

The Stars Begin to Shine

Genesis 29:31–30:24

VISUAL AIDS

Show your class some pictures of happy mothers with several children. Then show a picture of a sad woman, a childless woman, who is all alone.

MEMORY WORK

“Behold, children are a gift of the LORD; the fruit of the womb is a reward.”
(Psalm 127:3)

CRAFT

Have each child draw a picture of his/her family. Perhaps these family portraits could be signed by the artists, framed and then wrapped up as presents to give to the mothers.

REVIEW QUESTIONS

1. Why did the LORD open Leah's womb, so that she could have many children?
2. What were the names of Jacob's first three sons?
3. What was the name of Jacob's fourth son? What did his name mean? What special place did Judah have in God's plan for the world?
4. Jacob loved his wife Rachel, but she was very unhappy. Why?
5. How did Rachel get two little boys for herself? What were their names? Were they really her children? Leah got two more sons in the same way. What were their names?
6. Then Leah gave birth to two more sons. What were their names?
7. Finally a daughter was born for Jacob. What was her name?

8. Then God remembered Rachel. He heard her prayers and opened her womb. She gave birth to a son in Jacob's old age. What was the name of Jacob's eleventh son?
9. Why are these children like stars in the sky? Which son of Abraham, Isaac and Jacob is called the "Bright Morning Star"?

PRAYER

LORD, thank You for the gift of children. Thank You, LORD, for always hearing and answering our prayers. Please give us the grace to wait for Your proper time and Your good answer to our prayers. May we rejoice always in Your great LOVE for us.

PSALMS TO SING

147A (1–4, 7) . . . and 8AB; 22H; 34BD; 113AB; 127A; 128AB; 144D (7, 8); 148.

FIELD TRIP

It's time to view the stars again. Late in the evening watch the stars come out one by one. Perhaps you can name them in the order of Jacob's children. Note how some stars are brighter than others. What Biblical names could you give these bright stars? Then perhaps you could arise before dawn and find the bright morning star, which has been honoured above all the stars with the name of Jesus. Christ Himself said, "I am . . . the Bright Morning Star" (Revelation 22:16).

(This student lesson starts on page 313.)

Time to Go Home

Genesis 30:25–31:55

VISUAL AIDS

You will need photographs of all kinds of animals with their look-alike offspring. Show the children plain, spotted, patched, speckled and striped animals with their young ones of identical shadings and markings.

MEMORY WORK

Jesus said “. . . Do not worry, saying, ‘What shall we eat?’ or ‘What shall we drink?’ or ‘What shall we wear?’ For the pagans run after all these things, and your heavenly Father knows that you need them. But *seek first His kingdom and His righteousness*, and all these things will be given to you as well. Therefore, do not worry . . .” (Matthew 6:31–34)

CRAFT

Have the children produce sheep and goats for Jacob's flocks. Hand each child a few from Laban's flock—that is, fairly large, white, sheep-or-goat shapes already cut and ready to paint. Remind the children that Jacob's animals must be dark, spotted or speckled. Use old tooth brushes to spatter on the spots or bits of sponge to splotch on the speckles. You should have a large, lovely flock to display on a green background on your classroom wall. The children can also make small bright flowers to add to this pastoral scene.

REVIEW QUESTIONS

1. Why did Jacob want to go home? Why did Laban want him to stay?
2. What were the wages that Jacob proposed for his hard work?
3. How did Laban try to cheat Jacob out of those wages?

4. No matter what Laban did, Jacob still prospered. Why? Who was helping Jacob?
5. Why did Jacob leave suddenly, without even telling Laban?
6. What crime did Laban suspect and accuse Jacob? Who really stole his silver and gold idols?
7. Why was there almost a war between Jacob and Laban? Who stopped it? How?
8. What was the sign of the peace treaty (or covenant) between Jacob and Laban? What did they each promise not to do?
9. What promise did God make to Jacob at the beginning of his journey? Did God keep His promise?

PRAYER

LORD, thank You for being our Help and our Shield. Thank You for guarding us, when people are trying to harm us; thank You for giving to us, when people are trying to cheat us; thank You for blessing us, when people all around may be cursing us. LORD, we thank You and praise You for your LOVE!

PSALMS TO SING

35A . . . and 3; 4AB; 5AB; 7AB; 18ADGHIJ; 20AB; 23ABCD; 27ABDE; 28AB; 30AB; 31ABCDEFGH; 33C; 34AC; 37A; 43; 59AB; 121ABC; 140A; 142; 143BC; 144AD.

FIELD TRIP

Visit a zoo or a farm where you can see animals with their offspring. Especially try to find a place that has spotted goats with cute, little, spotted, bottle-fed kids. Your “kids” will love them and rejoice in what God gave Jacob!

(This student lesson starts on page 317.)

Jacob Returns to the Promised Land

Genesis 32, 33

VISUAL AIDS

Pictures or x-rays showing ball-and-socket joints, especially the hip joint, would be helpful for this lesson.

MEMORY WORK

“The Angel of the LORD encamps around those who fear Him, and He delivers them.” (Psalm 34:7)

CRAFT

Your children could make a model of Mahanaim. Set up the tents of Jacob, (using folded squares of coloured paper), small plants for trees, piles of tiny twigs for campfires, etc. Then encircle this camp with a host of angels, (which the children can simply draw, cut and tape upright or make from white cones and balls, decorated with gold wings, halos, sequins, etc.) Another craft idea for this lesson would be to make gift bags, (having each child decorate a plain white paper bag,) or gift boxes with matching gift tags. These can be made simply by folding and gluing pretty wrapping paper to cover the tops and bottoms of small cardboard boxes. Using cardboard and the same paper, make some tags. A bow can be added to the top of each child's box.

REVIEW QUESTIONS

1. Who met Jacob on his way to the promised land?
2. What did Jacob name that place? Why? What did the name mean?
3. Who else was coming to meet Jacob?

4. Jacob was in great distress. Why? What did he do to deal with these difficulties? What did he pray? What was his plan?
5. What very strange thing happened in the middle of the night? Who wrestled with Jacob? What did He do to him? What did He give to him? Why wouldn't Jacob let go of the Man? What was Jacob's new name? What did it mean?
6. How did God answer Jacob's prayer and rescue him from his brother Esau?
7. Jacob went on his way . . . limping. Why?

PRAYER

LORD, thank You for watching over us and for commanding Your angels to guard us in all our ways. We thank You for Your daily protection and provision. We ask that even this day You would mercifully deliver us from evil and supply all our needs. LORD, we thank You for the new name that You have waiting for us! (See Revelation 2:17.)

PSALMS TO SING

34AC; 41B . . . and 17C; 25D; 27BE; 35A; 46ABC; 72D; 85A; 91A; 103D; 106G; 121ABC; 124AB; 140A; 143ABC; 148.

FIELD TRIP

Is there a hill, which overlooks a campground? As you view the tents below, remind the children of Mahanaim, Two Camps. The children can look into the clouds too, but, alas, they will not see God's host of angels. Imagine, though, how exciting it was for Jacob to see them surrounding his tents!

(This student lesson starts on page 325.)

Jacob's Refuge

Genesis 34, 35

VISUAL AIDS

Jacob set up a stone pillar at the place where God talked to him, but people everywhere through the ages have used stone pillars as markers. Most of them did not glorify God, but you could show the children photographs of these famous memorials, such as Stonehenge in England. Jacob also set up a stone to mark Rachel's tomb. The children could also be shown pictures of graveyards and tombstones, where "pillars" mark the place where loved ones lie.

MEMORY WORK

"God is our refuge and strength, an ever-present help in trouble. Therefore, we will not fear . . ." (Psalm 46:1)

CRAFT

Find smooth round stones that the children can paint and use to mark some special spot where a pet is buried or a treasure is hidden or a prayer was made. They could also use these stones as paper-weights.

REVIEW QUESTIONS

1. Where did Jacob buy some land? What did Jacob build on it?
2. What was Jacob offered by the king of Shechem? Why was this a temptation from Satan?
3. What did Jacob's sons do to the people of Shechem? Was Jacob pleased? Why not?
4. What did God tell Jacob to do? Why was this difficult?

5. How did Jacob's family get ready to worship the LORD? What happened to the gold and silver idols that his sons stole?
6. What did Jacob do at Bethel?
7. What did God say to Jacob there?
8. Jacob's life was filled with sorrow. What griefs did he face?
9. What (or Who) was Jacob's refuge in all his difficulties?

PRAYER

LORD, we thank You for being our help, refuge and strength in all our troubles. Help us not to be afraid, but to trust in You and Your LOVE for us.

PSALMS TO SING

37F (25, 26); 46ABC . . . and 17B (1–3); 28A; 31E; 34DE; 43; 57A (1–3); 59B (12, 13); 71A; 73C; 91A (1); 142.

FIELD TRIP

Is there somewhere you can visit that has interesting stone markers? Is there a Stonehenge-type place that the children could see? Large stones with a plaque are often used as memorials. In Japan, I once saw a large, moss-covered stone on a mountainside, upon which was carved in oriental characters a poem by Basho, their most famous poet. The stone marked the spot where he wrote the poem. That was a very interesting stone to me! However, if no such marker stones are nearby, you can always visit a cemetery and point out all the tombstones that mark people's graves.

(This student lesson starts on page 332.)

Joseph Loved and Hated

Genesis 37

VISUAL AIDS

Do you have a brightly coloured, richly ornamented robe that you could bring to show your class? Perhaps you could find pictures of royal robes worn by kings and queens to contrast with pictures of plain robes worn by peasants and shepherds. You could bring samples of material: cheap, brown, rough fabrics and rich, bright, smooth fabrics.

MEMORY WORK

“Many are the plans in men’s hearts, but it is the LORD’s purpose that prevails.”
(Proverbs 19:21)

CRAFT

Sew some small, plain, brown, burlap bags—enough for each child in your class. Transform them into brightly coloured, richly ornamented bags by weaving bright yarns into the fabric and sewing sequins or trinkets onto it. (Each child will need his own large needle and you should insert a piece of cardboard into his bag to keep him from sewing the two sides together.) Keep one bag unadorned to remind the children how their bags looked before they began working on them. If you prefer a group project, you could sew a simple tunic from a burlap sack—and then everyone could have the fun of turning it into a brightly coloured, richly ornamented robe.

REVIEW QUESTIONS

1. What were the twin sins in Jacob’s family?
2. What did Joseph do that made his brothers angry?

3. What did Joseph have that made his brothers angry?
4. What did Joseph dream that made his brothers angry?
5. Which brother tried to rescue Joseph from the others?
6. What terrible thing did nine of the brothers do to Joseph?
7. How much money did they get for selling their brother as a slave?
8. How did the brothers hide their sin?
9. Was all this part of God's plan?
10. How do we know that Jacob loved Joseph? How do we know that God loved Joseph?

PRAYER

LORD, thank You for loving us, especially when others are hating us. Thank You, LORD, for always hearing our prayers and always answering them. Thank You for causing all things to work for the good of those who love You. Help us, O LORD, to remember Your LOVE through all our days.

PSALMS TO SING

88A . . . and 5AB; 33B; 35B; 37D (13); 40ABE; 57B; 69C; 70ABC; 71A; 119K; 140A; 143BC.

FIELD TRIP

Do you know where there is an old well or a deep hole or a dark pit? Take the children there, to see the kind of place where Joseph's brothers threw him. Remind the children that God is with us everywhere, even if we are cast into the deepest, darkest place in all the world.

(This student lesson starts on page 340.)

The Lord Was With Joseph

Genesis 39

VISUAL AIDS

Photographs of Egypt (showing pyramids, sphinxes, camel caravans, etc.) would be useful for this lesson. Also, pictures of the treasures excavated from the tombs of ancient Egyptian kings, would help to arouse interest in this foreign land, the land where Joseph was sold as a slave.

MEMORY WORK

“Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword? No, in all these things we are more than conquerors through Him who loved us! For I am convinced that neither death nor life, neither angels nor demons, neither present nor future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.” (Romans 8:35, 37–39)

CRAFT

Cut out post-card-size pieces of white cardboard (one or two for each child in your class) and have the children make “postcards” of scenes from Egypt. Their cards could show pyramids in the desert, crocodiles by the Nile River, camels by some palm trees, etc. The children could also write a message on the back of their postcard. If they had been sold as a slave and sent to Egypt, what would they write to their family at home?

REVIEW QUESTIONS

1. What had Joseph's brothers robbed from him? What precious things did Joseph still have?
2. Joseph's brothers had separated him from his family, but can any person or any power in all creation separate us from the LOVE of God in Christ Jesus our Lord?
3. Joseph was a slave in Egypt. Was his life blessed there? Why?
4. What wicked thing was Joseph commanded to do? Did he obey?
5. What must Joseph not forget or forsake in his new life in this strange land?
6. How did Joseph's coat/cloak get him into trouble again?
7. How did God rescue Joseph from that house of sin and death? Was it part of God's good plan for Joseph?

PRAYER

LORD, thank You for loving us, with a LOVE that can never be taken from us. Please deliver us from all the traps and snares of sin that the Evil One sets for us. Deliver us from all temptation and give us the strength, wisdom and endurance that Joseph had—enabling him by the power of God to flee from sin! LORD, help us to remember Your Law and Your LOVE forever.

PSALMS TO SING

119B . . . and 119AEGHIJLMNPQRST.

FIELD TRIP

Is there a museum in your community with an exhibit on ancient Egypt? Take your children to see it.

(This student lesson starts on page 346.)

Dreams Come True

Genesis 39:20–40:23

VISUAL AIDS

Pictures of prisoners, bound with ropes or chains, and pictures of old-fashioned prisons, with barred windows and barbed wire, are what you need for this lesson. Also, show the children pictures of stocks and irons, rings and shackles, and other ways of confining prisoners. Bring some heavy chains to show the children, the kind used to chain up large animals. It says about Joseph, in Psalm 105:18, that they “bruised his feet with shackles and his neck was put in irons.”

MEMORY WORK

“The LORD is good to those whose hope is in Him, to the one who seeks Him; it is good to wait quietly for the salvation of the LORD.” (Lamentations 3:25, 26)

CRAFT

If you have access to a kitchen, a good craft for this lesson would be to knead dough to bake breads and squeeze grapes to make juice. You will need small foil pans (one for each child) and some little goblets. If time or space does not permit this activity, you could make paper chains. Have strips of coloured paper ready for each child to make his own “necklace” to take home or you could link them all together, when each child has finished his own section, to form one large chain. If you pick colours appropriate for the season, you can use it to decorate your classroom.

REVIEW QUESTIONS

1. Why would Joseph be tempted to despair?
2. What must Joseph remember in prison? What must he do?

3. How did the LORD show kindness to Joseph in prison?
4. Two important officials of Pharaoh were thrown into prison with Joseph. Who were they? What was their work? Why were they in prison?
5. These two men had dreams, but they were sad because no one could interpret them. What did Joseph say about that?
6. What was the cupbearer's dream? What did Joseph say it meant?
7. What was the baker's dream? What did Joseph say it meant?
8. Were Joseph's interpretations right? What happened?
9. Joseph asked his friend for help when he was with Pharaoh again? Did he? On whom must Joseph depend for help?

PRAYER

LORD, thank You that we can always depend upon You for help. You have promised never to leave us, never to forget us, never to disappoint us. Our hope and trust are in You, O LORD. Help us to wait patiently for Your answers to our prayers. We praise You, O LORD, for You are our God, a God of deliverances!

PSALMS TO SING

142; 146AB . . . and 17A; 25ABCD; 27CF; 35D; 37ABC; 42ABC; 43; 44C; 68A; 69E; 77A; 79B; 86AB; 119K; 119X; 138AB.

FIELD TRIP

Is there a prison the children can view? Even a small jail house, with bars on the window, would be interesting to visit. Remind the children of Joseph, a good man, who was unjustly imprisoned for many years.

(This student lesson starts on page 351.)

From the Prison to the Palace

Genesis 41:1–52

VISUAL AIDS

We store our crops in barns, silos and grain elevators. Pictures of these things, especially the huge grain elevators from the prairie provinces, would be useful for this class. Joseph must have ordered large storage places to be built in all the cities all over Egypt, but we don't know how they looked.

MEMORY WORK

“The LORD, the God of Israel, declares . . . Those who honour Me I will honour.”
(II Samuel 2:30)

CRAFT

Have your children draw some dreams. They can use large sheets of white paper cut in the shape of the profile of a person's head, with an almond-shaped hole for the eye. (This unique art paper will make the project more interesting.) They can fill their heads with whatever dreams they want. The children could also make mosaics by gluing grain, seeds and corn onto cardboard.

REVIEW QUESTIONS

1. How many years passed before Joseph's friend remembered him? Who did not forget Joseph, even for a moment?
2. How did God warn Pharaoh about the coming famine?
3. When Joseph stood before Pharaoh, what was the first thing he said to him?
4. Describe Pharaoh's two dreams. What did they mean?
5. Joseph had a plan. What was it? Did Pharaoh like the plan?

6. Pharaoh recognized that Joseph was a man in whom was the Spirit of God. How did Pharaoh honour Joseph? What were some of the things that Pharaoh gave to Joseph?
7. In one day, Joseph woke up as a prisoner and went to bed as a prince. Who caused this to happen? Do you know why?
8. What were the names of Joseph's sons? What did they mean?

PRAYER

LORD, thank You for blessing us beyond what we ask or even imagine. LORD, thank You for remembering us, even if everyone else forgets us and forsakes us. Please help us as we live our lives, to give You honour and glory in everything.

PSALMS TO SING

105C . . . and 18I; 30AB; 66C (1, 3,5); 77B; 89D; 113A; 116AC; 119F; 138B.

FIELD TRIP

For this lesson a trip to some grain elevators would be interesting. Perhaps you can watch them being filled. You could also visit a barn with its loft filled with hay, its silo filled with corn and its rooms filled with grain. Imagine what Joseph did in Egypt! He stored up such huge quantities of food, that it was beyond measure.

(This student lesson starts on page 357.)

The First Journey to Egypt

Genesis 41:53–42:38

VISUAL AIDS

You will need photos of famine. Show the children the effects of drought on land and crops, livestock and people. There are many sad pictures of starving children holding out their empty bowls to receive a little food.

MEMORY WORK

“O LORD, the Law from Your mouth is more precious to me than thousands of pieces of silver and gold.” (Psalm 119:72)

CRAFT

Bring various coins for the children to make rubbings. Gold or silver pencils would be best, but lead pencils will do the job too. You could also make coin rubbings with gold and silver foil paper. Have the children cut out their coins and paste them on a piece of coloured construction paper, with their written in the centre of it.

REVIEW QUESTIONS

1. Where did Abraham, Isaac and Jacob go to buy food during famines in the land of Canaan?
2. Why did Jacob not send Benjamin with his ten brothers?
3. Did Joseph recognize his brothers? Did they recognize him? Why not?
4. How did Joseph's dreams from his childhood come true?
5. Why did Joseph accuse his brothers of being spies and throw them into prison?
6. What shows you that the brothers still felt guilty about the sins they committed against Joseph years earlier? What did they say?

7. What had the governor of Egypt told them to do? What would happen to them if they didn't do it? What did Jacob say?

PRAYER

LORD, we thank You, that even when everything seems to be against us, You are for us, causing all things to work together for the good of those who love You. LORD, we thank You for sparing us from famine and for giving us our daily bread. LORD, please keep us from harm and sin throughout our lives, and even through this day. Amen.

PSALMS TO SING

32A . . . and 19B; 33C (9, 10); 71D; 105A; 119IQ.

FIELD TRIP

I am fortunate living near the city of Ottawa, the capital of Canada. The national mint is located here, which is a perfect place to visit for this lesson. There the children will see bins of money, but the LORD's Law and God's Word are more precious than all of this wealth!

(This student lesson starts on page 363.)

The Second Journey to Egypt

Genesis 43

VISUAL AIDS

Bring two bags filled with “some of the best products of the land.” Begin with a bag of products from your own country. (If you live in Canada, you could use a bottle of maple syrup, maple sugar, a tin of salmon, wheat crackers, etc.) Then show the children what was in Jacob’s bag—honey, balm, spices, myrrh, pistachio nuts and almonds.

MEMORY WORK

“O LORD . . . how sweet are Your words to my taste, sweeter than honey to my mouth!” (Psalm 119:103)

CRAFT

If you have access to a kitchen, bake a batch of cookies (or baklava!) using the honey, nuts and spices. Here is a recipe for some easy honey-nut cookies that do not require baking:

Mix 1/2 cup honey, 1/2 cup peanut butter (or other nut butter), 1 cup powdered milk, 1/2 cup raisins, 1/4 cup sunflower seeds. Roll into balls. Then roll these balls in coconut or wheat germ.

REVIEW QUESTIONS

1. Why would Jacob’s sons not return to Egypt without Benjamin?
2. Why did Jacob not want Benjamin to go with them?
3. Which brother promised to be personally responsible for him?
4. What gifts did Jacob send with his sons to Egypt? What else did he send with them?

5. Why were the brothers terrified when they were lead to the governor's house?
What did they think would happen to them?
6. When they sat down to eat with the governor, what amazed them?
7. Why did the brothers consider their second journey to Egypt a great success?

PRAYER

LORD, we thank You that we can entrust our lives and the lives of our loved ones to You. We thank You that even in difficult or dangerous times, we can trust You to guard us and guide us. Even this day, LORD, we ask You to deliver us from evil, from every harm and every sin.

PSALMS TO SING

119M . . . and 19B; 25D; 31AD; 76AB.

FIELD TRIP

Visit an apiary or, if the time and place are right, a maple bush and sugar shack.

(This student lesson starts on page 370.)

Hidden Things Revealed

Genesis 44:1–45:15

VISUAL AIDS

Your children may not know what a “goblet” is. If you can get a large, richly-ornamented, silver goblet to set before the children as you teach, it would be a very effective visual aid. Use pictures of royal goblets and kings’ cups too.

MEMORY WORK

“And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose.” (Romans 8:28)

CRAFT

Bring out the clay and let each child make his own cup fit for a king!

REVIEW QUESTIONS

1. In whose sack was the governor’s goblet found?
2. How did it get there?
3. Which of the brothers stood up and spoke to the great governor of Egypt? What did he offer to do? Why?
4. How did the lord of the land respond? What did he do and say?
5. Why were the brothers *terrified* to learn the truth about who the governor really was? How do you know they were terrified?
6. What did Joseph say to reassure his brothers? What did he do?
7. Who really was the One who sent Joseph to Egypt? Why?

PRAYER

Heavenly Father, we thank You for being a loving and forgiving God. We pray that You would forgive our sins, as we forgive those who sin against us. LORD, we thank You for causing all things to work together for the good of those who love You. By Your grace, O LORD, may we ever love You.

PSALMS TO SING

130A . . . and 25CD; 32C; 51ABDE; 103A; 107C; 116C.

FIELD TRIP

A gallery of governors' goblets would be great, but I doubt if such an exhibit exists. Perhaps though you could arrange a visit to watch silver smiths at work and view a display of various silver artifacts.

(This student lesson starts on page 375.)

Israel Goes to Egypt

Genesis 45:16–46:27

VISUAL AIDS

You need photographs of people on the move—with carts, animals, cars, people, trucks, etc. loaded with the bags, bundles and boxes of a family's belongings. It is a big job to move even one family with only a few people and pets. Imagine what it was like moving Jacob's family with all those people and all their flocks and herds!

MEMORY WORK

“With the LORD a day is like a thousand years, and a thousand years are like a day. The LORD is not slow in keeping His promise . . .” (II Peter 3:8, 9)

CRAFT

Your children could make toy carts—either simple ones made from the bottom of small cardboard boxes with cardboard wheels glued to the sides or more complicated ones built with wood and moveable wheels. Show the children pictures of different kinds of carts such as two-wheeled, large-wheeled ox-carts or simple, four-wheeled farm carts or brightly-painted, gaily-decorated parade carts, etc. The children can paint their carts too and fill them with little gifts for someone or you can have a cart parade on display in your classroom.

REVIEW QUESTIONS

1. What did Joseph give to each of his brothers? Why was that so interesting? What had they stolen from him?
2. What did Joseph give to his father Jacob?

3. Why did Jacob not believe the good news that he heard? What finally convinced him that Joseph was really alive?
4. Why might Jacob be afraid to go to Egypt?
5. What did Jacob do at Beersheba?
6. How did God speak to Jacob? What did God say to him?
7. Where was God going to fulfil His promise to make Israel into a great nation?
8. Who went with Jacob to Egypt? How many people were there? Who else promised to go with him?
9. Is the LORD slow in keeping His promises? Why does it often seem slow to us?

PRAYER

LORD, we thank You for Your Word, which comforts us in our fears, and we thank You for Your promise: “Lo, I am with you always, even to the end of the age” (Matthew 28:20). LORD, help us to live by faith, not by fear, trusting in You all our days.

PSALMS TO SING

73C . . . and 16A (6, 7); 23; 33C; 34AC; 46ABC; 48B (10); 71C; 139A.

FIELD TRIP

Do you know a family who is moving? Perhaps you can take the children to help pack boxes, clean rooms or load trucks. If their “help” isn’t needed, perhaps you could just watch the big moving van being loaded with all the family’s possessions.

(This student lesson starts on page 381.)

Jacob's Last Years

Genesis 46:28–49:33

VISUAL AIDS

Do the children know what a sceptre is? Bring them some pictures of royal sceptres. You will also need a map showing Canaan as it was divided among the twelve tribes of Israel. Ask the children, “Where is the tribe of Joseph?” They will not find it. Point out that Joseph was given a double portion of the inheritance in his two sons Ephraim and Manasseh.

MEMORY WORK

1. “The sceptre will not depart from Judah . . .” (Genesis 49:10)
2. The angel said . . .” You are to give him the name Jesus . . . and He will reign over the house of Jacob forever; His kingdom will never end.” (Luke 1:33)

CRAFT

The lion is often used as a symbol on a country's coat-of-arms, even in countries where there are no lions, such as Great Britain. Show the children some examples of these lion symbols—and then have them make their own shields. Give each child a shield-shaped piece of white, silver or gold cardboard, on which he/she can paint a bright red lion. The Scriptures speak of the LORD being our shield and He is “The lion of the tribe of Judah” (Revelation 5:5).

REVIEW QUESTIONS

1. What happened to the Egyptians during the famine? What happened to the Israelites during that time?
2. Jacob was a very old man, hardly able to stand, but what did he do as he leaned on the top of his staff?

3. As the end of Jacob's life drew near, what did he do that showed he had faith in the promises of God?
4. Jacob gave his beloved Joseph a double blessing, and blessing upon blessing, but which of Jacob's sons did God choose?
5. In the last book of the Bible someone is called "The lion of the tribe of Judah." Who is it?
6. For what (or whom) was Jacob looking, as he lay dying? What words did he cry out, as he was blessing his sons?
7. Where did Jacob want to be buried? Why?

PRAYER

O LORD, we thank You that in life and in death we can look to You for deliverance. We thank You for Your Word, spoken so long ago by Your servants, which You fulfilled in Jesus Christ. Thank You that our hope Jesus is never disappointed.

PSALMS TO SING

80AB (1) . . . and 24A; 45B (6, 7); 47A; 48B; 60B (6); 68DE; 69E; 71C; 76AB; 78H; 97B; 105A; 108B; 114 (2).

FIELD TRIP

For this lesson you could visit a museum, where royal treasures such as crowns and sceptres are exhibited. If that is not possible, perhaps there is a place where provincial flags or coats-of-arms are on display. Look for the lions!

(This student lesson starts on page 386.)

Grief and Death With Faith and Hope

Genesis 50

VISUAL AIDS

Photographs of skeletons, skulls and bones, funerals, tombs and graves—these are the kinds of powerful pictures that you need for this lesson.

MEMORY WORK

1. “Even in death the righteous have hope.” (Proverbs 14:32)
2. “For it is by grace you have been saved, through faith—and this is not from yourselves; it is the gift of God.” (Ephesians 2:8)
3. “How shall we escape if we ignore such a great salvation?” (Hebrews 2:3)

CRAFT

Your class could make sympathy cards. Children tend to like bright colours, so you might want to show them some examples of tasteful, white-on-white cards. A Scripture verse could be written on the inside of the card, such as their memory work: even in death the righteous have hope. Is there someone grieving to whom these offerings made by little hands could be a blessing? Send them, if it is appropriate. As a group project, your children could also make a wreath for someone's grave. If you feel really ambitious, grave-stone rubbings are a good idea too.

REVIEW QUESTIONS

1. Where was Jacob buried?
2. What did Joseph say on his deathbed that showed he believed in the promises of God?

3. Joseph was placed in a coffin in Egypt, but he was not buried. Why not? How long did Joseph's bones have to wait for burial?
4. Many terrible things happened to Joseph in his life. Why? What was God's purpose in all these things?
5. How was Joseph a type of Christ? How did Joseph's life foreshadow the life of Jesus?
6. How is hearing the message of salvation of value to us? Our hearing must be combined with . . . what?
7. What must we not neglect to escape the wrath of God?
8. How does Genesis end? What are the last words of this book?
9. Are there any glimmers of happiness at the end of this book?

PRAYER

LORD, we thank You for conquering death through Jesus Christ. Thank You for Your Grace in revealing to us Your great salvation. LORD, thank You for the gifts of faith, life and hope.

PSALMS TO SING

116A . . . and 3 (5); 13; 30AB; 40F (8); 51AD; 70C; 96A (1); 98AB (1–3); 106A; 118C.

FIELD TRIP

Don't underestimate the children's interest in death. You could watch a funeral procession by a graveyard, with its hearse and long line of cars. You could also point out funeral homes, crematoriums and the cold storage "sheds," where bodies await burial until the ground thaws in the spring. Remind them that we have the hope of eternal life in Christ Jesus.

(This student lesson starts on page 395.)