

Upper Elementary



## SAMPLE LESSON

Includes links to related resources

# Teacher's Guide

Escaping Egypt | God Delivers Us | Following God with Courage



# Contents

## Unit 13 Escaping Egypt

### Unit Value: Perseverance

<b>Lesson 1</b>	<b>Walk His Walk and Talk His Talk</b> .....	8
Sept. 1	<i>Exodus 1:7—2:15</i>	
<b>Lesson 2</b>	<b>A Little Help, Please</b> .....	15
Sept. 8	<i>Exodus 3:1—4:20</i>	
<b>Lesson 3</b>	<b>Don't Give Up</b> .....	22
Sept. 15	<i>Exodus 5:1—10:29</i>	
<b>Lesson 4</b>	<b>Do You Promise?</b> .....	29
Sept. 22	<i>Exodus 11:1—12:42</i>	

## Unit 14 God Delivers Us

### Unit Value: Deliverance

<b>Lesson 5</b>	<b>Truth or Urban Legend?</b> .....	36
Sept. 29	<i>Exodus 13:17—15:22</i>	
<b>Lesson 6</b>	<b>Oh, I Can't Complain</b> .....	43
Oct. 6	<i>Exodus 15:23—17:7; Numbers 20:1-13</i>	
<b>Lesson 7</b>	<b>What's Your Priority?</b> .....	50
Oct. 13	<i>Exodus 19:16-25; 20:22-23; 32:1-35</i>	
<b>Lesson 8</b>	<b>Where God Lives</b> .....	57
Oct. 20	<i>Exodus 25:1—27:21; 40:17-38; Leviticus 9:1-5, 22-24</i>	

## Unit 15 Following God with Courage

### Unit Value: Courage

<b>Lesson 9</b>	<b>Going Against the Crowd</b> .....	64
Oct. 27	<i>Numbers 13:1—14:45</i>	
<b>Lesson 10</b>	<b>"In God We Trust"</b> .....	71
Nov. 3	<i>Joshua 1:1—6:27</i>	
<b>Lesson 11</b>	<b>Escape the Temptation Trap</b> .....	78
Nov. 10	<i>Joshua 7:1—8:22</i>	
<b>Lesson 12</b>	<b>Get the Scoop</b> .....	85
Nov. 17	<i>Joshua 9:1-27</i>	
<b>Lesson 13</b>	<b>Impossible Possibilities</b> .....	92
Nov. 24	<i>Joshua 10:1-14</i>	

<b>Teaching Resources</b> .....	4
<b>Bring the Bible to Life</b> .....	5
<b>Supply Lists</b> .....	6
<b>Prayers &amp; Notes</b> .....	7
<b>Understanding Salvation</b> .....	99

Custom-created videos accompany every Bible-in-Life lesson. Right before Step two, a three-minute video introduces each unit theme. Teaching notes, found with the videos, tie the unit theme to the day's lesson.

Depending on your church's equipment, you can download these videos to a computer to project on a screen or else download them to your own digital device.

Go [here](#) to find all of the videos.

*Upper Elementary Teacher's Guide*  
for grades 4-5. Can also be used for  
grades 5 & 6 or grades 4-6.

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or 1-800-263-2664 (Canada Only)

# 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**

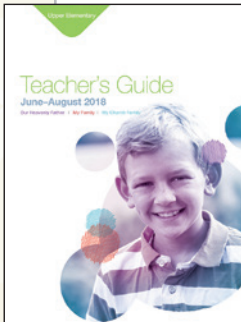
Children and youth often respond to situations with emotions rather than rational logic. Their reactions may seem childish because they have not learned how to control their feelings or how to think through situations. While you don't need to agree with everything a student says, you can be a sounding 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.



## Resources for your Upper-Elementary Class



### Upper Elementary Teacher Guide

In every lesson you'll find Bible background information, tips on understanding and teaching upper-elementary students, and thought-provoking questions with biblically accurate answers to guide your preteens into age-appropriate Bible study. In addition, you'll find meaningful activities for early arrivers and extra class time. Need one per class.

### Creative Teaching Aids



### Upper Elementary Creative Teaching Aids

This packet contains posters, games, 3-D models, puzzles, a PraisePac CD, and more. Each PraisePac CD contains three original [worship songs](#) that correlate with each unit. Also included on your CD are:

- [downloadable song sheets](#)
- [lyric sheets](#)
- [postcards](#)

*Need one per class.*



### Bible Adventures

This [student book](#) contains four pages for each lesson, including Bible study pages and activities. As a bonus, the cover includes the quarter's memory verses and a unique poster or activity. Need one per student.



### Pix

Send home this time-honored [eight-page booklet](#) to reinforce lessons with all-new illustrated Bible stories. *Pix* includes stories, comics, crafts, and more as well as Faith Forward—meaningful, lesson-related devotions for preteens and their families. Need one per student.



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

- This week's movies.
- News that just happened.
- Relevant subjects from today's world that are rarely talked about in Sunday school!

[RealLifeDownloaded.com](#)



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



# Bring the Bible to Life for Kids

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 is relational (1 John 3:1; 4:9-10). Our goal is to help students see this part of God's nature through interaction with classmates. Your goal in Step 1 is to help your students build relationships with you and one another. This step gives your students a chance to share about themselves and their lives, and be active participants in your classroom. You'll be able to guide students to see the connection between their lives and what happens at Sunday school. These conversations will flow naturally into Step 2, your Bible lesson.

## STEP 2

Studying God's Word

God teaches us through His written Word how to live and relate with Him and one another (Hebrews 4:12; 2 Timothy 3:16). In Step 2, your class will dive into a portion of God's Word and then review it together. You'll lead the class with relevant questions that guide your students to not only understand what they've just read, but to begin to connect it to their lives. Your class will also have an opportunity to learn the memory verse for the day. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at their age 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 turns your class into a laboratory, giving you a chance to coach your students to a deeper understanding of the Bible passage you've just studied. Activity options provided help students explore the Bible story at their levels, and with their interests so they can truly comprehend and implement God's Word into their day-to-day lives. Your students can actively work through the Bible story, finding the tangible treasure in the text for themselves.

## STEP 4

Applying God's Word

The Bible makes it clear that our 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 go over what you've learned and help your students 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 that they can be doers of the Word, not just hearers (Luke 11:28; James 1:22-25).

# Supply List

## Needed for Every Lesson

- ☐ Bible Adventures
- ☐ Upper Elementary Creative Teaching Aids
- ☐ Pix
- ☐ Bibles
- ☐ PraisePac CD

## Classroom Supplies

- ☐ Balloons
- ☐ Butcher paper
- ☐ CD Player
- ☐ Clear tape and masking tape
- ☐ Colored pencils
- ☐ Construction paper
- ☐ Game markers and coin
- ☐ Glue or glue sticks
- ☐ Index cards—white and multicolored
- ☐ Magazines
- ☐ Metal brads
- ☐ Paper
- ☐ Paper clips
- ☐ Pencils
- ☐ Poster board
- ☐ Rubber bands
- ☐ Scissors
- ☐ Soft foam ball, beanbags
- ☐ Stapler
- ☐ Washable and permanent markers
- ☐ Whiteboard, markers, and eraser
- ☐ Yarn, string

## Recipe for Play Dough

- ☐ 2 c. flour
- ☐ 1 c. salt
- ☐ 4 T. cream of tartar
- ☐ 1 pkg. unsweetened dry drink mix for scent and color
- ☐ 2 c. warm water
- ☐ 2 T. cooking oil

Stir over medium heat until mixture pulls away from sides to form a ball. Store in airtight container. (For eight to ten children.)

## Lesson 1

- ☐ No extra supplies

## Lesson 2

- ☐ Modeling clay

## Lesson 3

- ☐ Paper bag
- ☐ Wide rubber bands
- ☐ Pictures of people in challenging professions
- ☐ Permanent fine point markers

## Lesson 4

- ☐ Paper cups
- ☐ Candy-coated chocolate
- ☐ Beach ball
- ☐ Special plate
- ☐ Hard-boiled egg
- ☐ Horseradish
- ☐ Charoset paste
- ☐ Onion or boiled potato
- ☐ Romaine lettuce
- ☐ Matzah
- ☐ Grape juice
- ☐ Napkins
- ☐ Two sets of Bible reference cards
- ☐ Items for an obstacle course

## Optional

- ☐ Haggadah, children's books about Passover

## Lesson 5

- ☐ An example of an urban legend that has been proved false from a TV show or website—prepare before class
- ☐ Blank CD cases
- ☐ CD
- ☐ Card-making supplies
- ☐ Envelopes
- ☐ Postage (if necessary)

## Lesson 6

- ☐ Individual candies or other small treat
- ☐ Sign language book
- ☐ Photocopies of song sheet PDFs
- ☐ Aluminum foil

## Lesson 7

- ☐ Catalog pictures of things important to preteens
- ☐ Empty boxes or containers taped shut
- ☐ Modeling clay or play dough
- Optional**
- ☐ Digital camera or camcorder

## Lesson 8

- ☐ Thick string or jump rope
- ☐ Large bed sheets
- ☐ Broom or mop
- ☐ Cleaning supplies
- ☐ Toothpick
- ☐ Cotton ball

## Lesson 9

- ☐ 3 envelopes
- ☐ Can of vegetables
- ☐ Paper bag
- ☐ Small treats
- ☐ 20 large craft sticks
- ☐ 5 boxes without lids
- ☐ 4 different colored rolls of streamers
- ☐ Blindfolds
- ☐ Objects to create an obstacle course

## Lesson 10

- ☐ Paper currency/coins
- ☐ Recording device
- ☐ Penny per student

## Lesson 11

- ☐ Prepared slips of paper

## Lesson 12

- ☐ Prepared verse cards
- ☐ Two old bathrobes, two pair of old sandals or shoes, several half slices of bread wrapped individually, two paper bags

## Lesson 13

- ☐ Stories of people overcoming the impossible
- ☐ 1 liter empty plastic bottle for each student
- ☐ Thumbtack
- ☐ Pad of self-stick notes or glue-bound note pad for each student

# Prayer Wall

Record prayer requests, what God has been teaching you, substitute contact information, or notes and helpful hints you'd like to remember.



# lesson 1



[Lesson Video  
for Step 2!](#)

## Bible Basis:

Exodus 1:7–2:15

## Focus:

God wants us to do things  
His way.

# Walk His Walk and Talk His Talk

## STEP 1 Connecting with God's Word

To help preteens link their experiences about following directions to the Lesson Focus, they'll participate in a quiz and a discussion about the need to follow directions.

- Copies of [Teaching Aid 3](#) (from *Upper Elementary Creative Teaching Aids*)—prepare before class, one for each student; pencils or pens

## STEP 2 Studying God's Word

Using the Bible and [Bible Adventures](#), students will study Exodus 1:7–2:15, in which Moses takes matters into his own hands rather than doing things God's way.

- Bible Study: [Bible Adventures Lesson 1](#) pp. 2–3, Bibles, Teaching Aids [1](#), [2](#) (from *Upper Elementary Creative Teaching Aids*), glue stick or tape
- Memory Verse Practice: Paper, markers or colored pencils

## STEP 3 Interacting with God's Word

Students will reinforce the lesson from Exodus 1:7–2:15 by exploring what it means to do things God's way.

- Letter from Moses: [Bible Adventures Lesson 1](#) p. 1, pencils
- Key Verse Puzzle: [Bible Adventures Lesson 1](#) p. 4, pencils
- Pharaoh's Command: No materials needed

## STEP 4 Applying God's Word

To help students apply the lesson to their everyday lives, they will choose a situation they'll face in the next week in which they will do things God's way.

- Copies of [Teaching Aid 3](#) (from *Upper Elementary Creative Teaching Aids*)—used in Step 1, Bibles, pencils, markers, [Cover wrap from Bible Adventures, Pix for Lesson 1](#)

## Memory Verse

“My thoughts are not your thoughts, neither are your ways my ways,” declares the LORD.

—Isaiah 55:8

## UNDER- STANDING the Bible

Genesis ends with the death of Joseph in Egypt. Many years passed until a pharaoh who did not remember Joseph or his contribution to Egypt came to power. This new pharaoh, believed by some scholars to be Ahmose, founder of the 18th dynasty, was afraid of the Hebrews, so he enslaved them and forced them to build his great cities. The pharaoh's building program required many bricks, so the Hebrews were often forced to make the bricks they used to complete their tasks.

Understandably, the Hebrews were unhappy with their status in Egypt, and God heard their cries of anguish. He raised up a leader—Moses—to lead them back to the land He had promised them.

The Jewish historian Josephus says that an Egyptian seer, or prophet, told the pharaoh that a child who would crush Egypt and raise his own nation to power was about to rise among the Hebrews. Pharaoh may have felt threatened by this prophecy and thus ordered the deaths of male Hebrew babies that are recorded in Exodus 1:22.

The Hebrew word for the “papyrus basket” used to save Moses (Exod. 2:3), interestingly, appears only one other time in Scripture: It is the same word used for Noah's ark (Gen. 6:14). Both of these floating “rescuers” were also coated with pitch to make them waterproof.

Moses was already 40 years old when he killed the Egyptian overseer and fled to Midian. Moses learned a lesson the hard way. When God calls us to do something, it's best to wait for His leading and timing.

□ This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of classroom supplies (see page 6).

# Teacher Devo

**W**hy don't you just stop and ask directions?" "No, no. I know where I'm going." Does this sound familiar to you? How much aimless wandering could we avoid if we would just take the time to learn and then follow directions!

God has given us directions, too—in His Word, in the godly counsel of other believers—but sometimes His path doesn't seem quite clear, or His plan is surprisingly different from what we would choose for ourselves. But while God doesn't always think the way we do, His plan is always the best because He is all-knowing and all-wise, and we would do well to willingly follow His plan.

Read today's memory verse, Isaiah 55:8. Take some time to write down an instance from your own experience when going against God's plan led to problems or failure.

Now think of a time when following God's way led to blessing or success.

Moses is admired for his willingness to follow God's plan to lead His people out of slavery. But even Moses took a detour or two from following God's directions, as this lesson will show. As you prepare to teach this lesson, pray that you and your students will be reminded, from this account of Moses' failure to follow God's directions, of the benefits and blessings of doing things God's way.

## Early Bird Options



Use these suggested activities for preteens who arrive early for class.

**Which Way?** - Bring in a street map of your city. Have students write out directions from their home to another place, such as your church. Students may wish to exchange their directions to see if others can follow them.

**Easy as Pie** - On 3-by-5-inch note cards, write out the steps needed for baking a pie—one step on each card. Throw in a few steps that don't belong. Using masking tape, put the cards in random order on the wall. Allow students to try to get the steps in the proper order.

## When Teaching the Bible to Upper-Elementary Students . . .

Your upper-elementary students are beginning to spread their wings of independence a bit more, so any help they can get in making good choices is very valuable. This week's lesson provides a baseline value for this age group, even though some may already struggle against doing things someone else's way.

- Some fourth and fifth graders demonstrate a "know-it-all" attitude, often as a bluff for their weak self-confidence. Don't be offended by their disposition; understand its part in their quest for independence.
- Others in this age category, particularly the younger ones, will clearly show their uncertainty about their ability to make good choices. Build a

strong faith foundation by encouraging preteens to find help in God's Word whenever a situation offers the chance.

- You also may have some students who sincerely desire to do things God's way. Celebrate it! Affirm their interest in spiritual things and help them in their individual seeking for God. Offer other resources to strengthen their Bible knowledge and be attentive to their spiritual journey.
- Get to know your students better by asking questions about their lives outside class, and learn to listen carefully and with interest. You'll help them find God's way as you gain their trust and know them beyond the superficial.

# STEP 1

Connecting with God's Word

## Lesson Focus:

God wants us to do things His way.

LES. 1



Free! Downloadable  
Options for Steps 1 and 4.  
[RealLifeDownloaded.com](http://RealLifeDownloaded.com)

**To help preteens link their experiences about following directions to the Lesson Focus, they'll participate in a quiz and a discussion about the need to follow directions.**

Start your class with a lighthearted, mock quiz to show them the importance of following directions. It's okay to create a tiny bit of test anxiety as you hand out the papers.

### Materials:

☐ copies of [Teaching Aid 3](#)—prepare before class, one for each student ☐ pencils or pens

We're off to a new school year, so I would like to see how well you can follow directions. Don't worry, this won't be graded! But please do your very best. You will only have three minutes to complete this quiz!

Give each student a copy of Teaching Aid 3. After making sure everyone has a pen or pencil, tell students they may begin. Announce the time remaining at one-minute intervals if students are still working. Then, when the time is up, have students gather together for a discussion.

- ➊ Have you ever taken a quiz like this before? Tell us a little about that.
- ➋ What do you think is the purpose of this quiz?
- ➌ How are directions important in our everyday lives?
- ➍ Who usually gives you directions? (*Teachers, doctors, parents, day-care providers, etc.*)
- ➎ What kinds of things do we need directions for? (*How to do homework; how much medicine to take and when to take it; how to get somewhere that we've never been; how to make cookies*)
- ➏ What are some of the things that might happen if we don't follow directions? (*People might get more sick from taking medicine incorrectly; cookies might burn or flop in some other way; we might get a bad grade on an assignment; or you could have a perfect assignment, but the teacher doesn't know it's yours because your name isn't on it*)

Today's Bible topic is all about doing things God's way, not our way. In other words, we are to follow God's directions for us, both in how we think, and in how we act. Today's lesson tells us some of the story of Moses. Moses was a great leader of the Israelites, but that doesn't mean he always followed God's directions. Let's find out what happened when Moses thought he could make decisions without first asking what God wanted him to do.

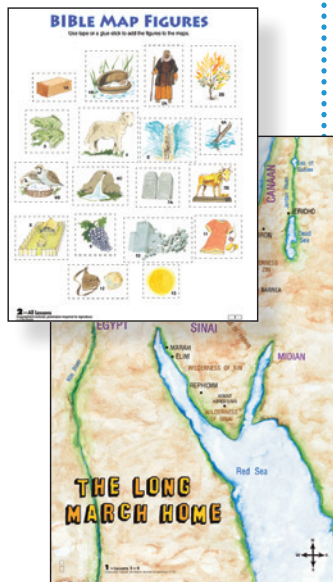


# STEP 2

Studying God's Word

## Bible Basis:

Exodus 1:7—2:15



Using the Bible and *Bible Adventures*, students will study Exodus 1:7—2:15, in which Moses takes matters into his own hands rather than doing things God's way.

### Materials:

- ☐ *Bible Adventures*, pp. 2–3
- ☐ Bibles
- ☐ Teaching Aids 1, 2
- ☐ glue stick or tape

Give your students a copy of *Bible Adventures* Lesson 1. Have students turn to the Bible study found on pages 2 and 3, "I'll Do It My Way!" Also ask your students to locate and bookmark Exodus 1 and Acts 7:23 in their Bibles.

Since this is a new quarter and a new school year, you will want to take a moment to explain the features in the *Bible Adventures* study pages. Point out the footnotes that help with pronunciation and give additional facts about the study. The Scripture Spotlight features key passages from the Bible Basis. In addition, your students will look up Scripture in their own Bibles at various points in the lesson.

Have students read the introductory paragraph of the Bible study to themselves. Point to the land of Egypt on Teaching Aid 1 and have a student add Figure 1A (from Teaching Aid 2) to the area of Rameses. Then choose a student to read Exodus 1:15-17 from the Bible before discussing the following questions.

❶ **What did Pharaoh order the midwives to do?** (*Kill the Hebrew boys when they were born.*)

❷ **Why didn't Shiphrah and Puah obey Pharaoh?** (*Because they feared God.*)

Ask another student to read Exodus 1:20-21 from the Bible, while the others follow along.

### BIBLE STUDY FROM EXODUS 1:7–2:15

## I'LL DO IT MY WAY!



**P**haraoh<sup>1</sup> decided to make slaves of the Hebrews. They had to work very hard making bricks to build Pharaoh's cities. The slave drivers were mean and often beat them. But the Hebrew people kept growing in numbers.

Read Exodus 1:15-17. What did Pharaoh order the midwives<sup>2</sup> to do? Why didn't Shiphrah and Puah<sup>3</sup> obey Pharaoh?

**SCRIPTURE SPOTLIGHT**  
Exodus 1:22; 2:1-3, 11-14

Then Pharaoh gave this order to all his people: "Every Hebrew boy that is born you must throw into the Nile, but let every girl live."

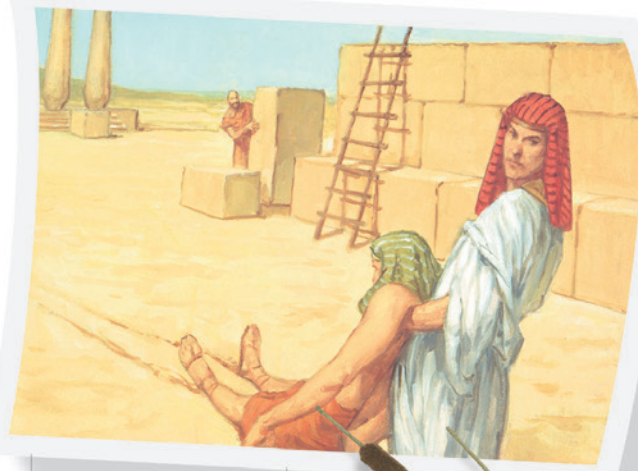
Now a man of the tribe of Levi married a Levite woman, and she became pregnant and gave birth to a son. When she saw that he was a fine child, she hid him for three months. But when she could hide

him no longer, she got a papyrus basket for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile.

Was it right for the midwives and the mother to disobey Pharaoh? Why?

One day, after Moses<sup>4</sup> had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people. Looking this way and that and seeing no one, he killed the Egyptian and hid him in the sand. The next day he went out and saw two Hebrews fighting. He asked

<sup>4</sup>The name Moses sounds like the Hebrew words for "draw out," referring to the way he'd been drawn out of the river.



the one in the wrong, "Why are you hitting your fellow Hebrew?"

The man said, "Who made you ruler and judge over us? Are you thinking of killing me as you killed the Egyptian?" Then Moses was afraid and thought, "What I did must have become known."

What did Moses do to the Egyptian who was beating the Hebrew? What did Moses do the next day? Who was Moses trusting in? Why?

When Pharaoh heard what Moses did, he tried to kill him. Moses had to run away to Midian.<sup>5</sup>

<sup>5</sup>Pronounced MID-ee-un. The country was named after Midian, a son born to Abraham and his new wife after Sarah died.

## Memory Verse:

“My thoughts are not your thoughts, neither are your ways my ways,” declares the LORD. —Isaiah 55:8



- ☐ paper, markers or colored pencils

Egyptians were known for their hieroglyphics, or picture writing. Let students make their own hieroglyphics with today's memory verse. Students can work alone or in groups. When they are finished, have them trade papers to decipher the verse.

- ▶ **What happened to the midwives because they obeyed God?** (God was kind to them. He blessed them with families of their own.)

Ask for a volunteer to read the first Scripture Spotlight (Exod. 1:22; 2:1-3) from *Bible Adventures*. Have a student add Figure 1B (from Teaching Aid 2) next to Figure 1A.

- ▶ **Was it right for the midwives and the mother to disobey Pharaoh? Why?** (Let your students wrestle with this question for a moment. Help them see that it was right for the midwives to disobey Pharaoh because we need to obey God's directions above all others. God's directions will not lead us down a wrong path. God is always right.)

- ▶ **What did Pharaoh do next?** (Pharaoh ordered that every boy baby be killed, while girl babies were allowed to live.)

Some students may point out that something very similar happened many years later when Jesus was born. King Herod ordered that all boys two years and younger in the Bethlehem area be killed (Matt. 2:16). It was because of this event and the danger from King Herod that Jesus was taken to Egypt by Mary and Joseph.

Ask for another volunteer to read the second Scripture Spotlight (Exod. 2:11-14).

- ▶ **What did Moses do to the Egyptian who was beating the Hebrew?** (Killed him and hid his body in the sand.)

- ▶ **Why do you think Moses did this?** (Allow for speculation. Remind students that Moses was concerned with the Hebrew people and wanted to help out. He probably felt angry and frustrated. He was trying to take matters into his own hands.)

- ▶ **How old was Moses when this happened?** (He had grown up; he was an adult.)

Ask a student to read Acts 7:23 while the others follow along. **This verse tells us that Moses was 40 years old at this time.**

- ▶ **What did Moses do the next day?** (Moses tried to stop two Hebrews from fighting.)

- ▶ **Who was Moses trusting in? Why?** (He was trusting in himself, because he didn't know God's directions. He tried to take matters into his own hands instead of trusting God to take care of them. Point out that sometimes we act without thinking, or we think it's easier to do things our own way.)

Ask a student to read the concluding paragraph.

- ▶ **How does our Lesson Focus—"God wants us to do things His way"—relate to today's Bible study?** (Moses felt the consequences of not following God's way when he killed the Egyptian.)

# STEP 3

Interacting with God's Word

**Students will reinforce the lesson from Exodus 1:7—2:15 by exploring what it means to do things God's way.**

In today's Bible study from Exodus 1:7—2:15, students were introduced to Moses and saw how he did things his way rather than God's way. Each of the activities below will help your students reinforce the lesson in a different way. Use as many of these choices as you can, letting students choose freely among them.

## Letter from Moses

☐ [Bible Adventures](#), p. 1 ☐  
pencils

Students can review the events of the Bible study in a letter format. Tell your students to look at the letter on page 1 of *Bible Adventures*. Ask them to pretend they are Moses and complete the blanks on the letter. When they have finished, they may read their letters to each other and discuss their responses.

▶ **How can Moses' experiences help you as you try to do things God's way?**

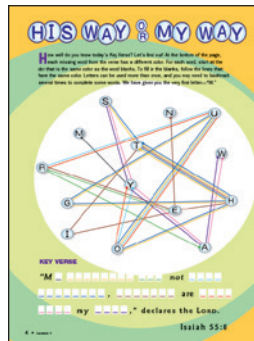


## Key Verse Puzzle

☐ [Bible Adventures](#), p. 4 ☐  
pencils

To help your students check their knowledge of today's memory verse, Isaiah 55:8, let them complete page 4 of *Bible Adventures*, "His Way or My Way?" This challenging color-coded puzzle supplies some words of the verse, but students must follow the colored lines to discover the missing words. Students can work individually or in pairs to solve the puzzle.

▶ **How does the Bible verse go along with doing things God's way?**



## Pharaoh's Command

Materials: none

During this activity, preteens will use what they know about ancient Egypt while following directions in a fun, active way. If your students have recently studied Egypt, they might wish to add actions of their own. Choose one student to be Pharaoh; everyone else will be an Egyptian. Pharaoh directs the Egyptians by telling them what action to do. The last student or group to do the action is out. The last Egyptian in the game becomes the new Pharaoh. Actions Egyptians can do include: pyramid—groups of three form a pyramid\*, mummy—lay on the floor with arms crossed, camel—one student kneels on the floor and another student stands over him as if he's riding the camel, hieroglyphics—pretend to draw hieroglyphics on the wall.

▶ **How do you see God's way happening in Egypt through today's Bible study?**

*\*In forming a pyramid, students should not climb on another student; instead, students should form a pyramid with two students kneeling and one standing.*

When the time you have allotted is up, ask your students to clean up the materials and gather back together.

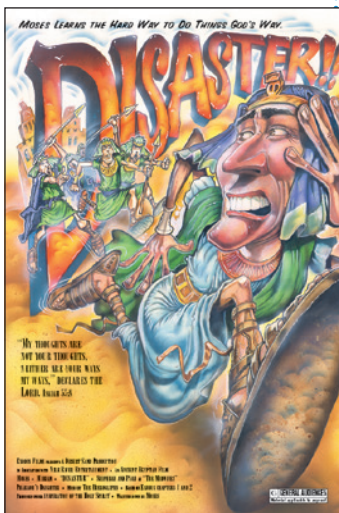


# STEP 4

Applying God's Word

## Lesson Focus:

God wants us to do things His way.



To help students apply the lesson to their everyday lives, they will choose a situation they'll face in the next week in which they will do things God's way.

### Materials:

- ☐ copies of [Teaching Aid 3](#)—used in Step 1
- ☐ Bibles
- ☐ pencils
- ☐ markers

Moses was 40 years old when he killed the Egyptian. As we've learned, he definitely wasn't following God's way when he committed this crime. If he had trusted in God to give him guidance, he would not have killed the man. Even though you are not nearly as old as Moses, you are like Moses in one important way. You can make choices whether to follow God's way or your own way.

We have choices every day. We can live the amazing, original, one-of-a-kind life God has planned for us. This week there's probably some situation in which you can choose your way or God's way. Whether we want to admit it or not, when we face a choice, we are wisest when we remember that God wants us to do things His way.

As a class, brainstorm different choices and situations your preteens will face during the week. On the back of the quiz from Step 1, have each student write down several ideas of when they will ask for help in doing things God's way next week (sitting with someone at lunch who appears lonely; doing a chore before being asked; sending someone a note to encourage or cheer them; walking away when tempted to fight with a sibling). Then have them creatively write the memory verse, Isaiah 55:8, under their ideas to remind them that God will help them follow His way.

Spend some time discussing their answers. End in prayer asking for God's help to follow His way in the specific areas students mentioned.

Send home the Cover wrap of *Bible Adventures*. Point out how it is a movie poster of today's lesson.

### Seeing God throughout the Week:

Encourage your students to make a choice this week to follow God's way. Talk about how we can ask God for help when we want to do things our own way.

### Take-Homes

[Pop Quiz, Lesson 1](#)  
and [Cover wrap](#) of  
*Bible Adventures*,  
[Lesson 1 of Pix](#)



### If You Have Extra Time:

Use this game to give students more practice with following directions. One person takes the role of direction giver while the others stand at one end of the room and close their eyes. The direction giver finds a spot in the room and gives the best directions he or she can so that the others can reach this predetermined destination (under a table, at the door, etc.). Examples of directions: take three steps forward, turn to your left and move ahead two long steps, get on all fours and crawl as far as you can, back up until I say stop.

## lesson 2

  
[Lesson Video](#)  
[for Step 2!](#)

### Bible Basis:

Exodus 3:1 – 4:20

### Focus:

God helps us to do what we think we can't do.

# A Little Help, Please



## STEP 1 Connecting with God's Word

To help them connect their personal experiences to the lesson, students will use a job-rating activity to discuss difficult tasks they have faced.

-  [Bible Adventures](#) Lesson 2 p. 1, pencils, masking tape, whiteboard and marker




## STEP 2 Studying God's Word

Using the Bible and *Bible Adventures*, students will study Exodus 3:1 – 4:20, in which God calls Moses to lead His people out of slavery.

-  Bible Study: [Bible Adventures](#) Lesson 2 pp. 2–3, Bibles, Teaching Aids [1](#), [2](#) (from *Upper Elementary Creative Teaching Aids*), glue stick or tape
-  Memory Verse Practice: No materials needed

## STEP 3 Interacting with God's Word

Students will practice the lesson from Exodus 3:1 – 4:20 by exploring ways God helps us do things we think we can't do.

-  Moses Sculptures: Modeling clay
-  Moses' Journal Entry: Paper, pencils
-  Impossible Index Card Challenge: Scissors, lined index cards

## STEP 4 Applying God's Word

To apply the Lesson Focus to their daily lives this week, students will choose one task in which they will ask God's help.

-  [Bible Adventures Lesson 2](#) p. 4, pencils, [Pix for Lesson 2](#)

## Memory Verse

[The LORD said,] "I will help you speak and will teach you what to say."

—Exodus 4:12

## UNDER- STANDING the BIBLE


After Moses killed the Egyptian, he fled Egypt for Midian. There he met and married Zipporah, daughter of Jethro, a Midianite priest. Now 40 years later, Moses, at around 80 years of age, was tending his father-in-law's sheep. Moses' promotion from leading sheep to leading God's people foreshadows David's rise to leadership many years later.

The angel of the Lord appeared to Moses through a burning bush. Scripture records other divine revelations or appearances that were accompanied by fire, such as the pillar of fire that led the Israelites in the wilderness and the fire of the Lord on Mount Carmel (1 Kings 18:38).

This incident took place near Mount Sinai, also known as Mount Horeb (see also 1 Kings 19:8), where God later gave Moses the Ten Commandments. Moses was told to remove his sandals as a sign of respect because the ground was made holy by God's presence. The custom of removing one's shoes to show respect is still common in many Eastern cultures.

God's declaration "I am who I am" not only explained His name, Yahweh, but also proclaimed His character and His superiority over all other supposed gods.

Moses displeased God with his reluctance to do what God told him to do (Exod. 4:14). But God promised help to Moses in the form of miraculous signs and through Moses' brother, Aaron, who would act as Moses' spokesman.

 This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of classroom supplies (see page 6).

# Teacher Devo

Moses' calling to lead God's people out of Egypt was quite spectacular. But despite the dramatic way in which the angel of the Lord appeared to him, Moses still had doubts. "I can't speak well," he told God. "Maybe You should send someone else!"

Have you ever echoed Moses' sentiments or words? "I can't do that, Lord. There must be someone else better equipped to do this job!"

More than likely, the way we are called to do the tasks God calls us to is more subtle than the one He used with Moses. It may come simply in the form of recognizing a need that no one else sees. It may come when a friend asks us for help. It may come as a still small voice nudging us to get involved.

While our tasks may not be as daunting as the one Moses faced, our calling is no less real than Moses' call.

Think of a job that you have felt called by God to do. How has God helped you in that situation?

Have you ever felt called to do a task for God that you were sure you lacked the skills to accomplish?

Remember as you teach your Sunday school class that God is with you, as He was with Moses. God can take the skills and talents you have and fill in the gaps to help you do this important task. And your students (and God's kingdom) will reap the benefits of your willing heart.

## Early Bird Options



Use these activities for preteens who arrive early for class.

**Excuses, Excuses** - On index cards, write some chores that students may be asked to do. Have students pick cards, then come up with their "top three" excuses why they "can't" do the jobs on their cards. These can be as outlandish or funny as students wish.

**Job Hunt** - Invite students to look through magazines and cut out pictures of people doing their jobs. Have students categorize the pictures into jobs that people do alone and jobs that are usually done in teams or pairs.

## When Teaching the Bible to Upper-Elementary Students . . .

Like adults, upper-elementary students generally find it easier to skirt the really tough jobs than to confront them. Expect young people to give plentiful reasons why something can't be done. But don't let that stop you from helping them see there's another way to face difficult assignments.

- Remember that preteens perceive the degree of difficulty of a task based on their experiences and temperament. Certain jobs may seem insurmountable to some students, while others tackle the same duty without much problem.
- Suggest that young people work together when a job seems too hard. They might do this on a class activity or on a different task outside the class. Students this age approach many

things more readily and confidently as members of a group rather than as individuals.

- Remind students of times God came through for them and gave them the boost they needed to get a tough job done. If you don't know of any examples, keep your ear tuned for possibilities in class this week. Faith deepens as students see it in action.
- Whether it's a task in your classroom or something outside the church doors, give students ideas on how they can break tasks down into more manageable parts that are more do-able. Use an example from your own life.



# STEP 1

Connecting with God's Word

## Lesson Focus:

God helps us to do what we think we can't do.



To help them connect their personal experiences to the lesson, students will use a job-rating activity to discuss difficult tasks they have faced.

### Materials:

- ☐ [Bible Adventures](#) p.1
- ☐ pencils
- ☐ masking tape
- ☐ whiteboard and marker

Today's lesson from Exodus 3 and 4 describes the tough assignment God gave to Moses at the start of Moses' leadership within the nation of Israel. To introduce the topic of hard tasks preteens have faced, they will rate a variety of tasks a fourth or fifth grader might be given. **Young people your age are asked to do different kinds of jobs. Some of the work might seem easy to you, but other times it can be harder or just plain tough. Let's find out how you rate different kinds of jobs.**

Ask a volunteer to hand out Lesson 2 of *Bible Adventures*, along with pencils. Draw students' attention to page 1, "Help Wanted." Ask another class member to read aloud the directions at the top of the page, and then tell students they have a couple of minutes to do the activity. While they work, lay out on the floor a line of masking tape (at least five feet long).

After everyone has finished, show the students the tape line on the floor. Designate one end "1 = easy" and the other "6 = hard." Explain that everyone will get to see how they all rated the jobs on the page. Assure them that there are no wrong or right answers, just different opinions about the tasks described.

Read the first job description under the garbage can illustration and ask students to find a place on the tape continuum that corresponds with the degree of difficulty they assigned to that task. It should be obvious how hard or easy they felt that job would be for them. Expect a fair amount of prodding, bumping, giggling, etc. That's OK; this activity will give the students a chance to work out some physical energy before you sit down for discussion. Do the other five job descriptions the same way, so that everyone can see how their classmates rated the tasks.

Next, ask the students to break into small groups (three to five per group). Write these on the board and ask students to discuss them in their groups.

- ➊ What made the hard jobs hard?
- ➋ What made the easy jobs seem easy?
- ➌ Would you rather do the easier or the harder types of jobs? Why?

After several minutes in the small groups, call everyone back together and share some of their responses. Then ask:

- ➍ Tell about a time you had to do a really hard job, and how you handled it.

Give opportunity to all who wish to answer. The idea is for everyone to think of times they've had tough things to do, whether or not they did them or were successful. If the sharing is going slowly, you should tell about a time you had a difficult assignment, and what you did.

We've all had hard things to do in the past, and there are going to be tough things we face in the future. That's why today's Bible study can really be useful. We're going to look at one Bible personality who had a very hard job to do, and we'll discover where he found help.

# STEP 2

Studying God's Word

## Bible Basis:

Exodus 3:1—4:20



Using the Bible and *Bible Adventures*, students will study Exodus 3:1—4:20, in which Moses is called by God to lead His people out of slavery.

### Materials:

- ☐ *Bible Adventures*, pp. 2–3
- ☐ Bibles
- ☐ Teaching Aids 1, 2
- ☐ glue stick or tape

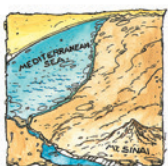
Have students open *Bible Adventures* to pages 2 and 3, “I Can’t Do It Alone,” and turn in their Bibles to Exodus 3:2-5 and Exodus 4:16-17. Ask them to bookmark these passages to read later in the lesson. Display the map “The Long March Home” (Teaching Aid 1), which will show the relative locations of the places mentioned in the lesson. Ask students to find Egypt on the map, then have a volunteer place Figure 2A (Teaching Aid 2) near Midian. Point out the distance traveled by Moses when he ran away. Finally, ask another student to locate Mount Sinai, where much of today’s Bible story takes place, and have a student place Figure 2B there.

Read aloud the short introductory paragraph to the Bible study, reprinted here: **Moses lived in the land of Midian. One day Moses went into the desert near Mount Horeb while watching his father-in-law's sheep.** Have students read the two footnotes that accompany the first paragraph, which give additional information. Ask another student to read Exodus 3:2-5 from the Bible, while the others follow along.

- ➊ **Who appeared to Moses?** (*An angel of the Lord.*)
- ➋ **What was strange about the bush?** (*It was on fire, but it didn’t burn up.*)
- ➌ **Why did God tell Moses to take off his sandals?** (*Because Moses was standing on holy ground. This was a sign of reverence to a holy God.*)

### BIBLE STUDY FROM EXODUS 3:1–4:20

## I CAN'T DO IT ALONE



<sup>1</sup>Also named Mount Sinai, the highest mountain in the land between Egypt and Arabia.

**M**oses lived in the land of Midian. One day Moses went into the desert near Mount Horeb<sup>1</sup> while watching his father-in-law's sheep.

<sup>2</sup>Jethro, Moses' father-in-law, was a priest in Midian.

go to Pharaoh and bring the Israelites out of Egypt?

And God said, “I will be with you. And this will be the sign to you that it is I who have sent you.”



<sup>3</sup>The elders were older men who had the authority to make decisions for the Hebrew people.

**What did God want Moses to do? How did Moses answer God? How did God answer Moses?**

Then God told Moses to go to Egypt and gather the elders.<sup>3</sup> Moses was to tell them that the Lord<sup>4</sup> was ready to take them out of Egypt. But Moses worried that the people wouldn't believe him. So God showed Moses three miracles that would prove to the people Moses had God's message.

**SCRIPTURE SPOTLIGHT**  
Exodus 3:7, 10-12a, 4:10-15

The Lord said, “I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt.” But Moses said to God, “Who am I that I should

Moses said to the Lord, “Pardon your servant, Lord. I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue.”



<sup>4</sup>The Hebrew term is Yahweh (YAH-way) which means “He who is.”

The Lord said to him, “Who gave human beings their mouths? Who makes them deaf or mute? Who gives them sight or makes them blind? Is it not I, the Lord? Now go: I will help you speak and will teach you what to say.” But Moses said, “Pardon your servant, Lord. Please

send someone else.”

Then the Lord's anger burned against Moses and he said, “What about your brother, Aaron the Levite? I know he can speak well. He is already on his way to meet you,

and he will be glad to see you. You shall speak to him and put words in his mouth; I will help both of you speak and will teach you what to do.

**How did God offer to help Moses? How did Moses answer God? Why do you think Moses didn't want to do what God wanted him to do?**



## Memory Verse:

[The LORD said,] "I will help you speak and will teach you what to say."  
—Exodus 4:12



Introduce the Key Verse, Exodus 4:12. Read it to your students a few times and have them recite it back to you. Encourage students to make up hand signs for the verbs in the verse ("help," "speak," "teach," "say").

Ask for a volunteer to read the first Scripture Spotlight, Exodus 3:7, 10-12a, aloud from *Bible Adventures*.

- ▶ **What did God want Moses to do?** (*To go to Pharaoh and bring the Israelites out of Egypt.*)
- ▶ **How did Moses answer God?** (*He said he wasn't good enough to do what God asked.*)
- ▶ **How did God answer Moses?** (*God said He would go with Moses and help him.*)

Ask a student to read the next paragraph aloud. Before going on to this next section, you may want to test your students' understanding of the word *eloquent*. Ask students to speculate on its meaning, and then help them understand that it means "able to speak well or to put words together in a clear, strong way." Ask a volunteer to read the next Scripture Spotlight, Exodus 4:10-15, to the class.

- ▶ **Why didn't Moses think he was the one who should lead God's people out of Egypt?** (*He thought he wasn't a very good speaker; perhaps he worried that the people would not listen to him because of this.*)
- ▶ **How did God offer to help Moses?** (*God would help Moses speak and teach him what to say.*)
- ▶ **How did Moses answer God?** (*He tried to get God to send someone else instead.*)
- ▶ **How did God respond to Moses' trying to get out of this task?** (*God grew angry with Moses, but He also offered to send Moses' brother, Aaron, to help Moses with the speaking required for the job.*)
- ▶ **Why do you think Moses didn't want to do what God wanted him to do?** (*He didn't think he could do the job God was giving him. He was afraid. He was embarrassed. He wasn't very confident.*)

Have students read Exodus 4:16-17 silently to themselves from their Bibles.

- ▶ **What finally convinced Moses to return to Egypt?** (*Knowing that Aaron would go with him and speak for him and that God would help both of them.*)
- ▶ **How did God help Moses do what he thought he couldn't do?** (*Moses didn't feel ready or equipped to do the job because he thought was not a very good speaker, but God provided help in the form of Moses' brother so that Moses could do the task God had given Him to do. God gave Moses a staff to perform miraculous signs with it.*)

Our Lesson Focus for today is "God helps us to do what we think we can't do." In Moses' case, the thing he thought he couldn't do was a task that God had given him. The same thing is true for us today: When God gives us something to do, He will help us do it, even when we think we can't.



# STEP 3

Interacting with God's Word

**Students will practice the lesson from Exodus 3:1—4:20 by exploring ways God helps us do things we think we can't do.**

In today's Bible study from Exodus 3:1—4:20, your class learned that God helped Moses do things that Moses didn't think he could do. Each of the activities below will help students explore ways God can help them as He did Moses. For the Impossible Index Card Challenge, you may want to search online for visual directions. Try to use as many of the activities as possible, and allow students to choose among them.

## Moses Sculptures

- ☐ modeling clay

To review the Bible study, have students make expressive sculptures from clay. Encourage students to choose points in the story and then capture Moses' expression, body language, etc.. Instances might include Moses first hearing God call him, removing his sandals, or arguing with God.

- ▶ **How did God help Moses do what God told him to do?**

## Moses' Journal Entry

- ☐ paper
- ☐ pencils

To help them personalize the account of Moses, have students write a journal entry recounting Moses' conversation with God at the burning bush. Encourage them to speculate on what emotions Moses may have felt at different points of the conversation. How did Moses feel when he first saw the burning bush? How did he feel at the end of the conversation? How did Moses respond to God's offer to help him?

- ▶ **How can Moses' experiences help you in tough situations?**

## Impossible Index Card Challenge

- ☐ two to four lined index cards per student
- ☐ scissors

**Please cut your index card so that you can fit your whole body through it.** Don't give students any more directions, but allow them to try several ideas. When they are slightly frustrated and tell you it's impossible, help them with the following directions. **Fold your index card in half the long way, lines out. Starting on the folded edge, cut a tiny strip (about 1/8 of an inch wide), stopping at the red line. Continue cutting strips, this time about a quarter inch apart, stopping at the red line. Turn your card around and make cuts from the opposite side in between the quarter-inch cuts, but not through the fold. Cut along the folded edge, but don't cut the two end strips. Carefully unfold your index card into a circle you can step through. Just like I helped you be able to cut your index card in a way that you could step through it, God helps us do much bigger things we think we can't do.**

- ▶ **What is a big thing you are facing that we can pray about with you?**

When the time you have allotted is up, ask your students to clean up the materials and gather back together.

# STEP 4

Applying God's Word

## Lesson Focus:

God helps us to do what we think we can't do.

**To apply the Lesson Focus to their daily lives this week, students will choose one task in which they will ask God's help.**

### Materials:

- ☐ [Bible Adventures](#), p. 4
- ☐ pencils

After the class has tidied up from their activities and put away their supplies, invite everyone to join you for a final discussion. At this point students will choose how to put to use in the coming week their new knowledge that God wants to help them when they face difficult jobs. **The Bible study today was about someone who had a really tough assignment. We saw how reluctant Moses was to do what God told him to do. But God didn't just cross His arms and wait for Moses to muddle through the job alone. He gave Moses the help He promised, and Moses was able to complete the work.**

In our own lives, each of us has to face hard jobs. But we aren't on our own—we have God's help, even when we think we can't do the work. In what tough assignment can you really use some help from God?

Let some students share their thoughts on specific tasks they know they have to face. Accept the ideas the students offer, as long as they are real-life situations that they will deal with in the next short while. Some ideas you might hear: doing a hard school assignment or taking a test, finishing a project, playing in an athletic event, making friends in a new environment, doing some assigned task at home.

As your young people share their thoughts, show that you care about what they're saying by listening carefully and giving each student your full attention. Set a good, caring atmosphere for others to listen: discourage whispering, creating distractions, or goofing off.

Point out page 4 of *Bible Adventures* and read aloud the Key Verse. Give students a few minutes to write their responses to the questions, completing both the sides of U Kan and U Kan.

Affirm your students by telling them you'll be praying for them by name this week as they approach these difficult jobs. Ask them to pair off and pray with a partner, requesting God's help in their hard jobs. Encourage them also to thank God for His promise to help them and be alongside them this week.

### Seeing God throughout the Week:

Ask students to think about if and how they ask God for help in difficult times. Remind them that they are not on their own. Encourage them to ask God for help as they face hard situations this week.



### Take-Homes

[Lesson 2](#) of *Bible Adventures*, [Lesson 2](#) of *Pix*



### If You Have Extra Time:

Put students to work creating bumper stickers that encourage them to ask God's help and keep working at hard jobs. Give students paper, pencils, and markers, and let them exercise their creativity. Students might draw a cartoon of Moses from the Bible passage, create a slogan, use the Key Verse in a creative way. Finished bumper stickers can be taken home, exchanged among class members, or posted in the room.

# lesson 3



[Lesson Video for Step 2!](#)

## Bible Basis:

Exodus 5:1 – 10:29

## Focus:

God is in control, so don't give up.

# Don't Give Up

## STEP 1 Connecting with God's Word

To help them relate the Bible study to their own experiences, students will discuss God's plans for each of us.

- [Bible Adventures Lesson 3](#) p. 1, paper bag, pictures of people in challenging professions, whiteboard and marker

## STEP 2 Studying God's Word

Using the Bible and *Bible Adventures*, students will study Exodus 5:1 – 10:29, in which Moses repeatedly tries to convince Pharaoh to let the Hebrew people go.

- Bible Study: [Bible Adventures Lesson 3](#), pp. 2–3, Bibles, Teaching Aids [1](#), [2](#) (from *Upper Elementary Creative Teaching Aids*), glue stick or tape
- Memory Verse Practice: No materials needed

## STEP 3 Interacting with God's Word

Students will reinforce the lesson from Exodus 5:1 – 10:29 by exploring what it means to not give up because God is in control.

- Faith Challenge: [Bible Adventures Lesson 3](#) p. 4, pencils
- Obstacle Maze: Masking tape, paper, marker
- Roadblock Game: [Teaching Aid 4](#) (from *Upper Elementary Creative Teaching Aids*)—prepared before class, scissors

## STEP 4 Applying God's Word

To help them apply the truth of this lesson to their everyday lives, students create a reminder to not give up when facing a difficult situation.

- Wide rubber bands, permanent fine point markers, [Pix for Lesson 3](#)

## Memory Verse

Blessed is the one who perseveres under trial.

—James 1:12

## UNDER- STANDING the BIBLE

God sent Moses and Aaron before Pharaoh to tell Pharaoh to let the Hebrews go. But God also warned Moses and Aaron that Pharaoh would resist them (Exod. 7:2-4).

When Moses gave Pharaoh God's message, Pharaoh became angry. He made the Israelites work even harder. The enslaved Israelites made bricks. Pharaoh ordered his soldiers to stop providing straw for the bricks. He demanded that the Israelites find their own straw, but still produce the same number of bricks. Discouraged, the Israelites blamed Moses and Aaron for these troubles (5:21).

Pharaoh didn't believe in the one true God, and he did not worry about obeying Him. But God showed His power to Pharaoh and to His own people. He sent nine plagues on the Egyptians. After each plague, Pharaoh was given a chance to let the Israelites go. But each time he refused.

We read 10 times that Pharaoh hardened his own heart (Exod. 7:13-14, 22; 8:15, 19, 32; 9:7, 34-35; 13:15), and 10 times we read that God hardened Pharaoh's heart (4:21; 7:3; 9:12; 10:1, 20, 27; 11:10; 14:4, 8, 17). But Exodus 4:21 and 7:3 were predictions of what was to happen. Pharaoh hardened his own heart seven times before God hardened it. God's hardening of Pharaoh's heart was in direct response to Pharaoh's repeated rejections of God. Humanly speaking, it seemed Moses and Aaron had failed at their God-given task. Pharaoh still refused to let the Israelites go.

This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of classroom supplies (see page 6).



# Teacher Devo

**P**ersistence. In our “instant” culture, it can be a rare quality. It’s easy to give up when we meet resistance, to take the easy road, to detour when obstacles block the road we’ve chosen. Today’s memory verse, James 1:12, tells us to persevere under trial. How does this translate into our daily lives?

Check out Exodus 5:22–23, from the Bible Basis for today’s lesson. Have you ever been given a task that seemed beyond your capabilities? No matter how you tried, it seemed that success was out of your grasp, or that it wasn’t worth the effort. Write a brief description.

Next, think of a situation in your life currently where you might be finding it difficult to do what you feel God wants you to do.

What might it look like for you to trust God in this situation? What might encourage you to persevere, to not give up in this situation?

Our sovereign God has every situation in control. Moses had to meet with Pharaoh many times before the Hebrew people could leave Egypt. But this, too, was part of God’s plan for letting His people go. As you prepare to teach this lesson, pray that your students learn with you that God is in control and that it may encourage them to “hang in there” when the going gets tough.

## Early Bird Options



Set up these activities for preteens who arrive early to class.

**Sports Teams** - Set out a piece of paper on a table. After signing in by drawing the logo of a favorite team, encourage preteens to talk about the successes and failures of those teams.

**Display Table** - Make available picture books of Egypt, both from the time of the pharaohs and in the present. Let your students look through the pictures to understand the kind of land and place in which the Bible passage takes place.

## When Teaching the Bible to Upper-Elementary Students . . .

Preteens are not known for their ability to wait or “hang in there.” When things get tough, they may easily give up. Add to that the fact that our culture seems to move at a faster pace all the time, and it’s easy to see why they have a hard time not just giving up when things don’t seem to go the way they want them to go.

Today’s Lesson Focus, “God is in control, so don’t give up,” encourages your in-the-moment students to look beyond just the present and trust God to see them through difficult situations. In the limited time you have with your students, you are not necessarily going to be able to pass on the ability to persevere. So how can you help your students on their way to taking the long view and seeing God’s control in difficult

situations? Here are some ideas.

- Look for “teachable moments” in your interaction with individual students. Feel free to share examples from your own life about ways God has demonstrated His control over tough situations you have faced.
- Give students opportunities to follow through on longer-term class projects (such as collecting food for a food pantry). Compliment their efforts to persevere in completing these tasks over time.
- When you have your students work in pairs, try to place an encouraging student with one prone to discouragement.

# STEP 1

Connecting with God's Word

## Lesson Focus:

God is in control, so  
don't give up.

To help them relate the Bible study to their own experiences, students will discuss God's plans for each of us.

### Materials:

- ☐ [Bible Adventures](#), p. 1
- ☐ pencils
- ☒ paper bag
- ☒ pictures of people in challenging professions
- ☐ whiteboard and marker

In today's lesson, from Exodus 5:1—10:29, your students will discover that, because God is in control of every situation, they can persevere and not give up when times are tough. To help them relate to this lesson, introduce this step by telling students you're going to talk about what it takes to reach a difficult goal.

Before class, you'll want to clip or print pictures of people in challenging professions or those who had to work very hard to achieve a goal. Place these in a bag.

Ask a student to reach into the bag and pull out a picture. Have students identify the profession of the person pictured. Then ask:

- ▶ **How do you think this person got to be a [skater]? (Let students express their ideas.)**
- ▶ **What problems could this person have faced? (Some students will be quite knowledgeable, depending on how well they know the person being discussed.)**
- ▶ **What helps a person succeed? (Let students share their thoughts.)**

Then distribute the *Bible Adventures* leaflet for Lesson 3. Have students take a few minutes to fill in page 1. Ask volunteers to explain what *perseverance* means. If no one knows, define it for them as the ability to stick with a task in order to achieve a goal, or as not giving up easily when things are tough. Write your class definition on the board as reference for the rest of the lesson.

Encourage students to talk about times when they really wanted something but didn't get it right away or had to work for it. They may have wanted a video game and saved money for it. They may have wanted to be friends with someone. They may have wanted a pet.

- ▶ **What problems did you have in getting what you wanted? Did you succeed? Why or why not? (Let students share their experiences.)**
- ▶ **When is it important to persevere at something or stick with a task? (Students may say it is important to persevere when something is really important, or when something is really the right thing to do.)**

Remind your students that God has a plan for our lives. No matter what, He will fulfill His plan for us. Today we will see what happened when Moses faced a tough situation in order to do what God wanted him to do. How do you think he did when it came to persevering? Let's find out.



Free! Downloadable  
Options for Steps 1 and 4.  
[RealLifeDownloaded.com](http://RealLifeDownloaded.com)

# STEP 2

Studying God's Word

## Bible Basis:

Exodus 5:1—10:29

Using the Bible and *Bible Adventures*, students will study Exodus 5:1—10:29, in which Moses repeatedly tries to convince Pharaoh to let the Hebrew people go.

### Materials:

- ☐ *Bible Adventures*, pp. 2–3
- ☐ Bibles
- ☐ Teaching Aids 1, 2
- ☐ glue stick or tape

Ask your students to turn to pages 2 and 3 of *Bible Adventures*, “Don’t Give Up!” Also have them turn in their Bibles to Exodus 5:22—6:1. Let the students read the introductory paragraph to themselves, and then ask a student to read Exodus 5:22—6:1 while the other students follow along silently.


🔍 **How did Moses respond to the complaints?** (Moses asked the Lord why He was bringing trouble to His people. He told God that ever since he [Moses] had gone to ask Pharaoh to let God’s people go, Pharaoh had caused trouble for the Hebrews.)

🔍 **How did God answer?** (God answered Moses by telling him that now God would show His power to Pharaoh. Help students understand that things seemed to be getting worse, but God promised to show His power.)


Choose another student to read the Scripture Spotlight (Exod. 7:10-13) aloud from *Bible Adventures*.

LES. 3

BIBLE STUDY FROM EXODUS 5:1–10:29




# DON'T GIVE UP!



**M**oses and Aaron ordered Pharaoh to free their people. But Pharaoh only made the Israelites work harder. They had no straw<sup>1</sup> but still had to make the same number of bricks. The people were angry with Moses and Aaron.

<sup>1</sup>Using straw to make bricks helped to make the bricks stronger.

**Read Exodus 5:22–6:1.** How did Moses respond to the complaints? How did God answer?



**SCRIPTURE SPOTLIGHT**  
**Exodus 7:10-13; 10:24-29**

So Moses and Aaron went to Pharaoh and did just as the Lord commanded. Aaron threw his staff down in front of Pharaoh and his officials, and it became a snake. Pharaoh then summoned wise men and sorcerers, and the Egyptian magicians also did the same things by their secret arts: Each one threw down his staff and it became a snake. But Aaron's staff swallowed up their staffs. Yet Pharaoh's heart became hard and he would not listen to them, just as the Lord had said.

**What could the magicians do?**

<sup>2</sup>There were 10 plagues that God brought upon the land. The final plague occurred after this story.

God called down nine<sup>2</sup> plagues on the Egyptians. First the Nile turned to blood, then came frogs, gnats, and flies. Their livestock died and people got boils,<sup>3</sup> then came the worst hail in Egypt's history,<sup>4</sup> locusts, and darkness.

Then Pharaoh summoned Moses and said, “Go, worship the Lord. Even your women and children may go with you; only leave your flocks and herds behind.”

But Moses said, “You must allow us to have sacrifices and burnt offerings to present to the Lord our God. Our livestock too must go with us; not a hoof is to be left behind. We have to use some

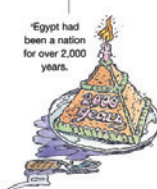
of them in worshiping the Lord our God, and until we get there we will not know what we are to use to worship the Lord.”

But the Lord hardened Pharaoh's heart, and he was not willing to let them go. Pharaoh said to Moses, “Get out of my sight! Make sure you do not appear before me again! The day you see my face you will die.”

“Just as you say,” Moses replied, “I will never appear before you again.”

**What did Pharaoh tell Moses? How did Moses answer Pharaoh? Why do you think God hardened Pharaoh's heart?**

<sup>3</sup>These are swollen patches of skin that are very painful.







## Memory Verse:

Blessed is the one  
who perseveres  
under trial.

—James 1:12



This verse can easily be said in rhythm. Students may clap on the offbeat, or they could walk in a circle, stamping their feet to the rhythm as they walk.

▶ **What could the magicians do?** (*The magicians used magic [“their secret arts”] to do the same things Aaron did; their staffs became snakes as well.*)

▶ **How did God prove that He was mightier and in control?** (*Encourage students to recount in their own words what happened to the staffs of Aaron and the magicians. Aaron’s staff, as a snake, swallowed up their staffs.*)

▶ **How did Pharaoh react?** (*Pharaoh was stubborn; he still would not listen.*)

Have students read the next paragraph about the plagues. Place Figure 3, the frogs, on Teaching Aid 1 at Rameses.

Then have volunteers read the next section of Scripture Spotlight (Exod. 10:24-29) aloud. To enhance class participation, you could turn this reading into a short skit. One student can read the words of Moses; another, the words of Pharaoh; and a third, the words of the text not in quotation marks as a narrator.

▶ **What did Pharaoh tell Moses?** (*Pharaoh told Moses not to come to him again or he would be killed.*)

▶ **How did Moses answer Pharaoh?** (*Moses promised not to come back to see Pharaoh again.*)

▶ **Why do you think God hardened Pharaoh’s heart?** (*Your students may suggest that God was showing His power, or He was teaching the Israelites to be patient and depend on Him.*) Encourage discussion of this question. Help students understand that God was following His plan.

▶ **How do you think Moses and Aaron were feeling at this point?** Encourage your students to speculate as to how Moses and Aaron probably felt after Pharaoh kept sending them away. (*Most students will use such words as sad, angry, unhappy, discouraged, like giving up.*)

This question will help you assess your students’ grasp of the Lesson Focus.

▶ **It would have been understandable if Moses had been discouraged after Pharaoh refused to let the people go. What do you think kept him from giving up?** (*God had told them to continue. They knew that even though Pharaoh was against them, God was greater than Pharaoh. God was in control.*)

Wrap up the Bible study section by asking students to talk about how knowing God is in control can help them not give up when they face tough situations.

# STEP 3

Interacting with God's Word

**Students will reinforce the lesson from Exodus 5:1—10:29 by exploring what it means to not give up because God is in control.**

Today's Bible study from Exodus 5:1—10:29 encouraged students not to give up because God is in control. Each activity below reinforces the lesson in a different way. Use as many of these choices as possible, and allow your students to choose among them.

## Faith Challenge

- ☐ [Bible Adventures](#), p. 4 ☐ pencils

Each scene on the *Bible Adventures* page 4, "Faith Challenge," depicts a child who is discouraged in efforts to follow God. Have students read each story and write their responses to them. Divide the students into three groups to roleplay possible responses. Have students apply today's Lesson Focus and Moses' experience to each situation.

- ▶ **How would today's Bible study help each of these kids persevere?**



## Obstacle Maze

- ☒ masking tape  
☐ paper  
☐ marker

Create a masking tape maze with forks leading to dead ends and detours. Allow enough time before class or the day before to plan and mark the maze. You or another leader should accompany students on the course. Begin and end the path in your classroom. Students follow strips of tape on the floor. When they come to a fork in the road, they must decide which way to go. For example, tape leads from the classroom to a stairway—one path leads up and the other down. If they go up, they will see a "Road Closed" sign. If they go down, the path will lead to the kitchen or a room. The room will be marked with a "Wrong Way" sign. Each fork should have only one right direction.

After successfully navigating the maze, gather preteens back together to discuss the following question.

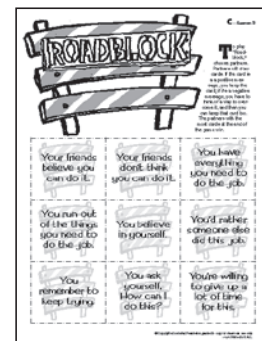
- ▶ **How was following the maze like real life?**

## 'Roadblock' Game

- ☒ [Teaching Aid 4](#), prepare before class  
☐ scissors

To help your students explore their reactions to discouragement, have students choose partners and play the game "Roadblock," using Creative Teaching Aid 4. Students will draw a card from the deck and read its message aloud. If it is a step toward a goal, they can keep the card. If it is a roadblock, they discard it. But if they can tell a way to overcome the roadblock, they can keep the card. The person with the most cards at the end of the round will win.

- ▶ **How does knowing that God is in control help you when you face a "roadblock?"**



When the time you have allotted is up, ask your students to clean up the materials and gather back together.

# STEP 4

Applying God's Word

## Lesson Focus:

God is in control, so don't give up.

**To help them apply the truth of this lesson to their everyday lives, students create a reminder to not give up when facing a difficult situation.**

### Materials:

- ☐ wide rubber bands
- ☐ permanent fine point markers

Moses kept going to Pharaoh to ask him to let the Hebrew people go, but each time Moses went, Pharaoh's heart was hardened, and he wouldn't let them go. God sent plagues to show the Egyptians His power, but none of them convinced Pharaoh to let the people go. But even though this was discouraging, God was still in control of the situation.

Divide your class into pairs. Have the pairs discuss the following questions.

- **When have you been in a situation where you didn't know which way to turn? What helped you make your next move?**
- **What is a situation where you are tempted to give up?**

After both have shared, let them pray for each other. They should include being able to let God be in control of the situation during the week.

Bring the class back together. Show them a rubber band. Talk together about how a rubber band holds things together and keeps things in control. Encourage preteens to make simple rubber band bracelet reminders they can use during the week to remember that they don't have to give up in a difficult situation because God is in control. Have them use fine point permanent markers to write the Lesson Focus, "God is in control, so don't give up" and decorate a rubber band. The ink should be completely dry before slipping the bracelets on.

Close in prayer, asking for the courage to turn to God and persevere when we don't know who or where to turn to next.

### Seeing God throughout the Week:

Ask your students to think about how Moses kept trusting God in His hard situation. As they go into the coming week, remind them that God is in control and He can help them persevere in their tough situations. Encourage students to pray about their situations and read God's Word this week.

### Take-Homes

[Lesson 3 of Pix](#), [Lesson 3 of Bible Adventures](#),  
Rubber band bracelet  
from Step 4



### If You Have Extra Time:

If you have students who are "hams" and enjoy acting or roleplaying, they could act out the roles of Moses, Aaron, and Pharaoh in their encounters. A good reader could serve as the narrator (reading the Scripture Spotlights and connecting paragraphs of pages 2 and 3 in *Bible Adventures*), while the three students portraying Moses, Aaron, and Pharaoh could pantomime the actions being described in the reading. Bible-time costumes, if you have them available, will add to the fun.



# lesson 4

 [Lesson Video for Step 2!](#)

## Bible Basis:

Exodus 11:1 – 12:42

## Focus:

God fulfills His promises.

# Do You Promise?



## STEP 1 Connecting with God's Word

To help students understand God's faithfulness, we will explore how hard it is for us to keep our own promises.

-  [Bible Adventures Lesson](#) 4 p. 1, pencils, paper cups, candy-coated chocolate




## STEP 2 Studying God's Word

Using the Bible and [Bible Adventures](#), students will study Exodus 11:1 – 12:42, in which the Passover is introduced and Pharaoh agrees to let the Hebrews go.

-  Bible Study: [Bible Adventures Lesson 4](#) pp. 2–3, Bibles, Teaching Aids [1](#), [2](#) (from *Upper Elementary Creative Teaching Aids*), glue stick or tape
-  Memory Verse Practice: Balloon or beach ball


## STEP 3 Interacting with God's Word

Students will practice the lesson from Exodus 11:1 – 12:42 by exploring what it means that God fulfills His promises.

-  Letters to Pharaoh: Writing paper, pencils
-  Seder Meal: [Teaching Aid 5](#), plate, hard-boiled egg, horseradish, Charoset paste, onion or boiled potato, Romaine lettuce, matzah, grape juice, paper cups, napkins; Optional: Haggadah, children's books on Passover
-  Promise Relay: Two sets of note cards with Bible promise references written on them, Bibles, items for an obstacle course

## STEP 4 Applying God's Word

To help them take the Lesson Focus into their daily lives this week, students will personalize Isaiah 43:1-7.

-  Copies of [Teaching Aid 6](#)—one for each student, pencils, [Pix for Lesson 4](#)

## Memory Verse

God is not human, that he should lie, not a human being, that he should change his mind. Does he speak and then not act? Does he promise and not fulfill?

—Numbers 23:19


## UNDER- STANDING the BIBLE

Nine plagues had not persuaded Pharaoh to let the Israelites go. So God brought one more plague, the most devastating one, which finally caused Pharaoh to change his mind. The firstborn sons of all the Egyptian families would die—not just the humans, but their animals as well. But the Lord would “pass over” the firstborn sons of His people who followed His instructions.

God instructed each Hebrew family to sacrifice a lamb. The lamb's blood was to be wiped onto the family's door frame as a sign to the Lord to pass over the house.

At sundown the Hebrew families made the sacrifices and marked their door frames. They cooked the lambs over fires, as God instructed, and then ate the lambs they had sacrificed, along with bitter herbs and unleavened bread. The bitter herbs symbolized the bitter bondage of the Hebrews in Egypt. The unleavened bread symbolized the purity of life that God's service requires. (Leavening was regarded as impure.)

To help Israel remember what He had done for them, God established the Passover celebration (Exod. 12:14-20). Jewish people celebrate Passover to this day, and Christians celebrate Jesus, the Lamb of God.

 This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of classroom supplies (see page 6).

# Teacher Devo

How easy it is sometimes to say “I promise.” We may promise to keep something a secret and then forget. We might promise to pray for someone and then realize later that we neglected to do so. The words fall lightly from our lips, and it can be easy to forget how important they really are.

Read Exodus 12:24-28. Promises and trust bind God to His people. Promises and trust also bind people to each other.

Think for a moment of some promises that people have made to you.

Of those, how many were kept? How many were broken? Think, too, of times when a promise took a long time to be fulfilled.

Did you lose hope that it would ever come to pass? How did you feel when it finally was kept?

Your students, like you, have felt the sting of broken promises. How amazing, how nearly unfathomable to our human experience, is the fact that God keeps all His promises. May you be reminded anew of God’s unwavering faithfulness to His people as you prepare this lesson, and may your students catch your enthusiasm as you teach them that God will never break His promises.

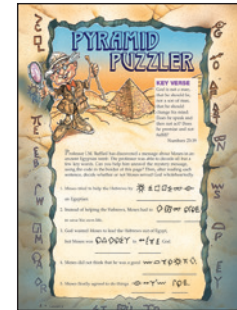
## Early Bird Options



Use these suggested activities for preteens who arrive early for class.

**Egypt Drawings** - Supply an encyclopedia volume or other books on ancient Egypt. Have students draw their impressions of life in ancient Egypt.

**Pyramid Puzzler** - Have students decode the missing words on [Bible Adventures, page 4](#), “Pyramid Puzzler,” by using the key around the page’s border to review the events leading up to today’s Bible Study. The answers are as follows: 1) killing; 2) run away; 3) afraid, obey; 4) speaker; 5) God’s way.



## When Teaching the Bible to Upper-Elementary Students . . .

Your students will run the gamut in how serious they are about the promises they make. As a group, however, preteens are prone to making promises they have every intention of keeping at that moment but then fail to honor. These same children are likely to remember—in great detail—promises that have been made to them, and they may respond scornfully when those promises are not kept.

How can you use these tendencies to help teach this lesson on how God fulfills His promises?

- Your students will acknowledge that they have broken promises. You can contrast the fact that every one of us has broken promises with the truth that God always keeps His.

- Upper-elementary students are well-known for their rigid sense of fairness. More than likely, your students have been hurt by others’ failures to fulfill promises made to them. Help students see how God is absolutely faithful and infallible in keeping His promises, even over great lengths of time.

- If you make plans for a class activity, carefully draw the distinction between possibilities and promises. Try to avoid saying things such as “We should have a class party” that may or may not ever happen. Instead, work with students to arrange specific times, places, activities, etc. This will go a long way toward modeling God’s keeping His promises.

# STEP 1

Connecting with God's Word

## Lesson Focus:

God fulfills His promises.



To help students understand God's faithfulness, we will explore how hard it is for us to keep our own promises.

### Materials:

- ☐ [Bible Adventures](#), p. 1
- ☐ pencils
- ☒ paper cups
- ☒ candy-coated chocolate\*

Give each preteen a slightly filled paper cup of candy to eat. Ask them not to eat or touch the candy, but to wait for instructions. Ask each student by name to promise not to eat the candy.

Ignoring the paper cups of candy, distribute *Bible Adventures* for Lesson 4 and have them turn to page 1. Ask pairs of students to move to different parts of the room so they can talk about the page and fill it out together. Encourage them to take the candy-filled cups with them, but remind them not to eat the candy or touch it. After a few minutes bring the students back together. Reminding them of their promises to not eat the candy, have them bring their cups of candy with them.

- **What is a promise?** (*A promise is a declaration that one will or will not do a certain thing. Synonyms include: assurance, covenant, guarantee, pledge, solemn word, vow, warrant, word of honor, contract, and obligation.*)
- **Where have you heard these words before?** (*Students may have heard them in commercials, at church, in a wedding, or on TV.*)
- **Have you ever been in a situation, besides this one, where you have needed to keep a promise?** (*Allow students to share if they desire.*)

When we started class, I asked each of you to make me a promise. It may not have seemed to be a big promise, or even a very important promise, but it was a promise. Tell me about how you kept this promise.

- **What did you struggle with?**
- **What did you do so you were able to keep your promise?**

Everyone has to keep promises. Sometimes those promises are not kept. It hurts when a promise is broken. Some of you may have eaten the candy and broken the promise you made. I admit that I made it difficult to keep that promise. Today we are going to learn how God keeps His promises, no matter how difficult it may be. You can eat the candy now.

\* Check with parents for any food allergies students may have.

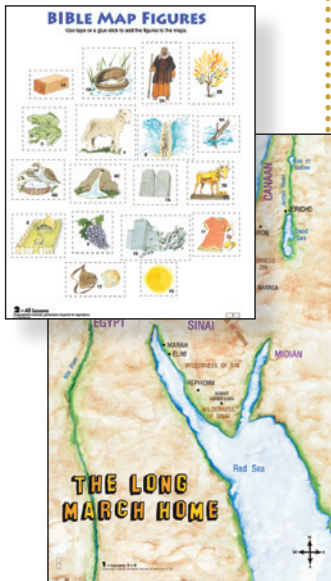


# STEP 2

Studying God's Word

## Bible Basis:

Exodus 11:1—12:42



Using the Bible and *Bible Adventures*, students will study Exodus 11:1—12:42, in which the Passover is introduced and Pharaoh agrees to let the Hebrews go.

### Materials:

- ☐ *Bible Adventures*, pp. 2–3
- ☐ Bibles
- ☐ Teaching Aids 1, 2
- ☐ glue stick or tape

Ask students to look up Exodus 12:12-13, 37 in their Bibles, and bookmark it to read later in the lesson. As you move into the Bible study time, see how much your students remember from last week's lesson. Together your students should be able to recount some of the events that took place: Moses and Aaron were God's spokesmen. They continued to ask Pharaoh to let the Israelites go. God called nine plagues down on the Egyptians. Pharaoh relented and told Moses the people could leave, but they had to leave their flocks and herds behind. Moses refused this offer, and then Pharaoh told Moses never to appear before him again.

After a brief time of review, ask a student to read the introductory paragraph from the Bible study, which recaps the events you just discussed. Draw special attention to the last sentence: **God then told Moses how to prepare the people to leave Egypt.**

Choose two students to read aloud one paragraph each of the first section of Scripture Spotlight, Exodus 12:1-3, 6-7.

➊ **What did God tell the people to do?** (*God told each Hebrew family to kill a lamb and place some blood on the sides and top of their door frame.*)

### BIBLE STUDY FROM EXODUS 11:1–12:42

## FREE AT LAST!

**N**ine plagues from God had destroyed much of the land and livestock of Egypt. Still Pharaoh would not let the Hebrews go free. God then told Moses how to prepare the people to leave Egypt.



The Lord said to Moses and Aaron in Egypt, **Exodus 12:1-3, 6-7, 8-11, 31-32, 40-41** "This month is to be for you

the first month, the first month of your year.<sup>1</sup> Tell the whole community of Israel that on the tenth day of this month each man is to take a lamb for his family, one for each household.

... All the members of the community of Israel must slaughter them at twilight.<sup>2</sup> Then they are to take some

<sup>1</sup>Pronounced NIGH-san. The first month of the Hebrew year (March to April in our calendar). God chose this month for Passover to be celebrated.

of the blood and put it on the sides and tops of the doorframes of the houses where they eat the lambs."

**What did God tell the people to do?**

"That same night they are to eat the meat roasted over the fire, along with bitter herbs, and bread made without yeast.<sup>3</sup> ... This is how you are to eat it: with your cloak tucked into your belt, your sandals on your feet and your staff in your hand. Eat it in haste; it is the Lord's Passover."

**What did God tell the people to eat? Why do you think the people were told to eat quickly?**

During the night Pharaoh summoned Moses and Aaron and said, "Up!

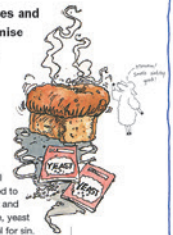


<sup>3</sup>Years later, Jesus died at Passover. Jesus is also called "the Passover Lamb."

Leave my people, you and the Israelites! Go, worship the Lord as you have requested. Take your flocks and herds, as you have said, and go. And also bless me."

Now the length of time the Israelite people lived in Egypt was 430 years. At the end of the 430 years, to the very day, all the Lord's divisions left Egypt.

**What did Pharaoh tell Moses and Aaron? How did God's promise actually come true for the Israelites?**





## Memory Verse:

God is not human, that he should lie, not a human being, that he should change his mind. Does he speak and then not act? Does he promise and not fulfill?  
—Numbers 23:19



□ balloon or beach ball

Divide your class into two teams for Memory Verse Volleyball. As one person hits the ball or balloon to the other team, the whole team should say a word or phrase from the verse. See how long the teams can go before missing a word or dropping the ball. For individual practice, divide your class into groups of two or three. Each group will try to keep their ball in the air as long as possible.

Ask another volunteer to read aloud Exodus 12:12-13 from their Bible while the others follow along. This reading and the next set of questions are not in *Bible Adventures*.

- ▶ **What did God tell Moses would happen to the Egyptians the night of Passover?** (*He would pass through Egypt and strike down every firstborn of both people and animals and bring judgment on the gods of Egypt.*)
- ▶ **How would the Israelites be protected?** (*The blood they put on their door frames would be a sign for God to pass over their houses, and no harm would come to them.*)
- ▶ **What would have happened if the Hebrews had disobeyed God?** (*Death would have resulted. They would have lost their firstborn sons as the Egyptians did.*)
- ▶ **What happened because they obeyed?** (*God kept His promise; the Hebrews' children were spared.*)

Have a student read the next section of the Scripture Spotlight, Exodus 12:8, 11.

- ▶ **What did God tell the people to eat?** (*The Hebrews were to eat meat cooked over a fire, bitter herbs, and bread made without yeast.*)
- ▶ **Why do you think the people were told to eat quickly?** (*Allow students to speculate. Point out that they were to be ready to leave quickly once Pharaoh said they could leave.*)
- ▶ **How else did God tell His people to prepare?** (*God told the people to eat with their cloak tucked into their belt, their sandals on, and their staff in their hand so they would be ready to leave quickly.*)

Then have a student read the final section of the Scripture Spotlight, Exodus 12:31-32, 40-41.

- ▶ **What did Pharaoh tell Moses and Aaron?** (*Pharaoh told Moses and Aaron to take the Israelites and their flocks and herds and leave to worship their Lord. He also asked Moses and Aaron to give him a blessing.*)
- ▶ **How did God's promise actually come true for the Israelites?** (*God's promise came true—just as He said, the Israelites were released after 430 years in Egypt.*)

Display Teaching Aid 1, "The Long March Home." Have a volunteer place Figure 4, the passover lamb, on the land of Goshen, where the Hebrews lived in Egypt. Ask a student to read aloud Exodus 12:37 and another student to point out on the map the journey of the Israelites from Rameses to Sukkoth.

- ▶ **What was the result of God keeping His promise to His people?** (*After 430 years in Egypt, God's people were finally free and able to leave Egypt. God had kept His promise to them to set them free.*)

# STEP 3

Interacting with God's Word

**Students will practice the lesson from Exodus 11:1—12:42 by exploring what it means that God fulfills His promises.**

In today's lesson from Exodus 11:1—12:42, your students learned that God fulfills His promises. Each of these activities can help your students practice the lesson in a slightly different way. Use as many of these choices as possible, letting students choose among them.

## Letters to Pharaoh

- ☐ writing paper
- ☐ pencils

In this creative writing activity, students can review the background of the events in today's lesson. Have students write a letter to Pharaoh as if they were Moses, explaining why Pharaoh must let the Hebrews go. They might include information about who God is and why Pharaoh should obey God. Students can work individually or in pairs to write their letters.

- ▶ **How does your letter show that God keeps His promises?**

## Seder Meal\*

- ☐ [Teaching Aid 5](#)
- ☒ special plate, hard-boiled egg, horseradish, Charoset paste, onion or boiled potato, Romaine lettuce, matzah, grape juice, paper cups, napkins
- ☒ Optional: Haggadah, children's books about Passover

Allow students to learn more about the current Passover traditions and how each piece reminds participants of the first Passover celebration and the Exodus. Bring as many of the foods in the Seder meal as possible for students to taste. Encourage students to taste each item even if it's not something they like. If you brought a copy of the Haggadah or books about the Passover, place these by the Seder Plate and Teaching Aid 5 to allow students to learn more about the celebration. You may wish to organize a complete Seder meal with your students and their families outside of class.

- ▶ **How do the different foods show that God fulfills His promises?**

*\*Check with parents for any food allergies students may have.*



## Promise Relay

- ☒ two sets of note cards with Bible promise references
- ☐ Bibles
- ☒ items for an obstacle course

To give students a lively way to explore other promises God has kept, let them try this Promise Relay. Create a simple obstacle course with tables, chairs, and other large but easily moved classroom objects. Divide students into two equal teams. If you have an odd number, you can round out the smaller team. At the end of the course, place two Bibles and two identical sets of note cards with references of Bible promises written on them. Have the first students run the course, pick up the first card, look up the verse, read the promise aloud from the Bible, then run back and "tag" the next person. Go until all promises have been read. If you have a small group, they can play against the clock. (Bible promises might include Gen. 9:11; Ps. 145:8; Isa. 9:6; 26:3; Jer. 29:11; Matt. 28:20; Luke 11:9; Rev. 21:4.)

- ▶ **Which of these promises will you focus on this week? Why did you choose it?**

When the time you have allotted is up, ask your students to clean up the materials and gather back together.

# STEP 4

Applying God's Word

## Lesson Focus:

God fulfills His promises.



To help them take the Lesson Focus into their daily lives this week, students will personalize Isaiah 43:1-7.

### Materials:

☐ copies of [Teaching Aid 6](#) for each student

Today, we talked a lot about the promises God has made.

▶ What do you think are the most important promises to you? ▶ What are some things that God has NOT promised to you? God did not promise that our life on earth would be perfect. Sin is in the world and difficulties come, but God promised to be with us all the time, including difficult ones.

Pass out the copies of Teaching Aid 6. Let's read Isaiah 43:1-7. Look for the promises God made us and add your name in the blanks.

- ▶ What does it mean to be redeemed? (To buy back, to gain or regain possession of something in exchange for payment.)
- ▶ Who did God redeem? (Us.)
- ▶ What did He redeem us from? (Sin.)

God promises to be with us when difficulties come. We might not go through water like the Israelites would or have to walk through fire like Shadrach, Meshach, and Abednego, but whatever difficulties we face God promises to be right there with us. This is a great promise—one we should remember, especially in difficult times.

This week, let's look for ways God keeps His promises to us. As you find examples this week, write them on the back of your paper.

- ▶ What promise has God made just for you? (Ask students to write one promise on the back of Teaching Aid 6.)

Close your class in prayer. Dear God, thank You for keeping Your promises. Help us to see Your promises though our bad times. We trust and love You. In Jesus' name. Amen.

### Seeing God throughout the Week:

Encourage students to look for how God is fulfilling His promises in their lives this week. Remind them of some of God's promises ... to provide for us, to love us, to never leave us, and so on.

### Take-Homes

Lesson 4 of *Pix*, Lesson 4 of *Bible Adventures*,  
Completed copy of  
[Teaching Aid 6](#)



### If You Have Extra Time:

Let the students work together to make an Egyptian-style mural on a large sheet of paper, featuring profile faces such as those in ancient Egyptian drawings. Their mural should depict scenes from this lesson as well as other lessons in this quarter so far. For example, they may want to include a section that shows the nine plagues that preceded the Passover, Moses before Pharaoh, Moses in front of the burning bush, and so on. If students really put themselves into creating the mural, you could use this activity as Early Bird activities in future lessons as well.

# Helping Upper Elementary Kids Understand Salvation

## Spiritual Development

Fourth and fifth graders are capable of understanding and responding to God's plan of salvation. Although some cannot understand the abstract concept of faith, they can grasp the following:

- They can see the moral reasoning of Bible characters and God's response to their actions.
- They are beginning to understand ethical concepts—they often have a strict moral code of behavior.
- They are learning how to read and study the Bible with an emphasis on Bible facts.
- They have group values. They want to be part of a church family and Sunday school.
- They understand the purpose of prayer and may make up spontaneous prayers.

## Teaching Salvation

Understanding your fourth and fifth graders' spiritual maturity will help you approach the topic of salvation. Remember, spiritual maturity may or may not follow physical or mental growth. As you interact with your kids, try to notice actions that indicate spiritual yearnings.

One lesson each quarter will specifically focus on salvation, but during any lesson, a child may feel God's special love and want to respond and accept Christ. For those who do express a special interest, try to talk with them after class. Involve parents by informing them of the situation.

**Here's one way to present the plan of salvation to your kids:**

**1. Our Sin.** Read or have your kids read **Romans 3:23** and **6:23**. (When possible, use an easy-to-read Bible translation.) Help your kids identify with these verses.

**2. Christ's Love.** Read **John 3:16** and **Romans 5:8**. Your kids need to see that Jesus loves them and died for their sins.

**3. Our Faith.** Read **Romans 10:9** and **1 John 1:9**. Explain to your kids that Jesus died for our sins and when we believe in Him, Jesus comes into our lives. Lead the kids in a simple prayer, giving them an opportunity to make a commitment to Christ.

## Coming Up This Winter

### God's Plan

Explore God's plan to deliver His people. Scripture: Judges, Matthew, Luke.  
Value: Awareness

### Who Jesus Is

On behalf of Israel  
Discover the variety of miracles that Jesus performed and how they show who He is.  
Scripture: John and Galatians.

### What Jesus Said

Learn about the parables Jesus told and how they show us how to live.  
Scripture: Matthew, Mark, Luke, and John. Value: Creativity