



## LESSON 4: PRIMARY SMALL GROUP

### Joseph

#### MAIN IDEA:

With God, even bad situations can be used for good.

#### BIBLE PASSAGES:

- Genesis Chapters 37–45

#### MEMORY VERSE:

“The LORD is my light and my salvation— so why should I be afraid?”

The LORD is my fortress, protecting me from danger, so why should I tremble?”

Psalm 27:1, NLT



Prepare your heart to teach.  
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

## Prepare



Prepare your heart to teach.  
Plan for the lesson.

### QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

### MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- Painter's tape
- Blindfold, 1 per small group
- Printout 3, 1 per small group
- Printout 4, 1 per child
- Pens or pencils, 1 per child
- Permanent markers, several per group
- (Optional) Smooth stones, 1 per child
- (Optional) Paper, 1 per child
- (Optional) Bucket of water
- Memory Verse Cards, 1 per child

## Connect



Connect with the kids and make them feel heard and cared for.  
(15 minutes)

## Small Group Session 1

### ICE BREAKER:

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

### PRAY TOGETHER:

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

### INTRODUCTION:

Ask:

- **Have you ever had a disagreement with a brother or sister?**
- **What was it about?**
- **Were you able to work it out and forgive each other?**
- **Is there someone you really trust in your life? Maybe a best friend or family member?**

Say: **We all have disagreements with others. Sometimes with family it can be worse than with anyone else, but it's important to be willing to forgive others. It's also important to trust others, especially God.**

**We are going to do an activity of trust.**

### OBJECT LESSON: TRUST BRIDGE

Use painter's tape to create a long line on the ground, representing a narrow bridge.

Discuss briefly what trust means and why it's important to trust others.

Divide the kids into pairs. One child in each pair will be blindfolded, and the other will be their guide. The blindfolded child stands at one end of the bridge, and their partner stands nearby, but off the bridge.

The guide's job is to help the blindfolded child walk along the bridge safely, avoiding "falling off the bridge". They can only use verbal instructions (no touching).

The blindfolded child listens to their partner's directions and tries to stay on the line while walking across the bridge. If the blindfolded child steps off the bridge, they must start over from the beginning.

Ask:

- **How did it feel to trust your partner's directions?**
- **Was it easy or hard to trust them? Why?**
- **How did it feel to be the guide and give directions?**
- **What did you learn about trust?**

**We need people in our lives who we can trust, such as family members, friends, or a teacher.**

**Trust is very important, and sometimes it's hard to trust others. Today in our lesson, we will see how a man named Joseph was betrayed by his brothers. Although he went through some very difficult things in his life, Joseph trusted God to be with him and help him. He was even able to forgive his brothers for how they betrayed him because Joseph knew that God is always with him and in control.**

Close in prayer and dismiss to Large Group.



DEFINITION

**BETRAY:**

To hurt someone who trusts you, to not be loyal or faithful to.

Example: She betrayed her friend by telling his secret.

## Heart



Facilitate activity and study to help kids know and love Jesus.  
(20-25 minutes)

## Small Group Session 2

In advance, cut up the squares on Printout 3.

Give one square to each student. Starting with “Dreams” and going in order, Dreams, Jealousy, Slavery, Prisoner, Dream Interpreter, and Ruler, have the students retell the story of Joseph in their own words.

Have the students retell only the portion that is on the paper they received (i.e., the student who received the “Dreams” paper will begin and tell only that part of the story. Then the student with the “Jealousy” paper will tell the next part, and so on.)

After retelling the story, pass out Printout 4. On one side of the paper have students draw a picture of one or more of Joseph’s struggles. On the other side have students draw a picture of how God protected and provided for Joseph. As students are drawing, ask the following questions:

- **What do you think of Joseph’s brothers?**
- **Why did they hate Joseph?**
- **Did Joseph do anything to deserve the treatment he received?**
- **Has anything like this ever happened to you?**
- **Have people made you feel unwanted?**
- **How did/would you respond?**

Say: **In bad circumstances, Joseph responded with faith. He trusted God to see him through the difficult situations.**

### OPTION 1: ROCKS

Give each student a small stone, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the rock that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph’s.

Then have them drop the rock into the bucket of water when they are ready to trust God with their problem.

### OPTION 2: PAPER

Give each student a piece of paper, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the paper that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph’s.

Have the students write on slips of paper and shred the paper and throw it into the trash can.

**Say: It might take a while for our problem to be solved, but God is faithful. He will come through. So we must remain faithful. We must trust that God will help us when we need him.**

**Joseph trusted God even though there were some very difficult years where Joseph struggled. God allowed those difficult things to happen but worked it out for Joseph to be in a place where he could save his family and many others.**

## Hands



Lead kids to live out the mission of the Gospel.  
(5-10 minutes)

## Small Group Session 2

### WRAP IT UP:

Say: **I am glad you are here, and you are important, both to me and to God.**

Read Psalm 9:9-10 out loud for the group.

**The LORD is a shelter for the oppressed, a refuge in times of trouble.**

**Those who know your name trust in you, for you, O LORD, do not abandon those who search for you.**

- **How do you feel knowing God is a shelter and helps in times of trouble?**
- **How does it make you feel knowing that God doesn't abandon those who trust in him?**

### RESPONSE AND REFLECTION

**When can you go to God with things that are troubling you?**

**Write on the back of your memory verse card one thing that you can ask God to help you with this week.**

Print out the memory verse. Bible Memory Verse Games.

Practice the memory verse for this unit (Psalm 27:1, NLT).

Pray with the students and dismiss them.



Bible Memory Verse  
Games