

**MODEL UNIT**  
**BAND B**  
**LEVEL 2**

# FAMILIES

**LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS**

YEAR: ..... SUGGESTED DURATION: 5 weeks (135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① ② 3

**UNIT-SPECIFIC GOALS (highlighted)**
**1. GOD CREATES PEOPLE TO LIVE IN LOVING RELATIONSHIP WITH EACH OTHER**
**1a** explore the Christian belief that human relationships are part of God's plan for people

**1b** explore the Bible message: love your neighbour as yourself

**1c** explore what Christians believe builds and destroys relationships

**2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE**
**2a** explore the Christian belief that family is a structure God provides for the welfare of people

**2b** investigate the roles and responsibilities of family and other social structures

**3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD**
**3a** analyse examples of Jesus' teachings and actions which illustrate love and respect for all people

**3b** identify attitudes and actions which demonstrate love and respect for all peoples of the world

**STUDENT ASSESSMENT**
**ASSESSABLE STUDENT OUTCOMES**

Describe the purposes and benefits of families. (2a,1a)

Describe the causes and results of problems in the relationships in Joseph's family. (1c)

Describe how relationships were restored in Joseph's family. (1c)

Illustrate ways of building positive relationships within families. (2a,2b,1c)

**ASSESSMENT STRATEGIES**

⇒ work sample

⇒ work samples, class chart

⇒ TRS B2/6

⇒ presentation

**UNIT SUMMARY**

Students explore the diverse nature of families. They identify the purpose and benefits of families. Students investigate the story of Joseph and his family. They identify the causes and results of problems in relationships and what contributed to the restoration of relationships in Joseph's family. Students explore Bible verses which provide guidance for families.

## UNIT NOTES

This unit about families and could be integrated with aspects of the Health curriculum. When exploring families in Christian Studies focus on the Christian belief that families are a gift from God and that God wants family members to love and care for each other.

When dealing with the topic of the family, it is important to remember that students come from a range of family settings. The concept of 'mum, dad and the two kids living together happily' may be far removed from the reality of family life for many students in your class. Therefore it is important to be sensitive to, and inclusive of, each student's family setting.

Before discussing difficulties or conflicts which can arise in families, it is important to encourage your students not to disclose sensitive or confidential information about their family to the whole class. Encourage them to talk about situations which could happen in a family rather than in **my** family. Make it clear, however, that you are available to talk to the students privately about family-related issues.

## INTRODUCTION

### 1. ALL KINDS OF FAMILIES

To help students explore the diverse nature of families, choose from the following activities:

- Students draw a picture of their family and 'frame' it with a strip of coloured paper. Display the family illustrations and list the various family models in the class, eg one child lives with mother and grandmother, four children live with mother and father, seven children live in blended families, two live with foster-parents. Ask students to add suggestions of other types of families they are aware of.
- Students view excerpts from television sitcoms/cartoons which portray families, eg *The Simpsons*, *The Brady Bunch*, the Taylors in *Home Improvements* or advertisements which portray families. Students describe the families portrayed on television. Discuss how realistically the families are portrayed, eg as happy, wealthy, no conflicts. Identify the things these families do well and the things they do not do so well. Compare these families with their own family.
- Make a family tree or research information about family history. (If choosing this option, be sensitive to students in your class who may be in a foster care situation or know very little about their family history.)

- Tell students that the Bible has many stories which describe the way God blessed people in different kinds of families, such as single-parent families:  
Elisha and the widow 2 Kings 4:1–7  
broken families:  
Ruth and Naomi Ruth 1:1–18  
families who for many years did not have any children:  
Abraham and Sarah Genesis 17:1–21  
families made up of single people (probably):  
Mary, Martha and Lazarus John 11:1–44.  
If time permits, you could share stories about these families with your students. There are also stories about large families, such as Joseph's family which will be studied in detail.

## DEVELOPMENT

### 2. PURPOSE OF FAMILIES

Give students the task of identifying what they see are the good things about being part of a family. They work in groups and dramatise these advantages. Each group presents their drama to the class. At the end of each presentation the class discusses the benefits of families illustrated in the drama.

Students read the Bible's description of the benefits of the family in the following passages:  
Genesis 2:18–24 Deuteronomy 4:9  
Psalm 68:6a Proverbs 22:6  
Ephesians 6:4.  
Discuss what these passages say about God's reasons for creating families.

Give each student a large piece of paper which they divide into sections. In each section they illustrate a benefit they experience in their family, benefits from living in any family or benefits from families as described in the Bible.

### 3. JOSEPH AND HIS FAMILY

The students explore the Bible story of Joseph. The main focus is on the relationships in Joseph's family rather than on the events which took place in Egypt.

Begin by looking at Joseph's family tree (Teacher Resource Sheet [TRS] B2/1). Consider using an illustrated Bible to share with the students information about members of Joseph's family.

Tell students that Joseph and his family had quite a few problems in their relationships with each other, but despite these problems God was always with Joseph and his family.

After reading each of the following stories ask students to discuss God's role in Joseph's family and to consider what God wanted for Joseph and his family.

### A. Joseph and his brothers

Students read about Joseph and his brothers from the Bible (Genesis 37:1–11), a Bible story book or TRS B2/2.

Students work in pairs to list problems in the relationships of people in Joseph's family, eg Jacob loved Joseph more than the others, Joseph told tales about his brothers, Joseph was a show-off, the brothers hated Joseph and wanted him dead. Students share responses with the whole group. Record responses on a class chart of problems in Joseph's family.

Students complete TRS B2/2.

### B. Joseph is sold and taken to Egypt

Tell students that the problems in Joseph's family had some pretty awful consequences.

Students read about Joseph being sold and taken to Egypt from a Bible story book, the Bible (Genesis 37:12–36) or TRS B2/3.

Students identify what happened as a result of the problems in the relationships: the brothers did something terrible to get rid of Joseph, the brothers lied to their father. Add information to the class chart.

Students complete TRS B2/3.

### C. Joseph in Egypt

Joseph had some interesting times in Egypt, but the Bible describes how God was with him in the good times and the bad times. Use a Bible story book or the story on TRS B2/4a to summarise events which took place in the life of Joseph while he was in Egypt.

Students complete TRS B2/4b which identifies the important people in Joseph's life while he lived in Egypt and what happened in these relationships.

### D. Joseph's brothers go to Egypt

Ask students to imagine they were Joseph. Discuss responses to the following questions: How would you react if you came face to face with your brothers who many years ago had thrown you down the well and sold you as a slave? How would you feel? Why?

Go on to read the next part of the story of Joseph using a Bible story book or the story on TRS B2/5.

Students complete the activities on TRS B2/5.

### E. Joseph tells his brothers who he is

Students read the last part of Joseph's story to discover what happens to the relationships in Joseph's family and what brings this about. Use a Bible story book or TRS B2/6.

Students identify and discuss:

- what Joseph did that brought about such a great ending to the story;
- how Joseph demonstrated forgiveness;
- why he was able to show forgiveness;
- the role God had in the whole story which affected not only Joseph's family but many other families (see Genesis 50:19,20).

Students complete TRS B2/6.

## RESPONSE

### 4. HELP FOR FAMILIES

As a class, discuss and list some of the conflicts which can arise in families. (Direct students to talk about 'a family' rather than 'my family'.) Refer students to the chart they made of relationship problems in Joseph's family. Compare the difficulties in Joseph's family with those of other families.

Christians believe that when people disobey God's plan for families, conflict results. Draw a chart which lists the causes of conflicts in families and the results of the conflicts.

Tell students that the Bible has directions for families. Students read: Ephesians 5:33, 6:1–4  
1 Peter 3:8,9 Colossians 3:12–14.

As a class list and discuss what these directions mean for

- husbands and wives
- children and parents or caregivers
- brothers, sisters and other family members.

Focus students' attention on the Christian belief that because people are loved and forgiven by God, they are able to love and forgive others.

Students use the directions from the Bible to find solutions to the family problems listed previously. They illustrate how families could follow the directions given in the Bible when difficulties arise. Students could present the information as

- a frieze which illustrates families showing love and forgiveness in difficult situations
- a big-book entitled *Help for Families*
- dramatisation of scenarios.

Consider inviting parents to view the students' frieze, book or dramatisations.

## YOU WILL NEED

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ videotape examples of the way families are portrayed on television</li><li>○ photocopies of TRS B2/1–B2/6 for the students</li></ul> | <ul style="list-style-type: none"><li>○ large sheets of paper for family pictures</li><li>○ Bible story books, books about Joseph and his family</li></ul> |
|--|--|

---

## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Map plot structure. Directed reading, reading alone. Write character profile. Editing skills. *Mass Media:* Explore stereotypes in media advertising.

**HEALTH:** *Interaction, Relationships and Groups:* Explore how relationships change and develop. Identify family roles and how responsibilities change. Read, listen to and create stories about relationships. Develop skills, including listening to others, expressing feelings, friendship skills, responsibilities, managing own feelings, cooperation.

**SOCIETY AND ENVIRONMENT:** *Natural and Social Systems:* Investigate ways social systems meet people's needs. Identify family needs and the ways these are satisfied.

from the National Statements and Profiles

---

## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

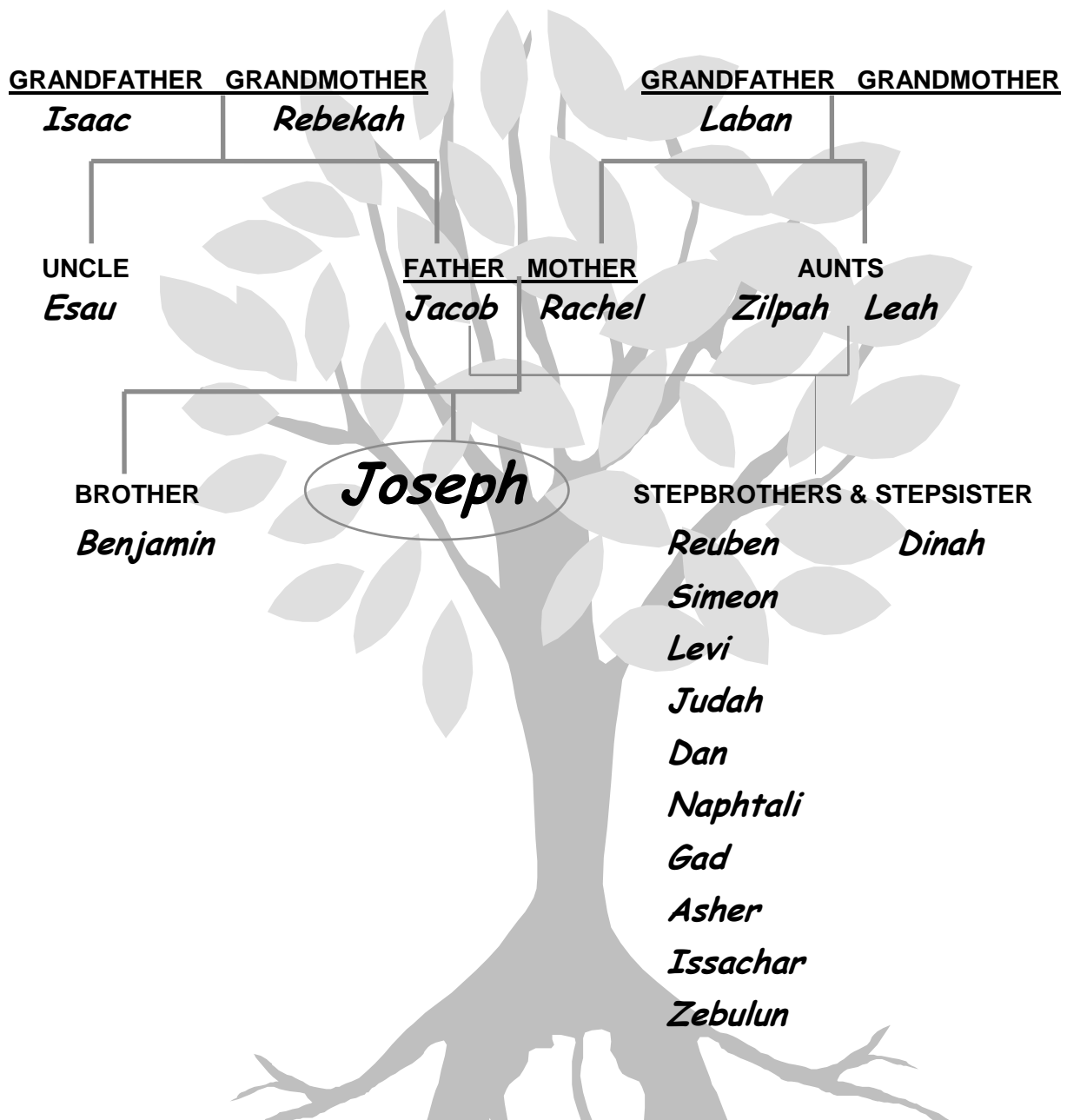
How did I respond to the range of students' knowledge about the purpose and benefits of families?

How did I respond to the range of students' attitudes towards building positive relationships in families?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

# Joseph's family tree



## A. BROTHERS

I am Joseph and I want to share with you a story about my family. I lived with my dad Jacob, my Mum Rachel and my eleven brothers. All of my brothers were older than me except my little brother Benjamin. Sadly, Mum died just after Benjamin was born.

Dad loved all of us, but I have to admit that he loved me much more than my older brothers. He was always making a fuss of me and giving me special presents. One day he gave me this amazing coat which had long sleeves. Only royalty wore a coat like this.

My brothers were not too happy about the way Dad treated me. They didn't like me very much at all; in fact, they couldn't even speak decently to me. I must admit I don't blame them. I was a real show-off. I used to tell Dad things about them that would get them in trouble.

Things got even worse when I started bragging about my dreams. In one dream all of us were in the wheat fields tying up bundles of wheat. The bundle I was working with was very tall and straight. The bundles my brothers were working on came round to my bundle and began to bow down to it. Of course, my brothers took this to mean that I wanted to rule over them, which made them even angrier.

Unfortunately, I didn't know when to keep my big mouth shut, and I told them about another dream I had. In my dream eleven stars and the moon and the sun bowed down to me. Even Dad got a bit annoyed with me this time, but he did think seriously about what the dream could mean. I often wondered, too, what God was saying through these dreams and what God wanted to happen in my life.

---

Draw how you think Joseph's family members felt about each other.  
Include speech bubbles or thought bubbles.

### JOSEPH AND HIS BROTHERS

### JOSEPH'S FATHER AND HIS SONS

## B. SOLD!

One day Dad told me to go and check on my brothers. They were looking after our sheep. As always, I was wearing my special coat. I went to Shechem, but I was told that they had moved on to a place called Dothan. Finally, after much searching, I caught up with them. That's when I found how much my brothers hated me.

I guess I was expecting them to tease me like they usually did and call me names like 'dreamer', but this time they had something much worse in mind. They ripped my coat off me and threw me down a well. Luckily, the well was dry or I surely would have drowned. They were planning to kill me, but Judah suggested that they sell me as a slave, and that's what they did. My brothers sold me to some Ishmaelites who took me to Egypt. Where was God when all this was happening? I wondered. Was this the kind of thing God wanted to happen in families?

I found out later that my oldest brother Reuben was very upset about what had happened to me, as he had intended to rescue me.

My brothers did something else that was terrible. In order to hide from our father the truth of what they had done, they killed a goat and dipped my coat in its blood. They then took the torn and bloodied coat to my father and told him that a wild animal must have killed me.

Apparently Dad was very upset. He cried and cried for days and days. People tried to make him feel better, but it was no use. He told his family he would be sad about me until the day he died. I guess my brothers felt pretty bad about what they had done.

---

Draw how you think Joseph's family members felt about each other during and after these events. Include speech bubbles or thought bubbles.

### JOSEPH AND HIS BROTHERS

### JOSEPH'S BROTHERS AND HIS FATHER

## C. LIFE IN EGYPT (Part 1)

You know, it's amazing. Although I was now being dragged off to Egypt to be a slave, knowing my brothers hated me, I knew that God was still with me and would take care of me. And he certainly did take care of me in Egypt.

The first person I worked for in Egypt was Potiphar, who was one of the king's officers. He let me live in his house and gave me a great job looking after everything he owned. I even learnt the language the Egyptians spoke. Potiphar trusted me and knew that God was with me.

Unfortunately, Potiphar's wife caused a lot of problems for me. She kept asking me to do things which would be hurtful to Potiphar and hurtful to God. I refused to do what she said, so she made up some terrible lies about me. Potiphar believed the lies his wife told him and was very angry with me. I was thrown into jail.

But even in jail I knew that God was still with me. I got on very well with the jailer. He made me responsible for the care of other prisoners. While I was in prison, I met two men who had worked for the king. One was the king's wine-taster and the other was the king's baker. One morning they were very worried because they both had had very strange dreams. God helped me to explain the dreams to them. The baker's dream was bad news for him, but the wine-taster's dream was good news for him. I asked the wine-taster to remember me when he was released from prison, but sadly he didn't — not straight away, that is.

Two years passed, and I remained in prison. One day I was summoned to the king. The king had been having some very strange dreams and was desperate to know what they meant. None of his wise men could help him. That's when the wine-taster remembered me and told the king about me. The king described his dream to me. Again God helped me to explain the dream. I told the king that God was giving him an important message: the dream meant that there would be seven years of good crops followed by seven years of drought in the land. The drought would be so bad that everyone would forget about the good years, as there would be no food left. The king was extremely concerned.

I suggested to the king that he needed someone to make plans to prepare for the drought and to store up all the extra grain which would be produced in the good years. The king was very grateful for my advice, and he knew that God was with me. He did something amazing: he offered me the job of being governor of Egypt. He gave me expensive clothes, a chariot, the king's own ring and a wife. Even though I now had all these things, I often thought about my own family, especially my dad and my little brother Benjamin. God continued to bless me, however, giving me a new family. Before too long I had two sons of my own, Ephraim and Manasseh.



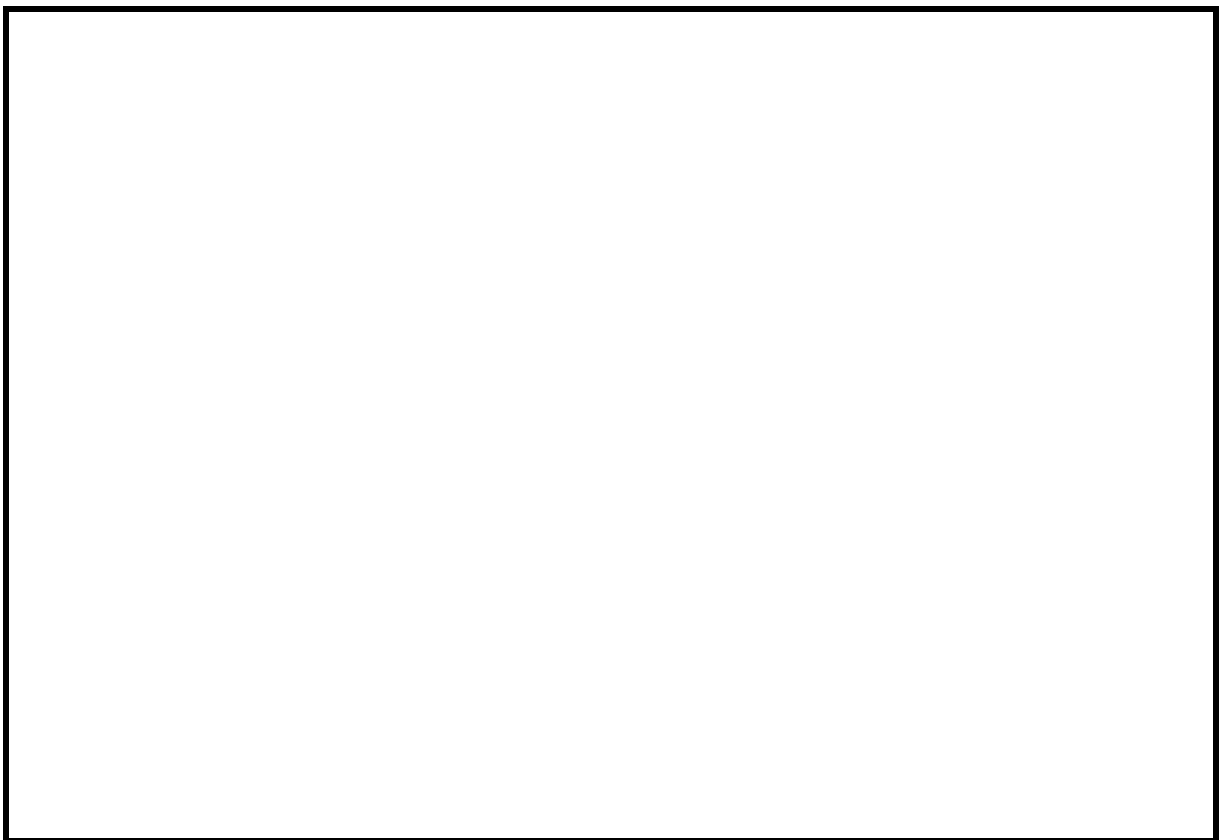


## C. LIFE IN EGYPT (Part 2)

Make a list of the important people in the life of Joseph while he was living in Egypt.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Choose one of the people from the list and illustrate good things which happened between Joseph and this person.



Who do you think was most important to Joseph? Give reasons.

_____
_____
_____

How did God care for Joseph?

_____
_____
_____
_____

## D. BROTHERS IN EGYPT

During the seven good years, life was great. We had so much grain we gave up trying to count it, but we made sure that we stored away as much as we could to prepare for the drought. Things were dreadful when the drought hit. After a while no-one had any food left. People came from all over the place to buy the grain we had stored.

One day ten men arrived to buy grain from me. They looked very familiar to me. I looked again. I couldn't believe it — these men were my brothers! They hadn't recognised me. I guess I looked very different now as governor of all of Egypt. They bowed down in front of me. Immediately I thought of the dream I had so many years ago.

I accused my brothers of being spies, but they assured me that all they wanted was grain. Earlier they had told me that they had a younger brother. In order to test their honesty, I told them to bring their brother back to Egypt. This way I could get to see my little brother Benjamin again. I decided to keep Simeon as a hostage to make sure that they returned. I heard them say that they felt that God must be punishing them for what they had done all those years ago. I got so upset when I heard them talk about this that I left the room and cried.

I had so many different feelings when I saw my brothers: happiness at seeing them again, anger at what they had done to me so many years ago, sadness at thinking how much I missed my family. I didn't know what to do, but I trusted that it was all part of God's plan to bring my brothers to Egypt and that God would give me wisdom to make the best decisions.

My father took a lot of convincing to let Benjamin come to Egypt. However, my family was so desperate for food that eventually he let him go with his brothers. Again my brothers bowed in front of me. I was glad to hear that my father was well, but most of all I was happy to see my little brother Benjamin. We talked together. I started thinking about how much he reminded me of my mother and how much I missed my home. I was so churned up inside that I had to leave the room for a while.

The next morning my brothers were ready to leave. I told my servants to fill my brothers' bags with food and money, along with the grain they needed. I also asked that my special silver cup be secretly placed in Benjamin's bag. Soon after my brothers had left, I sent my servants to stop them and to check their bags for the cup. Of course my brothers were shocked when the cup was found in Benjamin's bag. They were terribly upset and even offered to become slaves if Benjamin could go free. I told them, however, that only the person who had the cup in his bag was to be my slave. That, of course, was Benjamin.

My brother Judah said that if they did not return home with Benjamin, it would surely kill their father. Judah even offered to be a slave instead of Benjamin. I couldn't stand the pain of what was happening any longer.

---

Draw how Joseph felt about seeing his brothers again

## E. REUNION

I sent my servants away so that I could be alone with my brothers.

I said: 'I am Joseph'. I couldn't hold back the tears any longer. I just cried and cried. My brothers looked absolutely terrified. I guess they thought that I was about to punish them for what they had done to me all those years ago. I told them to come closer to me and to not blame themselves for what they had done. I told them that it was God who had sent me to Egypt to save lives and especially their lives in a wonderful way.

I told them to go and get their father and their families and move to Egypt where they could have plenty of food. Then I hugged Benjamin and all of my other brothers. It was so wonderful to be with them and to be friends again.

Eventually, Dad and the rest of the family made it to Egypt. I can't explain how wonderful it was to see my father again. We hugged and cried for a very long time. God had been with all of us over the many years that we had been apart, and now God had brought us together again.

My dad and the whole family settled down in a part of Egypt called Goshen and lived there happily. Seventeen years later my father died.

After that I received a message which made me sad. My brothers wrote about the awful things they had done to me and asked me to forgive them. They were so scared that I was going to punish them, that they offered to become my slaves. Obviously they hadn't believed that I had forgiven them. I told them not to be afraid.

They may have wanted to hurt me, but God had made it turn out for the best. It was all part of God's plan. I then told them that I would take care of them and their families. I could see that my brothers felt much better knowing that they had been forgiven.

### JOSEPH, HIS BROTHERS AND HIS FATHER

How do you feel about the ending of the story? Why do you think the story ended this way?

---



---



---



---

How did God care for Joseph and his family in this story?

---



---



---

