

Middle School



## SAMPLE LESSON

Includes links to related resources

# Teacher's Guide

Escaping Egypt | God Delivers Us | Following God with Courage



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*Middle School Teacher's Guide*  
for grades 6-8. Can also be used for  
grades 7 & 8 or grades 7-9.

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To equip the Church with Christ-centered resources  
for making and teaching disciples who obediently  
transform today's generations . . . David C Cook is  
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# Teacher–Student Relationships

Establishing, in the classroom, an atmosphere of trust and love that makes a student want to return is just as important as teaching good information. Adults sharing God’s love and grace to children and youth can help them stay firm in their faith. Here are a couple of tips for building strong teacher-student relationships.



## **TRUST**

As the teacher, you have the opportunity to be someone students can count on to be present on a regular basis. Children and youth need to feel that they can talk to you in confidence and without ridicule or criticism. And while you sometimes have to discipline, showing grace in that discipline helps them see God’s love in you. As part of trust, students expect that what you present in class is accurate and useful.

## **ATTITUDE**

Students like teachers who are positive, upbeat, confident, friendly, and willing to help. Leave your personal problems at home and give the students and youth your undivided attention. Nod, lean forward, and make eye contact when a student is speaking. Smile frequently.

## **FUN**

While the subject matter you present is serious in nature, the atmosphere of the room shouldn’t be dreary. You don’t have to act silly or let chaos reign, but you can enjoy games with students, find joy in their discoveries, and maintain a happy classroom environment.

## **ACCEPTANCE OF FEELINGS**

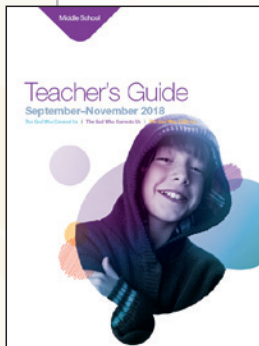
Children and youth often respond to situations with emotions rather than rational logic. Their reactions may seem childish because they have not learned how to control their feelings or how to think through situations. While you don’t need to agree with everything a student says, you can be a sounding board and a sympathetic ear. Be open to the Holy Spirit’s guiding as students share their feelings—stopping to pray with a student, give an affirming pat on the back, or even a quick hug may be just what they need.

## **PRAISE AND AFFIRMATION**

Compliment and encourage children and youth frequently, mentioning specific actions you have observed. When students feel valued, they are more likely to participate in learning, and they begin to understand how God loves and accepts them.

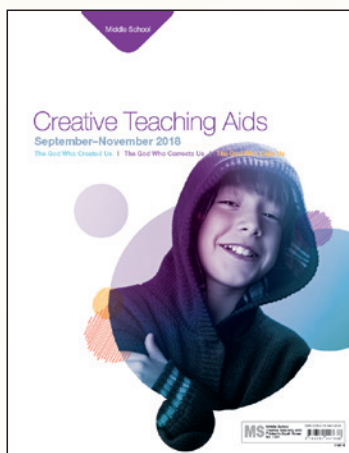


## Materials for Your Middle School Class



### Middle School Teacher Guide

Each of the 13 lessons contains step-by-step instructions to help you prepare and teach, with Bible background, tips for teaching middle schoolers, and a variety of activities to help your students learn and apply the Bible lesson. Need one per class.



### Middle School Creative Teaching Aids

This packet contains a variety of posters, games, 3D models, puzzles, and more. Need one per class.



### The Rock

This [student book](#) contains eight pages for each lesson including Bible studies, stories, and articles. As a bonus, each book contains a six-day devotional schedule for your students. Need one per student.



### Free! [Downloadable Options for Steps 1 and 4](#)

- The latest in pop culture.
- News that just happened.
- Relevant subjects from today's world that are rarely talked about in Sunday school!

[RealLifeDownloaded.com](http://RealLifeDownloaded.com)



Online Teacher Training! To learn more about teaching and using the resources in a lesson, visit [BibleinLife.com](http://BibleinLife.com)

# Bring the Bible to Life for Teens

Use our proven, effective 4-step lesson plan.  
Here's how it works:

## STEP 1

Connecting with God's Word

Scripture makes it clear that God puts priority on relationships. We grow the most spiritually when we are in relationship with others. Or, as the youth ministry adage goes: You have to open the kid before you open the Book. Step 1 gives you and your students a chance to share about yourselves and your lives and encourages them to be active participants in your discussion. You'll make real-life connections between their lives and what the Bible says. These conversations will flow naturally into Step 2, your Bible lesson.

## STEP 2

Studying God's Word

God reveals His nature to us through His written Word. In Step 2, you'll study God's story. You'll dive into a portion of God's Word and then review it together. You'll lead the lesson by asking relevant questions so your students will not only understand what they've just read, but also realize how it connects to their lives. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at a meaningful level.

## STEP 3

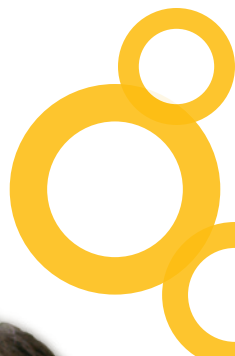
Interacting with God's Word

God asks us to internalize His Word so we can grow in relationship with Him (Psalm 1:2; 119:97). Step 3 shifts your lesson from a discussion to a hands-on activity. Different activity options allow you to choose the one that will meet your students at their levels—and their interests—so that the Bible study doesn't just go in one ear and out the other. By doing activities founded in the Bible lesson, your teens will actively work through the Bible story and interact with the text.

## STEP 4

Applying God's Word

The Bible makes it clear that faith is much more than a list of beliefs. It's also what we do—how we live out what we say we believe. Step 4 is a way for you to encourage life application by your students. Together you'll recap what you've learned and help your teens carry the Sunday school lesson into the rest of their week. You'll be able to provide them with practical suggestions for ways to live out their faith in real life so they will be doers of the Word, not just hearers.



# Supply List

## Needed for Every Lesson

- ☐ *Middle School Creative Teaching Aids*
- ☐ *The Rock*
- ☐ Bibles

## Classroom Supplies

- ☐ poster board and markers
- ☐ index cards
- ☐ paper
- ☐ pens or pencils
- ☐ whiteboard
- ☐ whiteboard markers and eraser

## Lesson 1

- ☐ occupation cards

## Lesson 2

- ☐ ice cream, toppings, bowls, and spoons
- ☐ ice chest
- ☐ props for dramatization
- ☐ poster board, paper, scissors, markers
- ☐ paper bag blocks (optional)
- ☐ yarn or string

## Lesson 3

- ☐ props for game
- ☐ clay or foil
- ☐ colored pencils or markers

## Lesson 4

- ☐ "No Whining" sign
- ☐ white T-shirts
- ☐ cloth markers or fabric paints
- ☐ small prizes
- ☐ newspapers, magazines
- ☐ scissors

## Lesson 5

- ☐ colored markers
- ☐ washable markers

## Lesson 6

- ☐ empty pill bottles
- ☐ bandages
- ☐ construction paper, paper, scissors

## Lesson 7

- ☐ markers

## Lesson 8

- ☐ dominoes
- ☐ markers
- ☐ yellow, quarter-sized paper circles
- ☐ basket, box or bag

## Lesson 9

- ☐ markers, scissors, glue or tape
- ☐ magazines
- ☐ modeling clay
- ☐ medium-sized, smooth stones (one per student)

## Lesson 10

- ☐ markers
- ☐ photocopies of Creative Teaching Aid card

## Lesson 11

- ☐ small pebbles (one per student)
- ☐ markers, tape

## Lesson 12

- ☐ newspapers
- ☐ scissors
- ☐ highlighting pens (optional)
- ☐ construction paper, glue (optional)
- ☐ microphone (or use improvised)
- ☐ paper, markers

## Lesson 13

- ☐ respected, older church members
- ☐ note paper, construction paper, scissors, markers, glue or tape
- ☐ church directories and phone books
- ☐ postcard stamps
- ☐ basket, box or bag

☐ indicates items you will need to prepare before class

# Prayer Wall

Use this page to write down and keep track of your students' prayer requests. You can then reference these notes to follow up with your students on how their prayers were answered.



## lesson 2

### Bible Basis:

Exodus 5:1-2, 22—6:6

### Focus:

God wants us to wait for Him.

# It's a Matter of Time

## STEP 1 Connecting with God's Word

Waiting Game: Students will explore delayed gratification to help them understand the benefits of waiting.

- ☐ Ice cream, toppings, bowls, and spoons
- ☐ Ice chest to keep ice cream cold (ice cream needed again in Step 4)

## STEP 2 Studying God's Word

Seeing the Drama Unfold: Students will study Exodus 5 and 6 to see an example of waiting.

- ☐ Props for dramatization: crown or hat, rod or broomstick, robe or towel
- ☐ Bibles
- ☐ [The Rock](#)
- ☐ ["Wandering in the Wilderness"](#) poster from *Middle School Creative Teaching Aids*

## STEP 3 Interacting with God's Word

Displaying God's Plan: Students will choose from activities that help them learn more about the importance of waiting on God.

- ☐ Poster board, scissors, paper, pencils or pens, markers, Bibles or [The Rock](#)
- ☐ String or yarn, paper bag blocks (optional)

## STEP 4 Applying God's Word

Waiting for God's Time: Students will evaluate their experience of waiting in order to become more patient.

- ☐ Ice cream, toppings, bowls, and spoons

## Memory Verse

Wait for the LORD; be strong and take heart and wait for the LORD.

—Psalm 27:14

☐ indicates items you will need to prepare before class

## Understanding the Bible

The Hebrews had waited 400 years to return to the promised land. They also waited on God to provide a deliverer to free them from slavery. Hebrew slaves were instrumental in the building projects of the pharaohs from the production of brick to the construction of the store cities of Pithom and Rameses (Ex. 1:11). When Moses arrived in Egypt 40 years after his self-determined attempt at delivery and his subsequent flight into the desert, his own people questioned his call.

Upon God's order, Moses returned to Egypt from his self-exile in Midian (Ex. 4:18-31). Then Moses and his brother, Aaron, approached the new pharaoh and made a simple request. They asked Egypt's leader to allow the Hebrews to travel into the desert for a religious festival (5:1).

The pharaoh Moses addressed was likely either Rameses II in approximately 1270 B.C. or Amunhotep II in 1449 B.C. Pharaoh must have been familiar with such festivals observed by various religious groups within his diverse empire. But in this case he refused to permit the numerous Hebrews to leave, because this would have set them back in their work on his construction projects (vss. 2, 4).

Moreover Pharaoh, evidently interpreting Moses' request as a sign of rebellion, put new restrictions on the Hebrew slaves, making their lot worse (vss. 5-19). The Hebrews

—continued on next page



## Understanding the Bible —cont'd

blamed Moses for this (vss. 20-21). Each time Moses approached Pharaoh, he made the work more difficult for the Hebrews—more production with less materials. Had Moses really helped the Hebrews?

How discouraged Moses must have been! Where was God when Moses was trying to bring about His plan? Where was the support He had promised? Waiting on God was hard for Moses, but necessary for God to display His power to Egyptian and Hebrew alike.

### Classroom Tips

In today's lesson, try to make connections between Moses' feelings of frustration and impatience and your students' feelings. Middle-school students are anxious and excited about moving on to more of life. Even though they appear confident, they still struggle with feelings of frustration—particularly with their parents concerning privileges as they grow up. Some may be pushing the envelope while others are content to sit back and take the pace of life as it comes.

## Teacher Devo

*And we know that in all things God works for the good of those who love him, who have been called according to his purpose. Romans 8:28 (See also Is. 30:18)*

Many times we may feel that what is happening in our lives is not wonderful. Stress, anger, and pain can seem endless. We want so much for God to take away all the negative things in our lives and get on with the “abundant life” Christ promised. Moses probably had similar feelings as he waited on God to accomplish the delivery of the Hebrews from the power of Pharaoh. However, God has also promised that He works in all things for our good. Believe it or not, the abundant life manifests itself in God's miraculous way of turning all things to accomplish His purposes! Like Moses, we may go through dry spells in the wilderness, fear of failure, and pain of rejection. Yet God has promised to work in all those things. What are you experiencing today that you need to wait on God for to show His work in your life?

## When Teaching the Bible to Middle Schoolers . .

Today's youth have grown up in an “instant” generation—microwave meals and popcorn, instant hot cereal and hot chocolate, prepared and fast food. For many youth, waiting means hanging out for one or two minutes for what might have taken hours 20 years ago. Combine this impatience with self-absorption, and today's students start expecting instant gratification. What doesn't come quickly becomes a frustration for them. Through that perspective, waiting for God's plan for 80 years is incomprehensible in today's culture!

However, many questions your students are asking don't have instant answers: Why don't other kids like me? Where does my future lead? Will God really take care of me? Which relationships and friendships should I develop? How do I live a Christian life in a school where everyone else is going along with today's culture?

Learning to wait on God's time and plan is crucial to the Christian life. Today's lesson shows this necessity of waiting on God.

# STEP 1

Connecting with God's Word

## Lesson Focus:

God wants us to wait for Him.

### Before Class Option

Write the word *faithful* on the board and have youth create as many words as they can using only those letters.

**Students will explore delayed gratification, so they understand the benefits of waiting on God.**

#### Materials:

- ▣ Ice cream, toppings, bowls, and spoons
- ▣ Ice chest to keep ice cream cold (ice cream needed again in Step 4)

As students enter, have some of the ice cream sitting out for everyone to see. Excitedly tell everyone that you're having ice cream today! But there is only one rule:

**You MUST eat your ice cream with a spoon. You can ONLY use a spoon—no hands or stuffing your face into your bowl. You HAVE to use a spoon.** Once they have all agreed on the one rule, dish out small helpings of ice cream to each student. Once everyone's received a bowl of ice cream, ask these questions:

- ▶ **What's the longest you've ever had to wait for something? What was it?**
- ▶ **Why was waiting so hard?**

Someone will probably respond to your questions by again asking for a spoon. (It's hard to watch a delicious bowl of ice cream melt.) Once again say, **It's not time for me to give them out yet.** But this time, give them a second option: **However, if you can't wait, you can go to the back of the room and get a spoon. But I suggest that you wait. It will be better for you in the end.** (It is important that you only allow students to get a spoon once their ice cream is considerably melted. You might need to wait to give them the option of getting their own spoon until you are in Step 2 or 3. Waiting to give them this option will help drive the point home. You will provide ice cream again in Step 4, so take steps to keep the ice cream cold by placing it in an ice chest so it doesn't melt.)

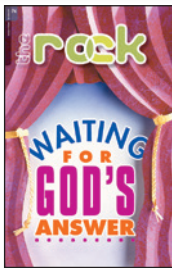
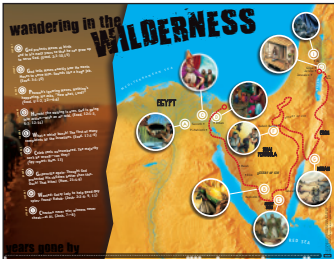
Some students may take your second option and go get a spoon. If they do, allow them to eat their melted ice cream. Once students come back with their spoons, say to those still waiting, **It's not time for me to give you a spoon yet. Right now we'll continue with our lesson and learn about somebody who had a hard time waiting for God to act on his behalf.**

# STEP 2

Studying God's Word

## Bible Basis:

Exodus 5:1-2,  
22-6:6



## Alternate Method

If you lack the props, simply assign students to read Today's Scripture dramatically.

Students will study Exodus 5 and 6 to see an example of how sometimes people have to wait longer than they like for God.

### Materials:

- ☒ Props for dramatization: crown or hat, rod or broomstick, robe or towel
- ☐ Bibles
- ☐ [The Rock](#)
- ☐ ["Wandering in the Wilderness"](#) poster from *Middle School Creative Teaching Aids*

Display the "Wandering in the Wilderness" poster from Creative Teaching Aids and point out the site of today's Bible passage. Have students read Today's Scripture from their Bibles or page 5 of *The Rock* dramatically. Assign the roles of narrator, Moses, Pharaoh, Israelites, and slave driver. Provide simple props: a crown or any hat for Pharaoh; a rod or a broomstick for slave driver; a robe or towel turban for Moses.

Then ask the following questions to check for understanding:

# LOVE

WITH MOSES

FROM EGYPT

**There are rumors of trouble among the Israelite slaves in Egypt. News services have sent their best reporters to investigate.**  
**Based on Exodus chapter 5, how would these people answer these questions?**

**Mr. Moses,** there are reports that you told Pharaoh that you want to lead the Israelites into the wilderness. How did Pharaoh respond to your statement?

Why do you think he reacted that way?

**Mr. Pharaoh, sir,** I understand you just had a visit from the Israelite leader, Moses. What do you plan to do about the Israelites?

Shawn Finley

Lesson 2

**Hey Israelites,** how do you think Moses handled the meeting with Pharaoh?

What happened to your lives since Moses talked with Pharaoh?

What do you think of Moses as a leader?



**Mr. Slave Driver,** sir, how has your life changed since Pharaoh and Moses talked?

How do you feel about this situation?



Lesson 2

## Bible Study

### Today's Scripture Exodus 5:1-2, 22-23

<sup>1</sup>Afterward Moses and Aaron went to Pharaoh and said, "This is what the LORD, the God of Israel, says: 'Let my people go, so that they may hold a festival to me in the wilderness.'"

<sup>2</sup>Pharaoh said, "Who is the LORD, that I should obey him and let Israel go? I do not know the LORD and I will not let Israel go."

<sup>22</sup>Moses returned to the LORD and said, "Why, LORD, why have you brought trouble on this people? Is this why you sent me? <sup>23</sup>Ever since I went to Pharaoh to speak in your name, he has brought trouble upon this people, and you have not rescued your people at all."

### Exodus 6:1-6

<sup>1</sup>Then the LORD said to Moses, "Now you will see what I will do to Pharaoh: Because of my mighty hand he will let them go; because of my mighty hand he will drive them out of his country."

<sup>2</sup>God also said to Moses, "I am the LORD. <sup>3</sup>I appeared to Abraham, to Isaac and to Jacob as God Almighty, but by my name the LORD I did not make myself fully known to them. <sup>4</sup>I also established my covenant with them to give them the land of Canaan, where they resided as foreigners. <sup>5</sup>Moreover, I have heard the groaning of the Israelites, whom the Egyptians are enslaving, and I have remembered my covenant."

<sup>6</sup>"Therefore, say to the Israelites: 'I am the LORD, and I will bring you out from under the yoke of the Egyptians. I will free you from being slaves to them, and I will redeem you with an outstretched arm and with mighty acts of judgment.'"



▶ **What was Moses' request of Pharaoh?** (Let God's people go so that they could hold a festival to Him in the desert.)

▶ **What was Pharaoh's answer?** (No.)

▶ **What was Pharaoh's reason for refusing to let the people go?** (He did not know the Lord, so why should he obey Him?)

▶ **What was God's plan?** (He would show Pharaoh who was in charge. Because of God's mighty hand, Pharaoh would drive the Israelites out of his country.)

Once students show an understanding of the story, have them look at the interviews in *The Rock*. Have them think of themselves as the people being interviewed and answer the questions as they think the people would. To help your students answer the interview questions directed to the Slave Driver, make sure they read Exodus 5:10-14.

Now have your students answer the following questions:

▶ **Why do you think Moses was frustrated?** (Pharaoh continued to say no and made the Hebrews' work more difficult each time Moses asked.)

▶ **Why do you think it took Pharaoh so long to respond to the Lord's demand?** (Pharaoh ruled over the Israelites who had been under the thumb of the Egyptians for many years. Pharaoh believed in many gods, and he obviously was not intimidated by what he would logically see as the lower-class God of slaves.)

▶ **Why do you think God made Moses wait?** (He wanted to show that only God had delivered His people.)

▶ **Why would it be better for Moses to wait on God's plan than for Moses to try to accomplish this feat more quickly on his own?** (Forty years earlier Moses tried to rescue a Hebrew by killing an Egyptian, and he had to flee the country for his own safety. Now he was still getting nowhere on his own with Pharaoh—only God could rescue His people.)

▶ **How do you think God felt about Moses' question in verse 22?** (God didn't scold Moses for being impatient. He allowed Moses to express his feelings freely.)

▶ **How did God show patience to Moses and to the other Israelites?** (When Moses complained to God, God answered his question instead of getting angry. God also showed kindness to the Israelites by reminding them about His promise to rescue them.)

Now that we've seen how God wanted Moses to wait for Him, let's explore what it means that God wants us to wait for Him too.



# STEP 3

Interacting with God's Word

**tip** To reduce your explanation time, you may photocopy the Step 3 page in each lesson. Simply cut out the activity instructions and place them with appropriate supplies at your activity centers.

**Students will choose from activities that help them learn more about the importance of waiting on God.**

Have your students choose from the following activities exploring the importance of waiting on God. Allow them to work individually or in groups. If your class is small, you may want to prepare just one or two activities. All three activities are based on today's Bible story. In "Masks of Moses" students will explore Moses' feelings while he was waiting on God. This will help students see that it is good to wait even if it is very frustrating. In "Poetry Pyramid" students will write a poem with the theme of waiting on God. In "Roleplay" students will present a roleplay of a situation in which a middle-school student would have to wait. If you have time, have students present a good way to wait and a bad way. This could bring some laughter into the group. Students can use the Scripture passage and memory verse from today's lesson to get them started.

Be sure to call the group back together in time to complete the Lesson Path with Step 4. Allow students a few minutes to share their experiences with classmates.

## Masks of Moses

- ☐ Poster board
- ☐ Scissors
- ☐ String or yarn
- ☐ Markers
- ☐ Bibles or [The Rock](#)
- ☒ String or yarn

Draw the face of Moses during each part of Today's Scripture to show the emotions he may have felt while waiting for God. Wear each mask as you present your ideas.



## Poetry Pyramid

- ☐ Paper
- ☐ Pencils or pens, markers
- ☐ Bibles or [The Rock](#)
- ☒ Paper bag blocks

Write a poem, using Today's Scripture passage and this week's memory verse, Psalm 27:14. The theme of the poem should be "Waiting for God." Write each line of the poem on a separate block. Then stack the blocks in a pyramid shape to display your poem.



## Roleplay

Create a roleplay of a time when a middle schooler had to wait for God's timing, for example, getting the money to buy something special, anticipating a response to a letter or email, waiting for rules to change at school or home. Be sure to show how waiting for God to act was more beneficial than rushing into an activity alone.

# STEP 4

Applying God's Word

## Lesson Focus:

God wants us to wait for Him.

**Students evaluate their experience of waiting in order to become more patient.**

### Materials:

- Ice cream and supplies from Step 1

By the time you get to Step 4, you probably have some students who have waited patiently for a spoon and other students who have eaten their melted ice cream. **The Israelites had to wait 400 years before they were able to leave Egypt. Moses had to wait on God to rescue his people. And \_\_\_\_\_ are still waiting for a spoon!**

Ask the group of students who have been patiently waiting for a spoon:

- Has it been hard waiting for a spoon?
- Did it get harder to wait when you saw others eating their ice cream?
- How were you able to wait so long? What helped you wait?

When they finish sharing, give each student who waited a brand-new, fresh bowl of ice cream. And this time pull out all the toppings. Tell them that since they waited, they can make their own special ice cream sundae. Give them a spoon right away.

Ask the students who didn't wait:

- Why was it so hard for you to wait for me to give you a spoon?** (They will probably give different reasons such as "I was hungry," "My ice cream was melting.")

Now ask all the students:

- What are things or experiences that students your age get impatient for?** (Lunch when the lines are long, waiting for a text message response, waiting for a ride, waiting to earn money to buy what we want, staying in school and waiting to graduate, waiting for summer vacation, etc.)
- What are some potentially unfortunate results of not waiting in those situations?** (Getting into trouble for cutting in line, shoplifting, etc.)

When we allow impatience to rule our choices, we generally make poor decisions. When we focus solely on the here and now, we often lose sight of the big picture.

Remind your students that keeping the big picture in mind essentially means that we constantly remember that God is in control and that He will provide for all our needs.

- How can we remind ourselves that God is in control?
- Why do we think there would ever be a benefit in not waiting on God?
- How might God's rewards be better than what we can imagine?

## Seal It!

Close class in prayer, encouraging students to wait for God to act, instead of trying to force immediate results themselves. Then have a moment of silence, symbolizing your commitment to wait for God. Encourage your class to read the "Everyday Devos" on page 8 of the [The Rock](#) throughout the upcoming week.

### Seeing God throughout the Week:

Remind students to wait on God this week. Encourage them to be patient even though it isn't the easiest way to be.

