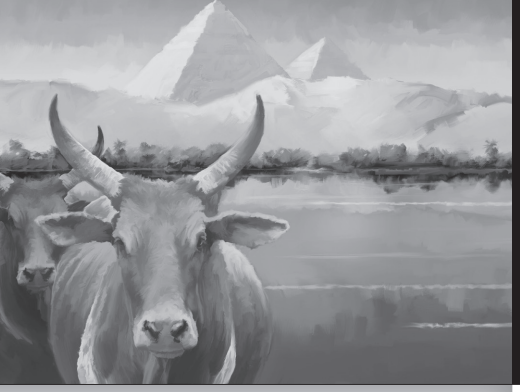


8

Strange Friends in Strange Places

Community
We reflect God's love in our relationships.

POWER TEXT

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

KEY REFERENCES

- Genesis 39:20-41:16, 39-45
- *Patriarchs and Prophets,* chap. 20, pp. 218-223
- *The Bible Story* (1994), vol. 2, pp. 57-60
- student story on page 92 of this guide

OUR BELIEFS

- No. 14, Unity in the Body of Christ
- No. 17, Spiritual Gifts and Ministries
- No. 12, The Church

OBJECTIVES

The students will:

- **Know** true friendship involves accepting responsibility for one's acts.
- **Feel** a desire to seek God in all things.
- **Respond** by asking God for help in knowing and fulfilling personal responsibility.

POWERPOINT

We take responsibility for our actions and respect the needs of others.

The Bible Lesson at a Glance

Even in prison Joseph makes friends. He meets people's needs and remembers those needs when he is promoted to a position of authority. He tells the truth in every situation.

This is a lesson about community.

We are honest in our friendships. We try to remember the needs of our friends and do what we can to meet those needs. When we remember others' needs—even when they have forgotten ours—and fulfill our God-given responsibilities, we help build community.

Teacher Enrichment

Joseph, as a foreigner, could not supervise the preparation of the king's food. The cupbearer was the drink giver. This was a valued member of the pharaoh's household. The baker was responsible for seeing to it that the king's food was safe and palatable.

"Even in the prison Joseph could not be kept down. He was given supervision of the prisoners and he ministered to them. The old dungeon became a different place because of his presence. God was blessing others through Joseph's thoughtfulness and kindness. Potiphar had put him where his remarkable talents could still be felt" (*The Wycliffe Bible Commentary,* pp. 39, 40).

"When Pharaoh's [butler] was freed from prison, he forgot about Joseph, even though he had Joseph to thank for his freedom. It was two full years before Joseph had another opportunity to be freed ([Genesis] 41:1). Yet Joseph's faith was deep, and he would be ready when the next chance came. When we feel passed by, overlooked, or forgotten, we shouldn't be surprised that people are often ungrateful. In similar situations, trust God as Joseph did. More opportunities may be waiting" (*Life Application Bible, Notes and Bible Helps* [Wheaton, Ill.: Tyndale House, 1991], p. 83).

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson.

Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the readiness activity of your choice. »

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at door. Ask about their week.	
1 Readiness	10-15	*A. A Friend Acrostic*	art supplies, paper
		B. Work Together	Bibles
* Prayer and Praise	15-20	See page 87. Prayer and Praise may be used at any time during the program.	songbooks, offering plate/basket, world map, pushpins
2 Bible Lesson	15-20	Introducing the Bible Story	newspaper with personal classifieds or a wanted poster from the postal service or law enforcement agency, chalk, white/chalkboard OR large paper, markers
		Experiencing the Story	Bibles
		Exploring the Bible	Bibles, chalkboard or whiteboard or large sheet of paper, markers or chalk
3 Applying the Lesson	10-15	*Scenario*	
4 Sharing the Lesson	10-15	*Try It Out*	lists from Exploring the Bible, paper, pencils
* Closing		A. Prayer and Closing Comments B. Reminder to Parents C. Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

YOU NEED:
- ☐ paper
- ☐ art supplies

A Friend Acrostic

Distribute art supplies. Explain that an acrostic is a kind of puzzle that uses the first letters of a word to explain the word through other words or phrases. For example, an acrostic for CAT would read:

Cuddly
Always purrs when she sees me
Tries to scare birds in the yard

Have the students make an acrostic using the word "friend." Encourage the students to think about a specific friend as they make their acrostic and plan to give it to that person after class. Discourage students from making this into a "popularity" contest.

Debriefing

Ask: **What are some of the qualities that you listed to describe a friend?** Encourage everyone to share. **Let's say our power text for this week together:**

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

Say: **Today we are learning that in a community we share God's love as**

We take responsibility for our actions and respect the needs of others.

Accommodation for students with special needs: Students with special needs may need help and extra time to complete this activity. Allow them to work with a partner who can help them.

B

YOU NEED:
- ☐ Bibles

Work Together

Have students divide into groups of four or five. Say: **I need you each to stop and picture the story of Joseph as recorded in the Bible. One of you will start it by saying one sentence. The person sitting next to the first student will add another sentence to the story. The rest of the group will do the same, telling the story around the circle. Be careful to tell the story accurately, reflecting what you have learned from the Bible and the Sabbath School lesson. You may not interrupt another person and you may not add to another person's sentence until your turn comes again.** (Give students a time frame for the activity.)

Debriefing

Ask: **What did you learn about working together in this activity?** (When we tell a story together we learn to listen to other people's perspectives and realize that many different voices can tell the same story.) **What are some things you had to do to show respect to your team members?** (Be careful not to correct them or add details to what they said. Wait patiently for my turn.) **Let's say our power text for this week together:**

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

Say: **Today we are learning that in a community we share God's love as**

We take responsibility for our actions and respect the needs of others.

Prayer and Praise

Fellowship

Report the students' joys and sorrows that they shared with you at the door (as appropriate). If they have given you permission, share one or two special items from the student's Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"Come Away" (*He Is Our Song,* no. 74)
"Pass It On" (*He Is Our Song,* no. 130)
"Give Them All to Jesus" (*He Is Our Song,* no. 91)

Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use Adventist *Mission* for youth and adults (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. You may use a map of the world where the students can identify and mark with pushpins the location of the mission story.

Offering

YOU NEED:
- ☐ offering plate/basket

Say: **Through the offerings that we give today, many people will be helped. When we give our offerings, we show that we respond to God's call to give to His work.**

Prayer

Ask the students to choose a partner to pray with. Ask each pair to pray for someone they think is in need. Encourage the students to listen for God's direction in their lives each day.

*Prayer and Praise may be used at any time during the program.

Notes

2

BIBLE LESSON

YOU NEED:

- ☐ classified newspaper ads OR "wanted" poster
- ☐ white/chalkboard OR large paper
- ☐ markers/chalk

Introducing the Bible Story

Read aloud a personal ad from the classified section of the newspaper, or show the students a wanted poster (in some countries, you can get these from the postal service or a law-enforcement agency). Ask them to call out the qualities they want a friend to have while you list them where all can see, creating your own class "wanted" poster.

Debriefing

Ask: **You've listed all the qualities you want in a friend, but what qualifies you to answer your own ad? Which of your friends qualifies? What does it take to make a good friend? Our power point this week encourages us to take responsibility for our actions and respect the needs of others. Those are certainly good qualities for a friend to have. Today we are going to learn more about friendship from the story of Joseph.**

YOU NEED:

- ☐ Bibles

Experiencing the Story

Have the students take turns reading Genesis 39:21-41:16; 41:39-45, about Joseph in prison. As the students come upon incidents in which Joseph or others (including God) show qualities of true friendship have them call out: **A FRIEND INDEED!** After they have read a passage in which poor friendship qualities are shown, they should call out: **THAT'S NO FRIEND OF MINE!** For example, after 39:21, the students would say **A FRIEND INDEED!** After verses 40:2, 3, the students would say: **THAT'S NO FRIEND OF MINE!**

Debriefing

Ask: **From reading Joseph's story, what acts or qualities do you think make a true friend?** (staying with someone in trouble, as the Lord did with Joseph; recognizing people's gifts, as the warden did; looking after people and their needs and being sensitive to their feelings, as Joseph was to the cupbearer and the baker; repenting of the wrong you have done and trying to make restitution, as the cupbearer did with Joseph) **What acts or qualities make a false friend?** (hurting people when they displease you, as Pharaoh may have done to the baker [we really don't know this, but it is a possibility]; forgetting about others when things are going well for you, as the cupbearer did to Joseph) **Who do you think were the true friends and whom did they befriend in the story?** (God, a friend to Joseph; Joseph, a friend to the cupbearer and baker; Pharaoh, a friend to Joseph) **In what ways did they show their friendship?** (See answers to the first question.) **How is it possible to be a true friend at one time and not another? What does that tell you about friendship?** (It changes as people grow in their knowledge and experience of God's love to them.) **Tell me about a time you or someone you know experienced true friendship.**

Say: **Let's say our power text for this week together:**

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

3

APPLYING THE LESSON

YOU NEED:

- ☐ Bibles
- ☐ white/chalkboard OR large paper
- ☐ markers/chalk

Exploring the Bible

Say: **As we learn to accept and appreciate God's love for us,**

We take responsibility for our actions and respect the needs of others.

Say: **Let's read what the Bible says about some of the needs of others.**

With the students, look up and have volunteers read Isaiah 61:1; Isaiah 61:2; Micah 6:8; Matthew 25:34-36.

Debriefing

Ask: **What guidance has God given us for friendship and responsibility in our church community? What steps can we, as individuals and as a group, take to act on our responsibilities to people in our community? Let's list some of the needs of others that we could meet by being a friend to them.** List students' suggestions where all can see.

Scenario

Read the following scenario to your students: **A young man in your church has started to smoke. Some of the adults are deeply concerned about his negative influence on other young people. Others are more accepting, but don't want him to participate in church activities.**

Debriefing

Ask: **How do you think he must be feeling?** (angry, judged, embarrassed, lonely) **How do you think he should be treated? What are some things you could do to help him feel that you are his friend regardless of what he has done?** (Ask your parents if he can sit with your family in church; ask your parents to invite him home to dinner; try to exert a positive influence on him so that he may give up his destructive habit.)

Say: **Let's say our power text together:**

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

4

SHARING THE LESSON

YOU NEED:
- ☐ list from Exploring the Bible
- ☐ paper
- ☐ pencils

Try It Out

Divide the students into groups with an adult facilitator. Ask each group to look at the list they made of the needs of others during Exploring the Bible time and think of one specific thing that they can do for one specific person or group this coming week to show their friendship and sense of Christian responsibility. Have them focus primarily on people within their home, school, or church families as they write their plan.

Debriefing

Ask each group to share their idea and how they plan to implement it this week.

Closing

Prayer and closing comments:

Invite the students to pray sentence prayers based on the scriptures they have read today about being a good friend.

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

Coming up next week:

Say: **Joseph forgives his brothers. Just as God has forgiven us, we should forgive others.**

NOTE: For Coming Up Next Week, select five people to prepare the skit "Your Verdict, Please" (pp. 146, 147) for "Experiencing the Story."

Notes

Student lesson

Strange Friends in Strange Places

Have you ever promised someone that you would do something for them and then forgotten all about it? What happened? Did that person ever forgive you?

The king awoke with a start. Last night what little sleep he had managed to get had been disturbed by dreams that left him worried and puzzled.

In the dreams he was standing by the Nile River when he saw seven fat, healthy cows come out of the water. Almost at the same time seven skinny cows came out of the water and ate up the fat cows. Then seven skinny heads of grain ate seven healthy heads of grain. These dreams were confusing him, and thinking about them didn't help.

The king shouted for his attendant. When the attendant hurried into the room, Pharaoh demanded, "Gather all the magicians and sorcerers in the palace. I need to meet with them right away."

As Pharaoh entered the palace hall a little while later, everyone could see that he was distressed. "I have called you together today because I need your help. Last night I had two dreams. I want someone to tell me what they mean."

The king described his dreams to the magicians, but they could not tell him what they meant. Then the sorcerers could not tell the king what he wanted to know either.

Pharaoh raged, "What do you mean, you do not know the meaning of my dreams?" He rubbed his aching head. "I pay you handsomely, and this is how you repay me? I'll have all of you put to death! Guards, seize them!" The guards began to surround the magicians and sorcerers when a voice rose over the sound of clanking spears.

"O King, live forever," offered the king's butler. "I know of someone who might be able to tell you the meaning of your dreams."

The king turned toward the butler. "You know of someone?" he glared. "Why didn't you speak up earlier?"

"Well, my master," said the butler shakily, "I have done this person a terrible wrong. Once when I was in prison he helped me and a friend understand the meaning of our dreams. I promised him that I would not forget him when I was released. But I have not kept in contact with him."

"And who is this person?" the king inquired with visible interest.

"His name is Joseph. He is a prisoner who now runs the king's prison. Sir, if anyone knows the meaning of your dreams, it is Joseph."

The king signaled the chief guard to go and bring Joseph to the palace. Joseph, newly bathed and shaved, soon stood before him.

"I've been told that you can tell me the meaning of my dreams," Pharaoh announced to Joseph.

"No, Master." There was a moment of silence, and the king cast a glance at the butler. Then Joseph continued, "I cannot interpret your dreams, but my God can!"

The king was impressed. He told Joseph his dreams and waited to hear their meaning.

"O King, both of your dreams mean the same thing. The fat cows and the healthy heads of grain mean that for seven years Egypt will prosper. The skinny cows and the unhealthy heads of grain represent a time when there will be no food in the land."

Joseph continued: "Choose a trustworthy person to be in charge of storing up food for the whole country. One fifth of all the grain produced must be stored, as well as all the excess food, so that the people will have food to eat during the seven years of famine."

It didn't take the king long to decide that Joseph was telling the truth and gave good counsel. He looked around the room. One by one the magicians and sorcerers dropped their heads.

Finally the king looked at Joseph and said, "Since God has made all this known to you, there is no one so discerning and wise as you. You shall be in charge of my palace, and all my people are to submit to your orders. Only with respect to the throne will I be greater than you" (Genesis 41:39, 40).

Joseph was amazed at the miraculous turn of events and recognized God's intervention in his life. He trusted that God would continue to give him the wisdom and strength for this next challenging assignment.

KEY REFERENCES

- Genesis 39:20-41:16, 39-45
- *Patriarchs and Prophets,* chap. 20, pp. 218-223
- *The Bible Story* (1994), vol. 2, pp. 57-60
- Our Beliefs, nos. 14, 17, 12

POWER TEXT

"A friend loves at all times, and a brother is born for a time of adversity" (Proverbs 17:17).

POWER POINT

We take responsibility for our actions and respect the needs of others.







Sabbath

DO Do this week's activity on page 61.

Sunday

READ Read Proverbs 17:17 and this week's story, "Strange Friends in Strange Places."

LIST What kind of friend was Joseph? List some qualities you have that others would want in a friend.

LEARN Begin to learn the power text, Proverbs 17:17.

PRAY Ask God to help you be a true friend.

Monday

READ Read Genesis 39:20–23.

MAKE On a piece of paper, write your power text. Create as many acrostics for the word "friend" and the name "Joseph" as you can. Write your acrostic all around the edges of the paper to decorate it. (For example: Jailed unfairly; On God's side; S . . . ; E . . . ; P . . . ; H . . .)

PRAY Ask God to help you keep your promises.

Tuesday

READ Read Genesis 40.

THINK Why do you think the cupbearer forgot Joseph? Have you ever had a friend forget a promise made to you? How did you feel? Have you ever forgotten about a promise you made to a friend? How do you think your friend felt? Write about this in your Bible study journal.

PRAY Praise God for His faithfulness in keeping promises.

Wednesday

READ Read Genesis 41.

THINK In what way did the cupbearer finally show respect for Joseph?

DO Do one thing today to show God and others that you are His friend. Record what happens in your Bible study journal.

PRAY Ask God for the strength to take responsibility for your own actions.

Thursday

READ Read Isaiah 61:1, 2; Micah 6:8.

LIST In your Bible study journal, make a list of things that you could do to show love and respect to others.

PRAY Ask God to show you a specific way you can show love and respect to other children of God.

Friday

READ Read Matthew 25:34–36 with someone.

REFLECT In what way can you show friendship to the people in your community. Plan how to begin.

PRAY Choose a person or a family that you and your family will pray for each day as a way of sharing true Christian friendship.