and play. If you've met someone from another country, he or she might have talked or done things differently than you do.

Now think about Joseph's life in the land of Canaan compared with life in Egypt. What are some things that were probably different? Allow discussion. Mention things like language, religion, customs, food, way of life, jobs, etc.

Egypt was a leading country with a powerful king called Pharaoh. Egypt had cities, palaces, ships, farming, trading, and fishing on the Nile River. Their way of life was very different from what Joseph was used to in Canaan. His family lived in tents and moved around to find grass and water for their flocks. And

Joseph worshipped the one true God. But in Egypt, the people worshipped many false gods including the sun, animals, and even their Pharaoh.

Slide #4

Slide #5

Show pictures of ancient Egypt to go with the facts below. Here are some other interesting facts about ancient Egypt that you may not know:

Pyramids were built as tombs for pharaohs and their families.

Egyptians invented scripts for writing, sort of like an alphabet, including a picture script called hieroglyphics.

Egyptian men and women wore makeup.

Egyptians used things like papyrus paper, pens, locks, keys, and even toothpaste.

Cats were thought to be sacred animals, and many families kept pet cats for good luck.

Egyptians believed in more than 2,000 false gods and goddesses.

Today we're going to talk about Joseph's life in Egypt. Joseph went through a lot of ups and downs—some happy times and some not-so-happy. So today as we learn about what happened, we're going to use some face cards to help us think about what each person was feeling. I want you to take one face card out of this container. You can look at it, but keep it a secret until it's time to put it on the board. You'll have to listen carefully so you'll know when to use your face card. Pass the container around and have each student draw one card, look at it, and keep it secret from others. There are 14 cards; some are duplicates, but all will be used during the lesson. For a smaller class, have students choose more than one card. For a larger class, have students double up to share one card. Have tape or poster putty available.

Imagine moving to a brand new country with so many different things. It would be hard for Joseph to get used to all these new things in Egypt, but Joseph didn't sit around and mope, feeling sorry for himself. No. He set to work doing his best for his new master Potiphar, and God was with him. Attach the name strips of Joseph and Potiphar to the board or wall with tape or poster putty. Or write the names on the board.

Slide #6

Who has a face card that shows how Joseph was happy to do his best at his new job? Have one student attach a "Happy" face to the board under Joseph's name.

Encourage your students to bring their Bibles to class. If appropriate, have them read the lesson Scriptures.

Genesis 39:1–4

Slide #7

Slide #8

Let's read about his time with Potiphar. Who will read Genesis 39:1–4? Assign readers.

Who was with Joseph? The Lord.

What kind of man did the Lord help Joseph become? A successful man.

Right! God was with Joseph and helped him do his job really well. Some slaves were sent to work in the fields, but Joseph was chosen to work in the house.

Did his master, Potiphar, notice this? Look in verse 3. What did his master see? That the Lord was with Joseph and made all that he did prosperous. Potiphar liked Joseph. He could see that God was blessing him in all he did. So Potiphar gave Joseph a special position. What was it? Look in verse 4. Overseer of his house. Overseer: a person who directs the work of other people to get a job done. What's an overseer? Allow guesses.

Slide #9

Slide #10

Slide #11

Potiphar trusted Joseph so much that he didn't worry about anything. Who has a face card that shows trust? Bring that up, please. Have one student attach "Trusting" face to the board under Potiphar's name.

Refer to the Lesson Theme Posters. Potiphar put Joseph in charge of his servants to make sure that all the work in the house and in the fields was done right. That was a big responsibility! Joseph probably also managed Potiphar's farmland, cared for his animals, and kept track of everything. Joseph didn't know it, but God was training him for an even bigger job in the future.

Even though Joseph was a slave in Egypt, God watched over him. God blessed Joseph and helped him do his job really well. But things were about to change.

Slide #12

Attach the name strip for "Potiphar's Wife" to the board. The Bible tells us that Joseph was handsome, and it wasn't long before Potiphar's wife noticed this. She was an ungodly woman, and she thought she was in love with Joseph. So she wanted him to act like a husband to her, even though she was already married!

Who has the face with the hearts? Bring that up and put it on the board now. Have one student attach "In love" face to the board under "Potiphar's Wife."

Joseph understood that it would be a sin to be with his master's wife, so he refused to even be near her. But this evil woman was persistent. She kept trying to get Joseph alone with her—day after day! Joseph reminded her that she was married and that what she wanted to do was a sin against God. One day when everyone else was out of the house, she grabbed onto Joseph's clothes and insisted he stay with her. Joseph knew she wouldn't listen to anything he said, so he ran away from her, leaving his garment behind. Joseph knew he just had to get out of there—fast!

Let's add the "Oh no!" card under Joseph's name. Who has that one? Have one student attach the "Oh no!" face to the board under Joseph's name. But this made Potiphar's wife really mad that Joseph told her "no" and ran off. Uh oh! Who has the "Angry" face? Have one student attach the "Angry" face to the board under "Potiphar's Wife."

Potiphar's wife was so angry she screamed and called for the other servants to come. Then she lied and said that Joseph attacked her and ran away when she screamed. Well, when Potiphar came home, his wife told him the same lie.

How do you think that made Potiphar feel? Allow guesses.

Potiphar was furious! Who has another "Angry" face to put under his name? Have one student attach the "Angry" face to the board under Potiphar's name.

Genesis 39:20

Slide #13

Potiphar was really mad at Joseph. Will someone read Genesis 39:20 to find out what Potiphar did? Assign a reader.

So, what did Potiphar do to punish Joseph? Put him in prison.

Yes. This wasn't a usual prison though. Who was kept in this prison? The king's prisoners.

That's right. Joseph could have been killed because of the lies Potiphar's wife told, but he was put in a prison for the king's prisoners. Maybe Potiphar knew what his wife was like, so he spared Joseph's life.

Slide #14

Slide #15

Let's go to our Class Notes (PDF) now. You will need to circle the correct answer for each one. Who will read #1 and tell us the name of Joseph's master? Choose a reader. Potiphar. Have students complete #1.

Who will read #2 and give us Joseph's job title in Potiphar's household?

Choose a reader. Overseer. Complete #2.

And #3? What did Joseph do when Potiphar's wife grabbed him? Choose a reader. Ran away. Complete #3.

And who will read #4? What happened to Joseph next? Choose a reader. Prison. Complete #4.

Joseph in Prison

Slide #16

This must have been a sad time for Joseph. Who has the "Sad" face card? Have one student attach the "Sad" face to the board under "Joseph."

Poor Joseph! Just when it looked like things were going his way and God was blessing him, Joseph was thrown into prison—even though he did the RIGHT thing! It didn't seem fair that he was being punished for refusing to sin with Potiphar's wife. But God had a plan for Joseph, even in prison.

Genesis 39:21–23

Slide #17

Slide #18

Who will read Genesis 39:21–23? Assign readers.

Who was with Joseph in prison? The Lord.

God gave Joseph favor with someone. Who was it? The keeper of the prison.

Slide #19

Attach the "Jailer" name strip to the board. Yes! God caused the jailer to be kind to Joseph. What did the keeper of the prison do for Joseph? He put all the prisoners under Joseph's authority. He put Joseph in charge.

Just as God had blessed Joseph when he worked for Potiphar, God blessed Joseph again working for the jailer. The jailer trusted Joseph just like Potiphar had done.

Who has a "Trusting" face card? Let's put that under "Jailer." Have one student attach the "Trusting" face to the board under "Jailer."

During this time, Pharaoh, the king of Egypt, got angry with two of his officials: the chief baker, who baked bread; and the chief cupbearer, who poured and served Pharaoh's drinks. Attach the name strips for "Cupbearer" and "Baker" to the board.

Pharaoh threw these men into the prison where Joseph was in charge. One day when Joseph checked on the two men, he noticed they were sad. We need two "Sad" faces for each of these men. Bring them up, please. Have two students attach the "Sad" faces to the board under "Cupbearer" and "Baker."

Slide #20

Refer to the Lesson Theme Posters. They told Joseph they had both dreamed strange dreams and thought they must be important. But they didn't know what the dreams meant. Joseph asked to hear their dreams because he knew God could show him the meaning.

The cupbearer dreamed about a vine with three branches that grew blossoms and then clusters of ripe grapes. He squeezed the grapes into Pharaoh's cup and gave it to Pharaoh. God helped Joseph understand that this was a dream about the future. The three branches meant three days, and then Pharaoh would forgive the cupbearer and give him back his job of serving drinks. Joseph asked the cupbearer to remember him when he got out of prison and to help him get out.

Slide #21

Things sounded pretty good for the cupbearer, didn't they? He was probably relieved. Let's put the "Happy" face card up for him. Have one student attach the "Happy" face to the board under "Cupbearer."

The baker shared his dream next. He had three white baskets on his head, full of baked goods for Pharaoh. But birds came and ate the baked goods out of the top basket. Joseph understood that the three baskets were also three days, but Pharaoh would be angry with the baker and hang him.

Oh no! I'm sure that wasn't what the baker wanted to hear. Who has an "Oh no!" face card for him? Have one student attach the "Oh no!" face to the board under "Baker."

Genesis 40:20–23

Slide #22

Slide #23

So did their dreams really happen as Joseph said? Let's find out in Genesis 40:20–23. Assign readers.

What special event happened on the third day after the two officials had their dreams? Pharaoh's birthday.

At his birthday feast, what did Pharaoh do to the chief cupbearer? He restored him to his work as the cupbearer.

So, the cupbearer got his job back, serving Pharaoh again. But what happened to the baker? Pharaoh hanged him.

Wow! The dreams that the two men had, which Joseph explained to them, happened exactly as God told Joseph.

You'd think that the cupbearer would be saying, "I need to tell Pharaoh about Joseph!" But what did the cupbearer do in verse 23? He forgot about Joseph.

Yes! Can you believe it? The cupbearer forgot about Joseph! God gave Joseph the ability to tell these two men the meanings of their dreams, and it looked like the cupbearer might be able to get Joseph out of prison. But he didn't, did he? Joseph faced another disappointment.

Slide #24

Who has a "Disappointed" face card? Let's put it under Joseph's name. Have one student attach the "Disappointed" face to the board under "Joseph."

Slide #25

Slide #26

Go back to your Class Notes (PDF). Who will read #5? How did God help Joseph in the prison? Choose a reader. Jailer. Have students complete #5. Who will read #6 and tell us which people Pharaoh threw into prison? Choose a reader. Baker and cupbearer. Complete #6.

And #7? How did Joseph know what the dreams meant? Choose a reader. God showed him. Complete #7.

And who will read #8 for us? Choose a reader. Sovereign. Complete #8.

Slide #27

Joseph was a righteous man. He worked hard as a slave, refused to give in to sin, and trusted God when he was alone in a strange land. But Joseph had a lot of ups and downs in his life. Refer to the face cards on the board. At the time, Joseph probably didn't understand why all these things were happening to him. But how did Joseph handle it? Did he get mad at God? Did he say, "I'm going to escape on my own"? Allow discussion.

Who has a "Trusting" face card? Let's put that up now under "Joseph."

Have one student attach the "Trusting" face to the board under "Joseph."

God was with Joseph through everything. Joseph trusted God even though it wasn't until later that he finally saw what God was doing.

Application

Slide #28

Refer to the Lesson Theme Posters. Joseph had many things change for him after he got to Egypt. He was sold to Potiphar, but he earned his trust and became the overseer of everything Potiphar owned. God blessed Joseph in everything he did. But Potiphar's wife lied about him to her husband, and Potiphar threw Joseph into prison. But God was with Joseph. He made the jailer show favor to Joseph and put him in charge of other prisoners. When Pharaoh's cupbearer and baker were thrown into prison, they both had a dream. With his gift from God for interpreting dreams, Joseph was able to explain the dreams to them, and everything happened just as he said it would. Joseph hoped the cupbearer would help him get out of prison, but the cupbearer forgot about him.

In all these events, who was with Joseph? God.

Yes. God was in control of everything that happened to Joseph, but Joseph had to trust God even in some difficult places, like prison.

Slide #29

Refer to the face cards on the board. Today we looked at some of the emotions Joseph and the other people in our lesson may have felt. Joseph probably started out pretty happy as his father's favorite son. Then some fear and sadness came when his brothers sold him as a slave. And then he was happy again when God blessed him with a good place to work and a great job with lots of responsibility. His master trusted him completely. But then someone lied about him, and he was punished for choosing to do the right thing. He was hopeful again when the cupbearer went back to Pharaoh, then disappointed when the cupbearer forgot him. Wow! Up and down and up and down.

Let's think about this for a minute. Raise your hand if you think God was with Joseph during the happy times. Show of hands.

Keep your hands up. Now raise your other hand, too, if you think God was also with Joseph during the bad times. Show of hands.

If you raised both hands, you are correct. It's easy to think that when things are going well and we're feeling good that God is with us. But if things start getting hard or things happen that make us sad, we might start wondering if God left us. Joseph went through some pretty tough times. But God didn't leave him. God was with Joseph the whole time. He had a plan for Joseph, and even through those hard times God was preparing Joseph for another part of that plan.

Was Joseph happy and smiling all the time? Look at the faces on the board. No.

He probably was not happy all the time. But Joseph still trusted God even through some really difficult circumstances.

Pass out the [Student Take Home Sheets \(PDF\)](#) and remind students to practice the memory verse this week.

It's great when things are going well and we're feeling good—and we should be thankful to God for that. But remember that whenever we are afraid or sad about something, we can talk to God about it. It doesn't mean God has left us when things go wrong. We can always trust God. He is always there for his children just like he was for Joseph.

Lesson Review

We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

Materials

- Review Questions
- Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team

answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

- 2 or 3 that team gives 5 points away to the other team
- 4 or 5 that team takes 5 points from the other team
- 6–10 face value
- 11 subtract 10 points from the team score
- 12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

- Review Questions
- Small paper strips
- Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

- Review Questions
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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