



HEROES OF THE FAITH

Large Group

LESSON 4: LARGE 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.



Introduce the story of the Gospel.
(10-15 minutes)



Play large group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

MATERIALS NEEDED:

- Bible
- Printout 1
- Clear adhesive tape, one roll
- (Optional) Printout 2
- (Optional) Medal, certificate, or other award
- (Optional) Doughnuts, 1 per child

Large Group



Introduce the story of the Gospel.
(10-15 minutes)

INTRODUCTION

Welcome the students to Crossroads, and tell them you are glad they came this week.

(Optional) Go through the “Who is Jesus” call and response.

(Optional) As a group, say the memory verse for this week.

Optional Leader Skit (Printout 2)

Open with prayer for the students.

Have all the students stand up. Ask, **Who has a brother or sister?**

Instruct students to sit down once the number of siblings you say is higher than the number they have. Start at 1 and if they don't have any siblings they can sit down. Continue to count until you get to 11.

Say, **We are going to walk through Joseph's life. Joseph had 11 brothers!**

We are going to move around the room to different stations to learn about parts of Joseph's life. We will hear about his struggles but also how God was able to be with him through all the difficult things Joseph went through.



“Who is Jesus”
Call and Response

HELPFUL HINT

Consider having leaders at each section teaching students the different aspects of Joseph's life.

Find the paper labeled “Dreams”, and gather all the students around it.

Talk to them about this part of Joseph's life. Below are some passages to look at in advance to prepare to tell Joseph's story as you move from one paper to the next.

After you have finished talking about the first part of his story, “Dreams”, move on to the next paper, “Jealousy”, and so on to tell the story.

Here are the passages to read in advance:

- Dreams – Genesis 37:1–17
- Jealousy – Genesis 37:11–17
- Slavery – Genesis 37:18–28
- Prisoner – Genesis 39:19–23
- Dream Interpreter – Genesis 40
- Ruler – Genesis 41:37–44

WRAP IT UP

Wrap up with prayer and dismiss to small group.

Games



Play large group games.
(25 minutes)

MATERIALS NEEDED:

- Dodgeball
- 1 inflated balloon per child
- 1 paper plate per child

LARGE GROUP GAME: SPUD

Materials: Dodgeball

Object of game: Avoid collecting all the letters to spell "SPUD"

How to play: First, give all the players a number. Then have them gather in a circle with one student in the middle. Give the middle student the ball, and instruct them to throw the ball straight up and yell any number that goes with the students in play. The student whose number was called must run to the ball, and all the other students must run away from the ball in any direction. When the player whose number was called has the ball, they yell "SPUD!," signaling all the other players to freeze. The player with the ball can then take three steps in any direction and throw the ball at one of the other players.

All the other players must keep their feet still, but can move any part of their body to try to avoid the ball. If the throwing player misses, he/she receives a letter to spell the word "spud"; if the throwing player hits another player, that hit player receives a letter. Play then repeats with the player that received a letter standing in the middle of the circle and throwing the ball up.

LARGE GROUP GAME: NAME ORDER UP

Materials: None needed

Object of game: Organize selves in alphabetical order by middle name, without speaking

How to play: Ask students to raise their hands if they have a middle name. If any student does not have a middle name, tell them they can use their last name for this game. If there are 20 or fewer students, play as a whole group. For larger groups, split them into two or more teams of mixed ages

Instruct students to think about the first letter of their middle name (or last name if they don't have a middle name).

When you say "GO," students must silently organize themselves in alphabetical order by their middle names. The challenge is that no one is allowed to talk, whisper, or mouth words.

Students may use gestures, hand signals, or "draw" the letter of their middle name on another student's back to communicate.

Once everyone is in line, go through the group and have each student say their middle name out loud to check if the order is correct.

If playing with two teams, the first team to correctly organize themselves wins. Alternatively, you can time the group to see if they can finish within a set time frame.

Pro tips:

- Emphasize clear but gentle communication using hand signals or gestures. Remind students not to poke or press too hard when drawing on others' backs.
- Make sure there is enough space for students to move around and form a line without crowding.
- Encourage patience and teamwork, especially for younger students who may find the non-verbal communication more challenging.
- To prevent frustration, allow extra time if necessary for students to figure out creative ways to communicate without speaking.

LARGE GROUP GAME: FREEZE TAG

Materials: None needed

Object of game: Freeze everyone before time runs out

How to play: Choose one student to be "it". This student has the power to freeze anyone in their tracks with a simple touch! As the person who is "it" tags people, they will freeze where they are. Other students that are not frozen can touch the frozen students to unfreeze them. Play ends when all students are frozen or when time runs out.

LARGE GROUP GAME: BALLOON BUSTERS

Materials: One inflated balloon and one paper plate per student

Object of game: Keep your balloon in the air using only your paper plate

How to play: Each player receives an inflated balloon and a paper plate.

Choose two students to be the "busters". The busters do not receive a balloon or plate.

Their job is to pop any balloons that hit the floor. Everyone else will try to keep his balloon in the air using only the paper plate. If a balloon hits the floor, a player may put it back in the air with the plate as long as a buster doesn't grab and pop it first. Any student whose balloon gets popped now becomes another buster.



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.

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

Pray with the students and dismiss them.



Bible Memory Verse
Games



HEROES OF THE FAITH

INTERMEDIATE
Small Group

LESSON 4: INTERMEDIATE SMALL GROUP

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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)



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- Snacks, 1 per child
- Painter's tape
- Blindfold, 1 per small group
- (Optional) Cones, soft dodgeball, or other objects used for "hazards"
- Printout 3, 1 per small group
- Printout 4, 1 per child
- Pens or pencils, 1 per child
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RESPONSE AND REFLECTION

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

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Print out the memory verse.

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

Pray with the students and dismiss them.



Bible Memory Verse
Games

Memory Verse Cards

MEMORY VERSE

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Printout 1A

DREAMS

Genesis 37:1-17

Printout 1B

JEALOUSY
Genesis 37:11-17

Printout 1C

SLAVERY

Genesis 37:18-28

Printout 1D

PRISONER
Genesis 39:19-23

Printout 1E

**DREAM
INTERPRETER
Genesis 40**

Printout 1F

RULER

Genesis 41:37-44

Printout 2

JOSEPH'S LIFE EXPERIENCE

CHARACTERS:

- Large Group Leader
- "Victim"
- Other Leaders
- (Optional) Police Officer or Security Guard

Large Group Leader: **Before beginning Large Group today, I am going to present a "Most Valuable Staff" award to one of the leaders.**

Go on and on about how important and special this leader is. Then choose to give it to the "victim" of the skit (one of the leaders). Afterward, give praise and some sort of an award to this person.

Large Group Leader: **I really need to use the bathroom.** Excuse yourself, and ask the "victim" to lead the skit while you are gone.

As soon as you leave the room, the other leaders act very jealous that they did not receive the award. They will begin to plot about how to get rid of the "victim". Finally, they will decide to make up a lie about the "victim" to get him or her arrested by the police. One of the leaders will pretend to call the police and say that they have a very dangerous criminal here who they know has been breaking into cars and stealing purses. If possible, have someone be the security guard or police officer to take the "victim" away. The other leaders will then need to convince the group to start Large Group so that when you return to the room, the group will look normal, but the "victim" will be gone.

Large Group Leader: (Return and ask the other leaders) **What happened to [victim's name]?**

Other Leaders: **He/she got sick and had to go home.**

Large Group Leader: **I'm sorry to hear this and will go call the "victim" to see if they are okay.**

Leave the room, pretending to go call the "victim". While the Large Group leader is gone, the victim will return with a box of doughnuts.

Victim: **Things turned out just fine! The police realized I am not guilty, I was able to talk to the police about God, and the police made me the honorary police chief and gave me a box of doughnuts!** (police ... doughnuts ... get it???)

When the Large Group leader returns to the room, act surprised to see the "victim".

Large Group Leader (to victim): **What happened?!**

Victim explains the whole story. Forgive the other leaders, and say how good it is that God can turn bad situations into good ones.

Large Group Leader: **What happened reminds you of a Bible story—the story of Joseph.**

Printout 3



Dreams



Jealousy



Slavery



Prisoner



Dream Interpreter



Ruler

Printout 4

Draw a picture of one or more of Joseph's struggles on the left. Draw a picture of how God protected and provided for Joseph on the right.

A large rectangular area divided into two equal halves by a vertical dotted line. The left half is intended for drawing one or more of Joseph's struggles, and the right half is intended for drawing how God protected and provided for Joseph.

Leader Definitions

DREAMS:

Stories or pictures that happen in your mind while you're sleeping. They can be about things you know, things you wish for, or even things that are a little bit silly or strange.

DREAM INTERPRETER:

Someone who tries to understand the meaning of dreams and explains what they might mean to the person who had the dream.

JEALOUSY:

A feeling you get when you want something that someone else has, like their toys, friends, or talents, and it makes you feel upset or unhappy.

SLAVERY:

A very unfair situation where people are forced to work for others without being paid, and they aren't allowed to make their own choices or live freely.

PRISONER:

A person who is kept in a place, like a jail or prison, because they have done something wrong or are being held by someone else and cannot leave.

RULER:

A person in charge of a country or group of people, like a king, queen, or leader, who makes important decisions and leads the people.