

Age-Level Overview

	Open the Bible	Activate Faith
Lower Elementary		
WORKSHOP FOCUS: God protects us.	SPARK RESOURCES: Spark Story Bibles	SPARK RESOURCES: None
INVESTIGATING INSULATION: Kids make and test “coats” for their shielding abilities.	SUPPLIES: None	SUPPLIES: Film canisters or small plastic containers with lids, fabric scraps, wax paper, aluminum foil, paper, tissue paper, scissors, crayons, tape, string, ice cubes, coolers, hair dryer, water in spray bottle, hot water
Upper Elementary		
WORKSHOP FOCUS: Trust in God’s messages.	SPARK RESOURCES: Spark Bibles, Spark Bible Stickers	SPARK RESOURCES: Spark Bibles, Spark Bible Stickers
MIND GAMES: Kids perform brain exercises and experiments to learn about interpretation.	SUPPLIES: None	SUPPLIES: Newspaper or plastic tablecloths, bucket of water, towels, paper, markers in multiple colors, dark paint, paint brushes of various sizes, pencils
All Kids		
WORKSHOP FOCUS: God shows us the way.	SPARK RESOURCES: Spark Story Bibles, Spark Bibles, Spark Bible Stickers	SPARK RESOURCES: None
STAR MAPS: Kids learn about the significance of stars in biblical times.	SUPPLIES: Lamp	SUPPLIES: White paper, index cards, blue or black paper, star stickers, scissors, plastic tubs, white crayons or chalk, markers, tape



Visit www.sparksundayschool.org for more Spark content. Watch a short Lesson Prep Video that will prepare you and give you confidence to explore this Bible story with the kids you are leading. You will also find a downloadable Family Page for this rotation’s story filled with ideas for families to use to explore this story and live out their faith at home.

Workshop Focus: God protects us.

Keep these tips in mind as you welcome kids to the workshop and explore the story together.

- Each week, remember to welcome kids to the rotation. Keep in mind that for some kids it may be the first time they are visiting your workshop!
- If kids have heard the story several times during previous weeks, read it again! Kids learn through repetition, and every workshop will explore the Bible story in a slightly different way.
- Remember that the Shepherds are there to support you as they accompany kids each week.
- Be sure to visit www.sparksondayschool.org to download the Family Page for this story. Make copies of it and ask Shepherds to distribute it during the Wrap Up.

Open the Bible (10 minutes)

Joseph and His Brothers Storytelling

Welcome to Science. I hope you are all ready to put your thinking caps on today.

What does it mean to protect something? (*It means to keep something safe, keep bad things away.*)

What are some things you can protect? (*your money, your safety, your house, your sibling*)

How do you protect things? (*hide them, hold on to them, stand in front of them*)

We're going to investigate protection today. Protection is how you keep something safe. We'll start by looking for things that offer protection and things that need protection in today's Bible story. If we see something that offers protection, we'll hold our hands in front of us like a shield. If we see something that needs protection, we'll hold our hands together like we're praying to God for help. Let's open our Bibles to the story "Joseph and His Brothers." It's in the book of Genesis and starts on page 48 of the Spark Story Bible.

After reading the story, discuss what the kids noticed during the story.

Spark Resources
Spark Story Bibles

Supplies
None

Activate Faith (25 minutes)

Investigating Insulation

Set Up:

- Place cooler of ice cubes and hair dryer on table away from main activity.
- Place remaining materials in a central area.
- Wrap a thin piece of tissue paper around each film canister and tape in place.

Activity Instructions

In today's story, Jacob gave Joseph a special coat. That made Joseph's brothers jealous. What does it mean to be jealous? (*It means to want something that we don't have. Jealousy can often lead us to not liking someone.*) **One of the reasons Joseph's brothers were probably jealous was because in biblical times people had to make coats and it took a long time to make a good coat, so coats were treasured. There are many different kinds of coats. Rain coats. Winter coats. Firefighting coats. Dress coats. Why do we wear coats?** (*to keep warm and dry, to protect us, to look nice*)

1. **Imagine this is a body.** Hold up film canister.
2. **Imagine that in order to be healthy, this body needs to stay ice cold and dry.** Put an ice cube in the canister.
3. **Since it doesn't have a coat, when it rains** (spray mister), **the skin** (tissue paper) **gets soaking wet. And in this case, wet skin will fall apart.**
4. **What do you think will happen if I heat this body with the hair dryer?** (*The ice inside will melt.*)
5. **You don't want that to happen to your body, so you need to make the very best coat you can. You can use any materials you want, but remember:**
 - a. **You have to be able to take the lid off and on.**
 - b. **You want your body to stay cold and dry.** Distribute canisters.
6. Let kids use materials as they wish to make coats for their canisters. Encourage the discussion of their coats and the use of several layers of different materials. When all the coats are complete, line them up on the table by the hair dryer. Comment on the different coats.
7. **As we see, coats come in many different styles. People do too. We don't all look exactly the same, but we are the same inside.** Put one ice cube inside each and close the lids.
8. Sweep the hair dryer around and over the canisters for two to three minutes. Then spray each canister two or three times with water.

Spark Resources

None

Supplies

Film canisters or small plastic containers with lids, 1 per kid
Fabric scraps
Wax paper
Aluminum foil
Paper
Tissue paper
Scissors
Crayons
Tape
String
Ice cubes, 1 per kid
Cooler
Hair dryer
Water in spray bottle
Hot (not too hot!) water

9. Let each child reclaim their canister and undress it. **Is the tissue paper skin dry? How much did the ice melt? Compare your results with others.**
10. **It might have seemed silly to make a coat to keep something cold. But insulation, which is what the materials that protected our ice cubes is called, protects in two ways. Good insulation keeps cold things cold or hot things hot. We used this cooler (show cooler with ice) to keep the ice from melting. We could also use it to keep a pot of soup hot. But not at the same time. So if you made a coat that kept your "body" dry and cool, it could also keep your "body" dry and warm at a different time. Before you leave, we can fill your canister body with hot water. When you get home, open up your body and see if the water is still warm.**

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for the Wrap Up.

Remind me—why do we wear coats? *(to keep warm and dry, for protection, to look nice)* **Do we wear coats if we are just going to stay inside?** *(not usually)* **By putting on a coat and going outside, we open ourselves to new adventures. Sometimes we get into a bit of trouble. But the coat stays with us. God is like a coat. God protected Joseph, even though his brothers were jealous. God also protects us all the time. Follow my actions as we imagine we are putting on a coat as we do the closing prayer.**

Spark Resources
Family Pages



Supplies
None

Prayer Time

Dear God, you are right (put your right arm in) **beside us all the time. We are never left** (put your left arm in) **behind. Draw us close** (close the front) **in your loving embrace. In Jesus' name, Amen.**

Workshop Focus: Trust in God's messages.

Keep these tips in mind as you welcome kids to the workshop and explore the story together.

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Open the Bible (10 minutes)

Joseph and His Brothers Storytelling

Welcome to Science. Good scientists have flexible minds. This means they try to look at things or interpret information in new ways. To do that, sometimes you have to change your perspective. Perspective is how you view something physically or mentally. We're going to change our physical perspective as we read today's story.

While reading, we're going to change our positions after every seven verses, for a total of four changes. For example, we might start by sitting with crossed legs. After reading seven verses, we could read while walking around the room. What other positions could we use while reading? (*lying down, standing face to face, standing back to back*)

The changes in our positions might help us notice different patterns or make some new ideas jump out at us. Let's open our Spark Bibles to the story of Joseph and his brothers. It is found in the book of Genesis, chapter 37, on page 42.

Spark Resources
Spark Bibles
Spark Bible Stickers

Supplies
None

After reading Genesis 37:1-28, lead a group discussion.

Joseph was put in many different positions in this story, including favorite son and future slave. Do you think his feelings about God changed when his positions changed? (maybe, no, yes) Would your feelings change if you were Joseph? (maybe, no, yes) Use a “Makes Me Feel” sticker to mark a part of the story where you think your feelings would have changed if you were Joseph. **God gives us flexibility in our actions and feelings. God is always flexible and ready to provide us opportunities to make things better.**

Activate Faith (25 minutes)

Mind Games

Set Up:

- Create work areas for groups of four to five kids by spreading the newspaper or tablecloths over tables or on the floor.
- Place all the other items in the middle of the work areas.

Activity Instructions

Joseph told others of the dreams he had. Sometimes the meaning of our dreams seems clear. Other times, they are open to interpretation.

1. **Dream interpretation relies on remembering what we've dreamed. Since most of us forget most of our dreams, scientists use other ways to get a peek at what we are thinking about. We're going to experiment with one way, the ink blot test. Get a piece of paper. Fold it in half and crease it. Open it up.**
2. **Dip a brush into the paint. Place the tip along the middle line. Fold the paper, squishing the paint brush with your fingers.**
3. **You can either open the paper and remove the paint brush, or pull the brush out while the paper is still folded closed. Then open the paper and let the paint dry. Put the brush in the bucket of water.**
4. **While the paint dries, let's limber up our mental muscles. Sometimes, people describe the coat given to Joseph as multicolored. Get a clean sheet of paper and markers in several colors. Write in large letters a list of 12 colors, using a marker that is a different color than what you are writing. For example, write GREEN using a red marker, and BLUE using a yellow marker.**
5. **When you are done, find a partner. Ask them to read the colors your words are written in, not the words themselves. Then ask them to read the words, not the colors. Which challenge is harder?**

Spark Resources

Spark Bibles
Spark Bible Stickers

Supplies

Newspaper or plastic tablecloths
Bucket of water
Towels
Paper
Markers in multiple colors
Dark paint
Paint brushes of various sizes
Pencils

6. **When you are done with the color challenge, try this one to keep your mental muscles limber while the paint continues to dry! Open your Bibles to today's story. If you haven't already used an "I Looked It Up" sticker, use one now. We're going to try to do two things at the same time for 3 minutes. Count off by fours.**
 - a. **Number ones, read today's story while counting each word. For example, Jacob 1 settled 2 in 3 the 4 land 5 where 6 . . .**
 - b. **Number twos, start at the end of today's story, and work backwards. Egypt 1, to 2, Joseph 3 . . .**
 - c. **Number threes, start at the beginning of today's story and recite the alphabet as you read each word. So, Jacob A, settled B, in C, the D . . .**
 - d. **Number fours, start at the end of today's story, and work backwards, reciting the alphabet with each word. Be sure to mark how far you get in 3 minutes by circling the place in the text where you stopped. with the appropriate letter or number!**
7. **Now—our third paint-drying challenge. Pick one noun (person, place, or thing) from the story, like "alien," "flock," "camel," or "silver." Without telling us the word, describe what it looks like, how it smells, feels, sounds, or tastes.**
8. **Okay—the paint is probably dry. Get your blot painting, another piece of paper, and a pencil. On the clean sheet of paper, write down what you see in the paint blot. Ask every other person what they see in your painting. Record their answers.**
9. **When everyone is done, gather the group together. Were there a lot of different interpretations of the ink blots? Do you think your parents would see the same things? What would happen if you named your blot?**

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for the Wrap Up.

Did you see similar things in several paint blots? Our interpretation is colored by our interests. If we are interested in sports, we look for sports connections in every book we read, painting we see, and song we hear. Joseph's interest was in serving God. Joseph saw God and God's will in everything that happened to him. He trusted that God would take care of him. Everyone be ready to insert an interest of yours in today's closing prayer.

Spark Resources

Family Pages



Supplies

None

Prayer Time

Dear God, help us to be like Joseph and to see you in everything around us.

When we sing a song, write a poem (*score a goal, run a race, etc.*), let us give you rightful praise and thanks. Help us be strong in times when things do not go our way, knowing that you are with us then as always. Thank you for your constant presence and protection. In Jesus' name, Amen.

Workshop Focus: God shows us the way.

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Open the Bible (10 minutes)

Joseph and His Brothers Storytelling

Set Up: Place the lamp in the middle of the area, making sure that the cord doesn't present a tripping hazard.

Activity Instructions

Welcome to Science. The Bible stories take place in times long, long ago. The people then lived without electricity, cars, or computers. They relied on mostly natural things to meet their needs. This meant that at night, they told stories instead of watching TV. Some of their stories were inspired by the patterns they saw in the stars, which we call constellations. To get a feel for telling stories by starlight, we're going to read today's Bible story using just the light from this lamp. Turn on the lamp and turn off any other lights. **Let's turn to today's story—Joseph and His Brothers. It is in the 37th chapter of Genesis, the first stories in the Bible. You can find it on page 42 of your Spark Bibles or page 48 of your Spark Story Bibles. I will read it from the Spark Bible. Those with the Spark Story Bibles, follow along by looking at the pictures. Older kids, enjoy the pictures of your neighbor's Bible and help that neighbor to follow along with the story.**

Encourage older kids to mark the story in their Spark Bible with a sticker.

Spark Resources

Spark Story Bible
Spark Bible
Spark Bible Stickers

Supplies

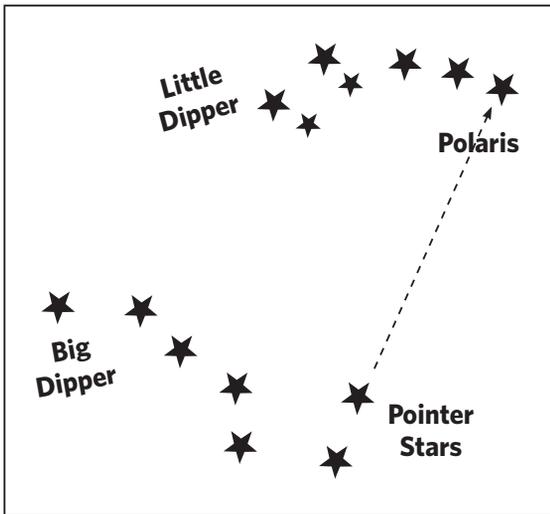
Lamp

Activate Faith (25 minutes)

Star Maps

Set Up:

- Write N, E, S, and W on separate sheets of white paper. Tape one on each wall in the room.
- Use some star stickers to make the big and little dippers on separate pieces of dark paper.



Spark Resources

None

Supplies

White paper
Index cards
Blue or black paper
Star stickers
Scissors
Plastic tubs
White crayons or chalk
Markers
Tape

- Place the remaining star stickers in a plastic tub.
- Clear a large open area.
- Write numbers (1-12) and letters (A-L) on separate pieces of white paper . Write the same numbers and letters on index cards. Tape the pieces of paper around the room. Put the index cards in a plastic tub.

Activity Instructions

For thousands of years, people have found meaning in the stars. God told Abraham his descendents would be as numerous as the stars. The stars in Joseph's dream showed him the future. The shepherds and wise men used stars to find baby Jesus. We're going to use stars today to find our way.

1. Show sticker pictures of big and little dipper patterns. **Do you know what these are?** (*the big and little dippers*)

2. **The dippers are constellations. Constellations are imaginary pictures using stars as an outline. Constellations make it easier for people to remember certain groups of stars. Constellations serve as landmarks in the sky.**
3. Use your fingers to show the pointer stars and Polaris (the North Star) as you explain. **The two stars in the far edge of the big dipper point to the bright star in the little dipper. The bright star in the little dipper is the North Star. The North Star can be seen all year around in the north part of the night sky.**
4. Place the little dipper pattern on the floor near the N. Place the big dipper several steps away with the pointer stars correctly aligned. Explain the four main directions. **The four main directions are N—north, E—east, S—south, and W—west.**
5. **We're going to make some new constellations and use them as a map. Everyone needs a sheet of dark paper.** Distribute dark paper.
6. **Take a pinch of stars from this tub and drop them on your paper. You can't move them to a new place. Just stick them right where they landed.** Move among the kids distributing stars.
7. **Look for the outline of a picture among the stars. You don't need to use all the stars in your constellation. Once you see a picture, use a crayon to connect the dots and make the picture. Write the name of your constellation along one edge and put the paper somewhere on the floor.**
8. **Find a partner. One kid will pick two cards from this tub. One card is your partner's starting point. The other card is your partner's destination. Without telling your partner the destination, you have to give directions to help them get there, using the constellations. For example, imagine you picked the cards C and 4. You'd tell your partner to start at the sign with the letter C. Then you might say something like, "Go to the soccer player and turn south. Then go to the dog and turn east." You will continue giving directions through the constellations until your partner gets to the sign on the wall with the number 4 on it.**
9. Give both partners the opportunity to direct and follow.

Send (5 minutes)

Wrap Up

Remind the Shepherds to distribute the Family Page for this story if the kids haven't already received it, and come together for the Wrap Up.

Today we learned how stars in the night sky have guided many people through the ages, including Joseph in today's Bible story. Another type of star is special people. You might be thinking of movie stars or rock stars. The real stars are those around us who provide good examples that help us become better people. Take a minute to think of someone who is a guiding star in your life. Be ready to whisper that person's name during the closing prayer.

Spark Resources

Family Pages



Supplies

None

Prayer Time

Dear God, you have many ways in which you guide us. From the stars above to the people whose names we now whisper, you are always showing us the way. Help us be like Joseph and trust in you, even when the way seems hard to bear. In Jesus' name, Amen.