



# Having Fun with Some Great Genesis Stories

A Project Pack for Infants (age 3-6)

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## **About Project Packs**

Project packs are a series of themed activities for use in CYCs, holiday clubs or as additions to the syllabus.

Most of the activities need quite a lot of preparation such as collecting items and making games so it's worth reading through what you might want to do well in advance of the session. It is also advisable to try out before hand what you are expecting the children to do later.

If you need to make board games or cards the pages are free to photocopy. You could copy and print onto paper and stick onto card or print straight onto card if your printer allows for this. If this project pack is on our website [www.cssu.org.uk](http://www.cssu.org.uk) you could download the page and print straight onto the paper or card.

Feel free to pick and choose what activities will suit your needs and adapt for your particular class.

Keep asking questions while the children are working on a model. Some children will talk when they don't feel the pressure of you waiting for an answer. Some of course won't shut up so should be encouraged to listen to what others are saying.

# Genesis Project Pack for Infants

## Contents

This project pack is intended as a guide for teachers. Each unit suggests a different way of telling a story from Genesis and then offers a choice of follow up activities. Some will suit a younger age group than others; some will suit larger groups of children than others; some require preparation and some virtually none.

**Unit 1: Creation** - Instructions are given for telling the story of Creation using a storybag. The teacher will need to gather props together and be able to tell, rather than read, the creation story. The children are then encouraged to discuss and express their feelings and ideas both verbally and through art or music in the follow up.

**Unit 2: Noah** - The re-telling of this story is based on sound. Use percussion or anything you have to make the story come alive as you tell it. The follow up activities enable children to unpack the story further through action, role play, music, science and craft.

**Unit 3: Abraham** - Tell the story of Abraham's journey through the objects he may have packed into his suitcase if he had had one! Follow up activities include songs, craft and games.

**Unit 4: Jacob** - Use the suggested text or your own to tell the story of Jacob and Esau's brotherly troubles. Help the children to participate by giving them paper plates to hold with smiley and sad faces on, which they hold up as appropriate to show their understanding of the emotions within the story. Follow up activities include some cooking, a collage, a prayer and a game.

**Unit 5: Joseph** - Tell the story in two parts, using a story box or bag with toy figures and other objects to hold the children's interest. The follow up activities include making simple puppets, using percussion and songs and playing games.

## Unit 1: Creation

### Tell the story of Genesis using props and your own script to help you.

Begin by writing your own version of Genesis 1 or choosing a good book with text suitable for the age of the children you will be teaching.

Then collect together the following props or their equivalents and put them into a drawstring bag (or other opaque container) in colours that sum up creation for you.

- A sheet of black material about a metre square to represent the dark, void earth
- Two pieces of material, each at least half the size of the black sheet, one blue to represent water and one brown to represent the land.
- Trees, flowers, seeds, sun, moon, stars, animals, Adam and Eve all made out of card (or playdoh/plasticene if you prefer).

Put the materials in the bag in the reverse order in which you will need them.

### What to do:

Have the children sit on the floor in a semi-circle around you but with enough space for you to lay out the cloths.

**For Day 1:** Begin by taking out the black cloth and laying it out in front of the children, spreading it and smoothing it in an almost reverent way. Do not look at the children but focus your attention all the time on what you are doing. Tell the children about the earth being empty and the spirit of God hovering over it. Move the cloth slightly to represent this.

**For Day 2:** Explain about the separation of the waters and at the same time, shake out the blue cloth, lifting it high and low a few times to represent this, finally letting it settle on one side of the black cloth.

**For Day 3:** Take the brown material and position it carefully over the black cloth to the side of the blue, explaining how God made the dry land. Go on to talk about the plants, bringing out the objects and putting them down carefully in position.

**Continue** to tell the story of each day taking out the objects from the bag, as mysteriously as you can and putting them very carefully in place. Try not to look at the children but focus on the scene you are building so the children will too.

When your scene is complete, it would be good to play a short piece of music and only allow the children to talk at the end of that. Encourage them to ask questions, say what they liked or didn't like, what they feel or think about creation, how they think God and the angels might have felt at any one point in the story and why. Encourage discussion and handling of the objects you have used in the story-telling.

# Unit 1: Creation - Story Activities

## Picture or Collage

You might like to allow the children to paint a picture or make a collage of their favourite day of creation, give their picture a title and then share what they have done with everyone else, saying why they chose that day.

## Human sculpture

You could try getting the children to make a human sculpture for one or each of the days of creation. Put them into small groups of 4 or 5 at the most. One child is the sculptor and the others have to decide which plant or animal or celestial body they will be. Working with each child in turn, the sculptor should move their arms, legs, head, body to make a single sculpture with the children themselves. (This is great fun but will need careful supervision to prevent accidents or arguments.)

## Music

If you have access to some percussion instruments (or fancy having a go at making some from junk), you could work with the children to create a piece of music that takes the audience through the days of Creation, from God's spirit quietly hovering to rushing waters, to swaying plants and chattering animals. Don't forget to use the human voice as well. You could make it even more exciting by performing it to your ecclesia.

## Vegetable picture

Let the children have some fun with the plant creation by using vegetables or natural materials of your choice to make a picture. They could choose a skeleton as in the picture opposite, or they could make a train engine or house or anything they can think of. Chop up the vegetables for them or go collecting leaves, bark, twigs and so on together. Then arrange the chosen materials to make a picture. Can the children come up with captions for their designs?

Afterwards, remember to say thank you to God for his amazing creation.



## Story Bag

Let the children use the Storybag and its contents to retell the story in pairs in their own way.

## Unit 2: Noah -

### The Flood Story in Sound and Action (Genesis 6-9)

Help the children to make the sound, then tell that part of the story, using the script:

**Sound: Crying** God was feeling very sad.

**Sound: Angry foot stamping etc.** God was feeling angry. The people he had made were behaving very badly. They were hitting each other. They were telling lies to each other. They were shouting rudely at each other. They were stealing from each other.

**Sound: Singing and praying.** Now there was one man who made God very happy. Noah and his family prayed to God and sang him praises. They did not fight or lie or shout. They shared with each other and helped each other.

**Sound: Triangle - ting sound.** God had a cunning plan to end the lives of the wicked people and save the lives of anyone who loved God.

**Sound: Sawing of wood.** God told Noah to make a boat. So first Noah cut down lots of trees and made planks for the boat.

**Sound: Hammering of wood.** Next Noah hammered nails into the planks to join them together. He made the boat 3 storeys high and as long as a football pitch.

**Sound: People laughing and shouting.** The people asked Noah what he was doing, building such a big boat when they were nowhere near a river or the sea. They laughed rudely when he told them God was going to send very big rains on the earth and they'd all be drowned unless they stopped being so horrid to each other.

**Sound: Panting as out of breath.** At last the boat was finished. Noah filled it with sacks and sacks of food which they had to drag on board. (Ask what else the children think Noah might have had to bring into the ark?)

**Sound: Various animal sounds.** After all the hay and straw and peas and beans were stored away in the boat, God sent two of every kind of animal and they went into the ark two by two.

**Sound: A loud BANG!** God shut the door so no-one else could get into the ark and no-one could get out.

**Sound: Rain getting louder, thunder, shouts of help etc.** The first raindrops fell, then more and more. For 40 days and 40 nights the rain kept on falling. There was the biggest flood that there ever has been. All the earth was covered with water until even the tallest mountain was drowned.

**Sound: More animal noises, clanking of feeding buckets, sweeping of straw etc.** The only people left alive were those safe inside God's ark. It was very busy for Noah and his family with all those animals to look after. (Ask the children what jobs they might have had to do and what prayers might they have said?)

**Sound: Water swishing around, a strong wind blowing, a scraping sound.** The ark drifted about. God sent strong winds to dry up the flood. 7 months later (how many days?) God guided the ark to settle on a mountain called Mount Ararat.

**Sound: Cawing and cooing of raven and dove.** Noah sent out a raven and then a dove until he knew there was enough dry land for them all to walk on. Everyone rushed out of the ark. They said a very big Thank you to God for keeping them safe.

**Sound: Sing 'I can sing a rainbow'** (or equivalent) God promised Noah he would never flood the whole world again. The rainbow appeared as a sign to him and us too.



## **Unit 2: Noah - Some Activities to choose from.**

### **Playchute Funtime**

You will need: A play parachute \*

To play:

- All sit around the chute. Give pairs of children the name of an animal. Ensure pairs sit on opposite sides of the chute. Help the children to decide on an action for their animal: For example, rabbits hop; giraffes make neck with arm overhead; lions roar.
- All stand up holding parachute. Teacher speaks the words in italics and all move the chute accordingly:
  - “Noah built an ark, a big ark, a huge ark”* (lift chute up above heads and step under, holding chute behind you, lean forward.)
  - “He hammered all the planks in place”* (Lift chute and step outside it. Move hands up and down on chute as if hammering nails)
  - “He sealed it well with pitch”* (Sway chute to the left and the right as if painting)
  - “He called the animals in pairs”* (Ripple chute with excitement)
- Call out one of selected animals. Lift the chute high and low continuously while the 2 children swap places, crossing over under the chute and moving like their animal.
- Repeat the chant, children joining in as they learn it then choose another pair of animals to crossover.

\* (If you don't own one, you may be able to borrow one from a local school. They can also be purchased online from 'Seamstress', along with a book of games to play.)

### **Re-telling the story in twos and threes by either ...**

Allow the children to use some percussion instruments as they re-tell the story, or a part of it, make sounds and use their own imagination.

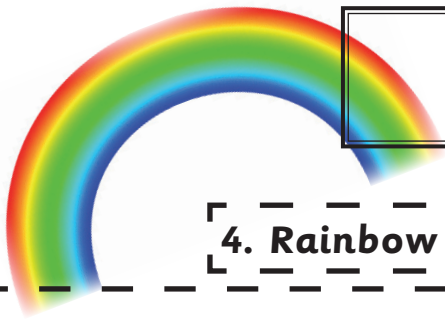
OR

Provide a large cardboard box for each group, some toy animals and some dressing up clothes such as some old scarves, bits of sheeting, or whatever you have.

Encourage the children to role play the story or a part of it. Older infants may be able to tell you how one of the characters was feeling at any particular point in the action eg Noah's wife when all the animals arrived or one of the people when the rains came down.

### **Make your own 'Flood Symphony'**

Use percussion instruments and voices to invent a piece of music which tells all or part of Noah's story. You could begin with a cacophony of sound to represent the violence of the people until God 'speaks', continue with boat building sounds, the animals coming, the rain falling, the water sloshing, the wind blowing, the excitement of the arrival on dry land and finally the rainbow promise. Just include whatever appeals to you and the children. Remember to write down some directions so you can repeat it, especially if you want others to hear it afterwards. Most of all enjoy the experience. It will reinforce the story and the way God works with those who trust him.



## Unit 2: Noah - More Activities....

### 4. Rainbow Fun

#### Make a Group Rainbow:

By mixing the primary colours, red, blue and yellow, we can make orange, purple and green.

You will need:

- Poster, acrylic or emulsion paints.
- Plastic trays for mixing colours
- Water pots and large paintbrushes
- A large rainbow drawn on thick paper
- Plastic protection for tables and children

Check the children's understanding of the colours of the rainbow and then help them to mix and paint each one in the correct order. (red, orange, yellow, blue, green, indigo, violet) Leave to dry.

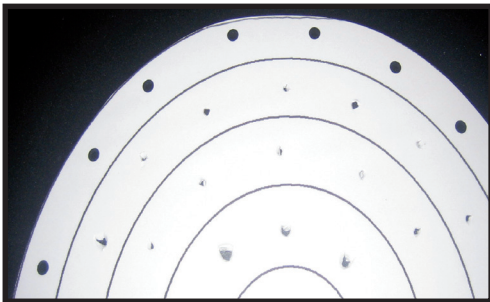
Now for some animals:

Let each child choose an animal to draw, copying from pictures you have found or provide ready drawn ones on card for them to use.

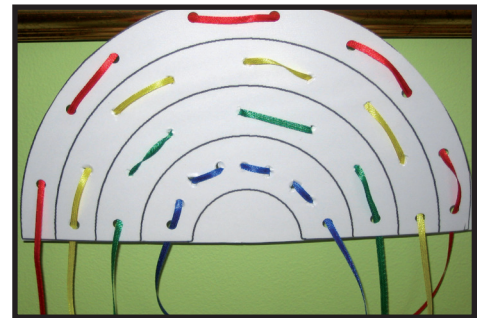
Let them have a supply of old magazines or coloured wall paper, tissue paper, sugar paper, which they should tear into strips or small pieces.

Put PVA glue over parts of the animal at a time and begin to stick down the paper strips, overlapping each one. Cover the finished animal with a coat of glue which will then dry to a gloss finish.

Finally, glue or staple the animals over the rainbow, randomly, to complete the Rainbow Collage.



Make a Rainbow using card and wool or ribbon



#### Make a rainbow out of wool:

Prepare a rainbow shape on card or laminated paper for each child, as above left.

You will also need lengths of wool or ribbon and a single hole punch.

Make holes around the rainbow within each colour band as in the diagram. (make more holes and/or increase the number of bands for the more dextrous children and fewer for less able or younger children) Wrap some sellotape around the end of the wool or ribbon to make it like a shoe lace. Help the children to thread the wool or ribbon through the holes in a simple running stitch, using a different colour for each band eg red, yellow, green, blue. Practise tying bows or knots by finishing off the ends. Animal or sun, moon and star stickers could be added to complete the project.



**Unit 3: Abraham -**  
**Some activities to choose from**  
Genesis 12:1, and Genesis 13, 15, 17, 22 for the promises

**The story of Abrams travels - in a Blanket.**

**Before the session, do the following:**

1. Collect together a set of items that Abraham might possibly have packed for the journey God told him to take from Ur of the Chaldees to the land of Canaan. Let your imagination run free but you could include some bread, dates, pomegranates, spices, 'sacks' of rice and peas or lentils, a bag of camel food, wineskins of water and wine, a brush to clean the camels, a mask to wear in case of a sand storm, spare sandals, tent pegs, telescope for finding way using the stars, etc etc. Put them onto the blanket and then tie it up with string to make a bundle.
2. Print God's words from Genesis 12:1 on a large speech bubble piece of card so children can read them.
3. If possible find some pictures of the sort of desert Abraham may have travelled through, including sand-dunes, camels, oases.
4. Write out a precis of the promises given to Abraham from Genesis 13: 14-17; 15:5-6; 17:4-8; 22:17-18 for you to share with the children.

**Telling the story:**

1. Have the children sit on the floor in a semi-circle in front of you. Ask if any of them have ever moved house? What did their parents have to do? Was there lots of box packing? Did they have a removal van? After a chat about moving, produce the bundle and encourage curiosity as to what it could be and what could be inside. Explain it's been packed by a man who was told by God to go on a long journey, much of it through desert areas. Show your desert pictures and discuss conditions and problems he might have encountered.
2. Next make a show of opening up your bundle and allow each child to select an item in turn, talking about it and it's possible use on the journey.
3. When each item has been explored, ask one of your better readers to read God's words from the prepared speech bubble. Have they guessed the story is about Abraham? Supply missing details about where he was from, where he was to go and why. Go on to explain God had some special promises to make to faithful Abraham. Share them and their significance with the children.

**Learning from the Story:**

Emphasise the key learning about Abraham being faithful and obedient to God. Ask for ideas about how they might show their faithfulness and obedience to God. (eg Bible reading and prayers, doing as the Bible advises, helping others and doing as our parents say.)

## Unit 3: Abraham - More Activities....

### The Suitcase Game

1. Children sit in a circle.
2. The leader begins to tell the 'story': "My family were moving house. In my special box I packed my lego....." (The leader suggests one item such as lego, Bible, teddies, etc)
3. The next person in the circle repeats the words "In my special box I packed my lego and ..... eg my Bible (another item is added to the list)
4. Play passes to the next child, who repeats "In my special box I packed my lego, my Bible and ..... (another item is added to the list)
5. Play continues with each child adding something new to the list. Is it possible to get all round the circle with everyone remembering each item?

Hint: Use your discretion as to how much help you give. You may even prefer to use actual items or pictures of them, which children pick from a pile and then pass round the circle to the next player. Decide according to the ability of your own group.

### 'Follow my leader'

Abraham followed where God chose for him. Abraham's family followed him. So just for fun, why not play 'Follow my Leader'? Begin by choosing a way of moving, say hopping, skipping, striding, etc and move around the space you have with all the children following you in a line and moving the way you do. When you change your movement or direction, the children do the same. After a few changes, choose a new leader. Continue until all have had a turn or the children are worn out!

### Writing and Singing a Song

Choose a simple tune such as 'Twinkle, twinkle little star' and get the children to help you change some of the words so they tell the story of Abraham's journey and perhaps the promises God made to him. To get you started, you could begin with:

'Twinkle, twinkle little star  
Hear God's voice speak from afar.  
He told Abram he must go  
A long long way from his home.  
Twinkle, twinkle little star  
Abram heard God's voice from afar."



Hint: Count stressed syllables in each line of the original song. This will help with scanning the lines.

## Unit 3: Abraham - More Activities....

### Make a Star Mobile

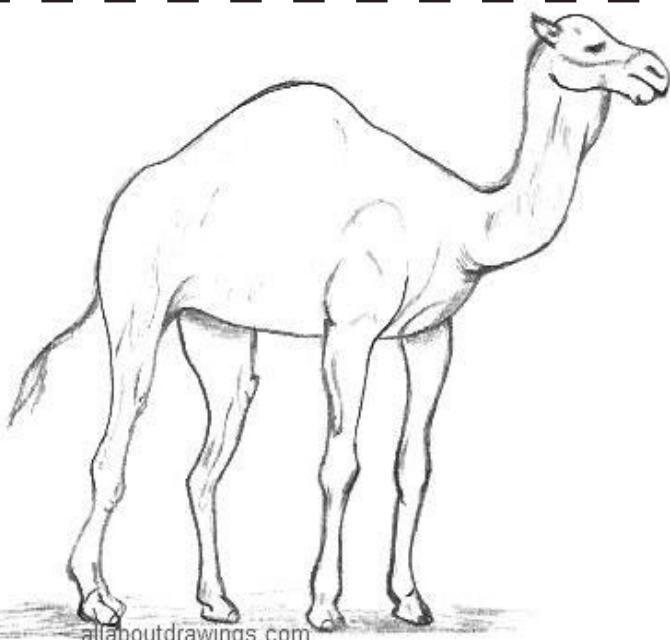
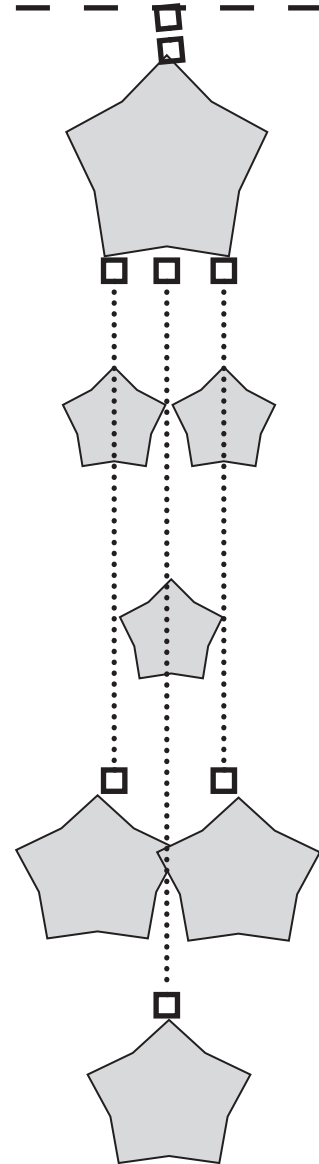
Genesis 22:16-17

#### You will need:

3 Star templates - one 15cm, one 10cm, one 5cm across, cut out of thin card; scissors; pieces of felt; embroidery cotton and needles; PVA glue; cotton wool; assorted beads and sequins and a felt tipped pen.

#### What to do:

1. Draw round the star templates on the felt with a felt tipped pen and cut out. You will need 2 x 15cm stars, 6 x 10cm stars and 6 x 5cm stars.
2. Place the 2 large stars together and stitch round the edge with a small running stitch, leaving one point unstitched. If your children are not ready for sewing, they could glue with a thin brush, close to the edge of the stars instead.
3. Lightly stuff the star with small pieces of cotton wool, not too much and then finish stitching or glueing the last point.
4. Decorate the star with sequins stuck onto both sides so they are sparkly!
5. Repeat for the other stars so you have 7 in total.
6. Thread little beads onto lengths of embroidery thread and attach to the stars as in the diagram



### Pin the tail on a camel!

Make a large drawing of a camel without a tail. Make a separate tail out of card or plaited wool. Blindfold each child in turn and ask them to try to stick the tail in the right place with a drawing pin, blutack or double sided tape. Write their initials in their chosen spot and award a prize to the one who is nearest to the correct position. You may like to talk about the importance of camels in desert travel and to people like Abraham, Isaac and Jacob.

## **Unit 4: Jacob - Jacob & Esau and the Very Expensive Bowl of Soup**

**Use Sad and Happy Faces to help with the story telling.**

(Genesis 25.19-34)

**Ask the children** if they ever fight with their brothers and sisters? What happens? Explain to them that you need their help to tell a story of two brothers who were fighting with each other even before they were born! It led to much trouble and unhappiness - but then, fighting always does.

Give them each a paper plate on a stick, with a smiley face on one side and a sad/cross face on the other. Explain that, as you tell the story, you will need them to hold their plates up to show whether the characters are feeling happy or sad or even cross.

### **Begin**

Isaac was 40 years old when he married Rebekah. Many years went by, but they didn't have any children. **(sad face)** And so Isaac prayed to God, "Oh Lord, please look with favour on my wife Rebekah, and bless us with children."

God heard Isaac's prayer (of course, God hears every prayer!), and he answered it. **(happy face)** When Isaac was 60 years old, Rebekah became pregnant - and not with just one child, but with twins! **(happy face)** But before they were even born, Rebekah could feel them kicking and fighting inside her. **(sad face)**

"Why is this happening?" she called out. God answered her:

"The two babies inside you will become the fathers of two sets of people. Just like the two babies are fighting with each other now, so the two sets of people will fight with each other. One will be stronger than the other."

Soon it was time for the children to be born. **(happy face)**

The first baby born was a boy. He was red all over and covered with hair, and so Isaac and Rebekah named him Esau, which sounded like their word for "red." The second baby was also a boy and he was born grabbing onto Esau's heel. So they named him Jacob, which sounded like their word for "heel."

The boys grew up. Esau became a strong and skillful hunter who loved the outdoors. **(happy face)** Jacob was a quiet man, who preferred to stay home. **(happy face)**

Isaac liked Esau because he liked to eat the wild game Esau brought home from hunting. **(happy face)** But Rebekah liked Jacob because he learned to cook and to do other things to help her around the home. **(happy face)**

## **Unit 4: Jacob - The Very Expensive Bowl of Soup (continued)**

One day Esau went out for another one of his hunting trips. He was gone for a few days, and the hunting couldn't have been very good, because when he came back, he was starving for something good to eat. **(sad face)**

Now Jacob had just made a great big pot of hot, steaming, stew. The mouth-watering smell filled the air **(happy face)** so Esau demanded "Give me some of that red stuff - I am starving!"

Jacob suddenly had a plan and so he said, "Sure! I'll give you some stew - IF you will give me your Birthright!" **(happy face)**

(The Birthright was a very important thing. It went to Esau because he was born first. When Isaac died, Esau's Birthright would make him the head of the household, and he would get twice as much of Isaac's wealth as Jacob would.)

But here is where Esau made his mistake: He was hungry NOW. He didn't care about tomorrow. All that Birthright stuff wouldn't happen for a long time. **(sad face)**

But Jacob was wiser: He knew one day tomorrow would come. If he had the Birthright, one day he would become the head of the household. **(happy face)** "Give me your Birthright, and I will give you some stew," Jacob said again, as he slurped on a steaming spoonful himself.

"All right! All right!" Esau said, "You can have my Birthright. What good will it be to me if I starve to death!" Not that he would have starved to death. He was just hungry. **(sad face)**

"Do you promise?" Jacob said.

"I promise!" Esau snapped.

"All right then," Jacob said, and he gave Esau what he wanted.

And so Esau gave away his Birthright for a bowl of soup and few pieces of bread. That wasn't too smart. **(sad face)**

But Jacob was very pleased he had tricked his brother. **(happy face)**

What do the children think about the way each brother behaved?



## Unit 4: Jacob - More Activities ....

### Making a Pretend Potage

Why not let the children have a go at making their own 'stew'. Give them a plastic container and an old wooden spoon or just a strong twig and let them collect any number of natural objects, leaves, stones, twigs, soil, sand, flower petals, etc. as ingredients. Add water and make a 'stew'. Who would they like to share their 'stew' with and why?

Talk about who made the stew in the story and why he shared it with Esau.

### Make a Real Vegetable, Bacon and Pasta Potage

Preparation time is about 20 minutes. Cooking time is about 40 minutes  
Serves 4–6 (Finely chop the vegetables for young children and leave them chunky for older children)

#### **You will need:**

- 2 tbs olive oil
- 1 medium onion, finely chopped
- 175g rindless bacon rashers, trimmed and chopped
- 2 medium carrots, diced
- 1 stick celery, thinly sliced
- 2 medium potatoes, peeled and diced
- 6 cups chicken stock
- 100g dried pasta (like mini penne)
- 2 tbs chopped parsley
- Salt and pepper
- Toasted bread, to serve

#### **What to do:**

**With Children:** With extra helpers and keeping SAFETY in mind, help children to chop the vegetables and weigh out the pasta.

**Adults:** 1. Heat oil in a large saucepan over medium heat until hot. Add onion and bacon and cook, stirring often, for 5 minutes or until onion is tender. Add carrot, celery and potatoes and cook, stirring often, for 5 minutes or until vegetables begin to soften.

2. Stir in the stock. Cover and bring to the boil over medium-high heat. Reduce heat to medium-low and simmer, stirring occasionally, for 20 minutes until vegetables are almost tender.

3. Stir in pasta, partially cover and cook for 10 minutes or until pasta is tender.

4. Stir in parsley and season with salt and pepper to taste.

5. Ladle into serving bowls and serve with toast.

## Unit 4: Jacob - More Activities....

### Make up your own Thank you Prayer(s)

While the soup is cooking, you may like to encourage the children to write a prayer to say 'Thank you' for all the food they have, including the vegetables they have just chopped!

If the children are very young, you could write a copy for each child using their ideas. Then they could stick on pictures from magazines and gardening catalogues to decorate their prayers and make them special for God.

Don't forget to use at least one of the prayers before you all taste the soup!

### Make a Collage Stew Pot

You will need:

- A suitable pot drawn onto strong card for each child, such as the example shown.
- PVA glue and glue spreaders or brushes
- Collage materials such as lentils, split peas, dried aduki and haricot beans, pasta shapes, sunflower seeds.



What to do:

1. Spread the glue along the outlines of the pot and ladle and press the beans into the glue.
2. Spread glue in the centre of each shape and fill in with rows of different coloured beans and pasta shapes.
3. Glue and stick down beans to show the steam lines.
4. Spread glue around the edges of the picture and stick a row of peas or small beans to make a frame.
5. Finally add some extra detail in the corners by glueing on a floret of beans or other little shape.

### Play a Game - A Race to Fill the Stew-Pot

Put your children into 2 teams, lined up at one end of the room with a box representing a stew pot, behind them. At the other end have a single collection of ingredients for the stew. (anything would do but toy plastic fruit and vegetables would be appropriate)

On the signal to start, the children run one at a time from their team to the pile of objects, pick up just one and run back with it to their own box. Players continue to run in turn until all the objects are in the boxes and the 'Stew' is ready.

The winning team is the one with the most ingredients in their stew.

## **Unit 5: Joseph - Telling the Story with a Story Bag.** (Genesis 37, 38 - 46)

### **Joseph's Unhappy Times**

Young children soon learn to help themselves out of a difficult situation by telling lies. This story could be used to show that being untruthful causes all manner of problems.

#### **Preparation:**

Before the lesson, collect together the following and pack them into a bag or box, perhaps decorated with pyramids or anything Egyptian looking

- Collect:
- 13 people figures (such as 'Playmobil' or larger) to be Jacob and sons
  - Red felt rectangle, with coloured threads or ribbons stuck on one side
  - Fold it in half and cut hole for head, to make the coat of many colours
  - Similarly cut rectangles of felt (or even paper) to use as coats for figures
  - Suggest 2 in brown, 2 in grey, one in yellow, one in pink, one in purple and a crown
  - Coins
  - Large tin foil tears
  - 2 quite large white paper or white felt dream clouds
  - Collar for Joseph and large heart, both of gold paper

**Introduction for Children,** (sitting in semi-circle on floor in front of you):

Unpack the box/bag holding up each set of items so children can clearly see.

Encourage any speculation about what the story might be about and especially what the clouds might signify. Replace items in box/bag until you need them in the story-telling.

#### **Story Script and Action:**

(Use either the box-lid or the bag or a piece of flat material on which to place the items)

My story begins with a happy boy (**position one figure**) who has been given a coloured coat by his dad (**dress in red coat**). The boy's name was Joseph and he had 10 older brothers (**count out 10 figures**) and one younger brother called Benjamin (**place last figure**). The trouble was that the 10 brothers (**count 10**) hated Joseph because they thought he was proud and spoilt and showed off. Worst of all he told them about a dream he had (**add dream cloud**). In that dream he said that one day his brothers and his mum and dad would bow down to him and rule over them all. You can imagine they didn't like little brother telling them that!! "No way" they each said in turn (**say 10 times as you hold up each brother in turn**). So the brothers decided to get rid of their troublesome brother: First they took away his special coat (**remove red coat**). Then they sold him to some men (**add coins**) who wanted to sell him on as a slave. They took him to a far away country called Egypt (**move Joseph off base material**). The brothers put animal blood on Joseph's coat (**turn coat inside out so red side shows**) and took it to their dad. He thought wild animals had killed him and was very sad (**add tears**). The Brothers didn't tell their dad the truth (**remove all figures in one go**). Life became very unhappy (**look sad, pause for effect...**).

## **Unit 5: Joseph - Telling the Story with a Story Bag (continued)**

Far far away in Egypt, Joseph lived. He was lonely without his family **(add tears)**. The good news though was that God was watching over him **(point to own eyes)** and he had a plan. So Joseph was not alone **(remove tears)** because God was with him. Joseph was working as a slave for a rich man **(add figure, dress him in a yellow coat add coins)**. He worked hard and did well as a slave. His rich master trusted him and put him in charge of the whole household.

Then something horrid happened to Joseph. The Lady of the House **(add figure and dress in pink coat)** told a lie about him. The rich man believed his wife and sent Joseph to prison **(sweep away everything at once)**. Life seemed very sad again **(add tears)**.

In the prison cell, Joseph felt hurt and upset because he hadn't done anything wrong **(add Joseph all alone)**. But God was watching **(point to own eyes)** and God still had a plan:

Joseph was liked by the prison guards **(add 2 guards and dress them in brown coats)**. They put Joseph in charge of two other prisoners **(add 2 prisoners and dress them in grey coats)**. Both these prisoners had very strange dreams **(add 2 dream clouds)**. Joseph asked God for help and he was able to tell them what their dreams meant **(hold up one cloud)**. To one he said "Your dream means you will soon die." **(hold up other cloud)**. To the other he said "You will soon serve wine to the King. But when you do, don't forget about me. Remember how I have helped you." What Joseph had said came true. One died **(remove a prisoner)** and the other went to serve the King **(remove other prisoner)**. But the King's servant forgot all about Joseph **(sweep off everything)**.

Once more Joseph was all alone feeling sad and upset **(add tears)**. But God was watching **(point to own eyes)** and he still had a plan:

### **PART 2**

Now the King of Egypt was worried **(show King; put on purple coat and crown)**. He had been dreaming **(add cloud)** about 7 fat cows **(widen hands and count to 7)** and 7 thin cows **(move hands closer together and count to 7)**. He was very puzzled and no-one could tell him what his dream meant until suddenly his servant, who had been in prison with Joseph, remembered! **(bring on former prisoner in brown coat)**. The King said, "Bring Joseph to me!" **(add Joseph)**. Joseph prayed to God as the King told his dreams. Then he said, "This means that for 7 years **(count to 7 together)** the crops will grow and there will be plenty of food **(move hands wide apart or upwards)**. But then for the next 7 years **(count to 7 together)** the crops won't grow and there will be hardly any food **(move hands closer together or downwards)**. The King was pleased to hear about this and made Joseph governor of Egypt **(put gold collar on Joseph)**.

## **Unit 5 - Joseph - continued**

### **Telling the Story with a Story Bag.**

So Joseph became an important man in Egypt. He stored up food (**show pieces of bread**) for the 7 good years (**count to 7**) and then shared out the stored up food for the 7 bad years (**sweep away everything while counting to 7**).

Joseph was not sad anymore. God was watching (**point to eyes**) and his plan was working. Joseph was helping to save lives. God also had a plan to bring Joseph's very own family to him too.

Far, far away, Joseph's family were starving hungry (**rub stomach and put brothers on edge of cloth/box lid**). They came to Egypt to buy food but they did not know that their very own brother, who they had sold all those years before, was now Governor of the land (**lift Joseph**). When Joseph saw his brothers, he wept (**add tears**). He tested them to see if their hearts had changed or not (**add heart**). He found they had changed completely and so he forgave them for being so cruel to him all that time ago. Now the whole family could live in the land of Egypt, with Joseph to look after them (**bring on Jacob and put the whole family together**).

Joseph had trusted God and now his life was happy. God had been watching over them (**point to eyes**) and had made a plan to save many lives.

### **Questions you could ask the children after telling the stories.** (choose or think up your own questions)

**Hold up the relevant characters as you ask questions. Let the children hold them as they answer**

Who do you think did something wrong/right in the story? What did they do?

Who felt sad in the story and why?

What do you think Joseph thought when he first saw his brothers?

What do you think the brothers may have said to each other when Joseph told them who he was?

Do you think Joseph/Joseph's brothers learned anything?

Who told lies in the story? Why did they?

Who was forgiving in the story?

What have we learned that we should/should not do?



## Unit 5: Joseph

### Some Activities to choose from

#### Puppets

Use stick puppets to retell part of the story. Let them make up their own conversations as they retell the action in their own way.

To make the puppets, you will need:

some good cardboard

some craft sticks (from shops such as The Works or Poundland)

felt tip pens

glue/stapler

(optional: fabric scraps, wool, sequins, buttons)

On card, draw simple shapes, such as that shown here. Cut out for the children if necessary. Help them to fix a craft stick to the back as shown.



Children should then 'dress' their figures with pens or fabric, wool, etc. They are then ready for their own Joseph plays.

#### A Musical Number

A. Choose a song from 'Joseph and his Technicolour Dreamcoat' (available as a download online) and play it several times while doing one of the other activities. When the children are familiar with it, help them to use percussion and/or voices to accompany it.

B. You could also alter the words of a verse slightly to make it more relevant to the children and their own families and then sing the new version. For example, you could change the name in the following verse and talk about helping that child when he/she feels sad or worried. Or list the children in your class with you at the head! (Jacob)

"Go, go go Joseph you know what they say  
Hang on now Joseph you'll make it some day  
Sha la la Joseph you're doing fine .....etc"

OR

"Reuben was the eldest of the children of Israel  
With Simeon and Levi the next in line  
Naphtali and Issachar with Asher and Dan  
Zebulan and Gad took the total to nine  
Jacob, Jacob and Sons .....etc "

So the songs could change to Something like this (!):

"Go, go go Thomas you know what they say  
Hang on now Thomas you'll make it some day  
Sha la la Thomas you're doing fine .....etc"

OR

"Sally was the eldest of the children in Ely  
With Hermione and Esther the next in line  
Christopher and Timothy with Esme and Em  
Elizabeth and Tom took the total to nine  
Auntie Gertrude and Kids .....etc "

**Have some musical fun!!**

## **Unit 5: Joseph**

### **More Activities to choose from**

#### **A Game - Roller-Coaster**

You will need a chair for each player

All players sit on chairs in a circle facing inwards. The leader goes round the circle naming each player in turn as dreamer, slave, prisoner, governor (stages in Joseph's life). When the leader calls out one of the stages, such as 'prisoner', all those children who are called 'prisoner' must change seats. (Alternatively, the chairs could face outwards and then the children would run round the outside of the circle and back to their chair). If the children are old enough, the last one to sit down is out and their chair removed. Or you may prefer to have them lose a point or do a silly forfeit, such as stand on one leg, count backwards from 10, sing a verse from a song, etc.

The point of the game is to remember the sort of roller-coaster life Joseph led and to have a run around!

#### **A Game - Joseph on the move**

(This game is based on 'Fishes in the Sea' or 'The Sea and her Children')

You will need a chair for each player

The children sit on chairs in a circle facing outwards. They are going to pretend to be Joseph and travel in one of three ways: On a camel (which is bumpy and makes him cross); in a chariot (which is the best and makes him happy); walking in leg chains (which is slow and makes him sad).

Play begins: The leader calls out something that has happened to Joseph in his life:

If it has made him happy, he travels in a chariot (children gallop) round the circle clockwise until they get back to their seat again.

If the leader calls out an action that has made Joseph sad, they all get up and walk in leg chains (children crawl slowly) back to their seats.

If the leader calls out something that has made Joseph worried or uncertain, they must ride a camel (jump or hop) back to their seats.

The last one back has to turn their chair to face inside and has to wait until the next round to join in again.

You could finish the game by shouting 'Joseph's Dad has come to stay', whereupon they all run round as fast as possible and sit on their chair facing in. You could sing 'If you're happy and you know it....' or something similar.

Incidents from Joseph's life could include:

Happy: being given his special coat; being made governor of Egypt; seeing Jacob again;

Sad: put in pit; being sold; put in prison; when forgotten by servant;

Worried: when taken to Egypt; when lies are told about him; when servant leaves prison.