



# Introduction

*About ABC*

## **Mission**

Answers Bible Curriculum was developed to present the gospel, beginning in Genesis, to all generations; to train believers to know, obey, and defend God’s Word; and to encourage believers to become conformed to the image of Christ.

## **Overview**

The 2009 book *Already Gone* by Ken Ham and Britt Beemer (and the scientific study on which the book is based) reveals the reasons why young people are leaving the church. In much of the teaching today in our churches, the Bible is disconnected from the real world, and the authority of Scripture is undermined and replaced with secular reasoning using man’s ideas.

The church has failed to teach the Bible as relevant fact. We have—intentionally or unintentionally—taught the Scriptures as nothing but “stories” that relate to spiritual matters but have avoided engaging the challenging questions from the secular world that bombard church children and adults the other 166 hours of their week. As a result, children are beginning to doubt the Bible—and the gospel message that it presents—as early as elementary school. Many studies confirm that more than 60% of young people leave the church after they graduate from high school.

Answers Bible Curriculum is designed and written to provide answers to the questions and issues that confront youth (and adults) in school, in the media, from friends, at work, etc. It is our hope and prayer that God will be pleased to use this curriculum to instill a lifelong trust in the Bible and in the God who authored it.

## **Guiding Principles**

Certain principles guided our writers, editors, and reviewers as we developed Answers Bible Curriculum. These principles are reflected in the teaching, activities, and illustrations presented throughout the curriculum.

### ***We can trust all of God's Word beginning in Genesis.***

- God's Word is true; God does not lie.
- The historical record of the Bible is confirmed often by historical, archaeological, and scientific support.

### ***God's attributes are displayed throughout the Bible.***

- God's sovereignty is demonstrated in history as he fulfills his purposes through people and events.
- God's attributes (including his holiness, justice, love, and mercy) are demonstrated through his dealings with people.

### ***The Bible presents true history.***

- The Bible presents real history, showing the unfolding plan of God to redeem a people for himself.
- The historical accounts of the Bible intersect with secular history.

### ***We must carefully and accurately interpret the Bible.***

- The proper use of hermeneutics helps us understand the Bible accurately.
- Understanding the Bible requires time and effort.

### ***God's plan of redemption is woven throughout Scripture.***

- God's plan of redemption is presented throughout the Bible, beginning in Genesis.
- Many accounts in the Old Testament connect to the New Testament and point to Jesus and the gospel message.

### ***We must be ready to give a defense for what we believe.***

- Students and adults must be equipped with answers to questions skeptics ask.
- We can use science, history, archaeology, etc. to confirm the accuracy of the biblical record.

### ***We are to live in light of what the Bible teaches.***

- God's Word is applicable today.
- We can learn from scriptural examples of obedience (and disobedience) to God's Word.
- Believers are called to walk in obedience to God's Word.

## **Bible Version**

Answers Bible Curriculum uses the English Standard Version (ESV) of the Bible.

## **Scope & Sequence**

Answers Bible Curriculum is a 200-lesson curriculum that covers the entire Bible, from Genesis to Revelation, in chronological fashion. The first 120 lessons survey the Old Testament, and the final 80 lessons survey the New Testament. Where appropriate, lessons include apologetics material confirming the accuracy of the biblical record, as well as historical background and life application.

## **Summary**

- 200-lesson, four-year curriculum (50 lessons per year); but take as long as you need to complete it
- Available in six age levels: Pre-K-1, Grades 2-3, Grades 4-5, Middle School, High School, Adult
- Chronological Bible teaching for all levels
- Synchronized lessons—all ages study the same Scriptures each week
- Based on the ESV

# How to Use ABC

## Teacher Kit Components

Answers Bible Curriculum includes all the necessary elements for you to teach your students with excellence while engaging them in the learning process. The Teacher Kit for each unit of lessons includes the following items:

**Teacher Guide**—Ten lessons with lesson overview, background material, preparation chart, scripted lesson, and game instructions. The tenth lesson of each unit is a review lesson.

**Student Take Home Sheets**—Sample set of nine full-color, two-page take home sheets with lesson review and memory verse activities.

**Lesson Theme Posters**—Nine full-color, illustrated, 8.5 x 11 posters depicting the main point of each lesson. On the back of each poster is the Lesson Focus, Key Passages, and What You Heard in the Word. These posters are used for teaching and reviewing the lessons.

**Memory Verse Posters**—Two 17 x 22 posters per unit with the memory verses.

**Classroom Posters**—These large classroom posters enhance the lessons and provide visual reminders of important truths. The posters for this unit include:

- The Books of the Bible
- The Attributes of God
- Game Board
- Exodus to Malachi Timeline
- Ten Commandments

## Optional Resources

The following additional resources may be purchased from AnswersBookstore.com or by calling 800-778-3390.

**Books of the Bible Flashcards**—Sixty-seven 5 x 7 flashcards. Each card has a colorful illustration on the front, and the back features key facts about each book's author, date of writing, key people, main message, and what each book reveals about God and his character.

**Books of the Bible Trading Cards**—The same as the flashcards, but each card measures 2.75 x 4.

**Books of the Bible Coloring Book**—Students will have fun coloring these scenes based on the accounts of Scripture. All 66 books of the Old and New Testaments are represented.

**Seven C's of History Timeline**—This large wall chart covers biblical and historical events from Creation (4004 BC) to the destruction of Jerusalem in AD 70. It follows the chronology of Archbishop James Ussher and helps students to understand the flow of history and to see how biblical events fit with secular events.

## Teacher Digital Resources

When you purchased Answers Bible Curriculum, you received access to a digital library that contains items such as student class notes, game and activity instructions, lesson illustrations, video clips, PowerPoint presentations, review questions, and skits. Be sure to leave enough time to look at the Lesson Preparation section of the lesson so that any needed items can be printed or gathered prior to class.

- Access these resources at [MyAnswers.com/abc-resources](http://MyAnswers.com/abc-resources) using the **Resources Code** inside the back cover of this Teacher Guide.
- You may also purchase these resources on a USB flash drive from [AnswersBookstore.com](http://AnswersBookstore.com) or by calling 800-778-3390.

## Memory Verse Songs

We teamed up with Seeds Family Worship to produce original Memory Verse songs available as MP3s, lyric videos, and split-screen hand-motion/lyric videos.

- Access the songs at [MyAnswers.com/abc-resources](http://MyAnswers.com/abc-resources) using the **Songs Code** inside the back cover of this Teacher Guide.
- CDs and DVDs for students and teachers are available for purchase at [AnswersBookstore.com](http://AnswersBookstore.com) or by calling 800-778-3390.

## Teacher Guide

We have designed the lessons so that they are easy to teach and provide everything needed to successfully guide your students in understanding the Bible and knowing God—the author of the Bible. Here is a breakdown of what is included in each lesson and how to get the most out of it.

### Lesson Overview

**Lesson Focus**—Each lesson has a short statement with the main theme of the lesson for that week.

**Key Passages**—These are the Bible passages that will be studied in the lesson. Your teaching will be more rewarding if you familiarize yourself with the key passages before class.

**Objectives**—Each lesson teaches specific learning objectives. These are what we expect the students will understand by the end of the lesson.

**Memory Verse**—Students will work on memorizing two passages per unit. Our hope is that this will enable the students to really learn these Scriptures—to hide them in their hearts—and to know them well enough that they will be able to recite them from memory not only at the end of the unit but also at the end of the year!

### Lesson Preparation

This chart shows everything you need to do to prepare for each week's lesson. Be sure to consult this several days before class so you can choose games, gather supplies, and print materials from the Teacher Digital Resources.

**Optional Supplements**—Many of the lessons include optional hands-on activities, a PowerPoint presentation, and video clips. These should be previewed and then incorporated into the lesson where appropriate. Slide numbers in the lessons coincide with the PowerPoint presentations. To properly view the slides, download the PowerPoint fonts from the Teacher Digital Resources and install them.

All pages that are instructions for the teacher will have the word “Teacher” in the footer,

while student pages will have the word “Student.” This should make it easy for an assistant to know which pages get multiple copies for students.

**Large Group/Small Group Suggestions**—While the lessons are written for graded classrooms, we have included suggestions for what order to teach the lesson elements for churches that use a large group/small group format.

### Prepare to Share

We have provided background information to help you understand the biblical and historical context of the passage being studied. Where appropriate, we have also included apologetics information that will confirm the truth of the Scriptures.

### Lesson Elements

The lessons are broken down into several elements to make it easier for you to teach and to allow for flexibility. We realize that some teachers have a full hour or more for Sunday school, while others may have only 20 minutes of teaching time. We have planned our lessons to take about 45–50 minutes to teach. Of course, this will vary greatly depending on your class size, student maturity level, etc.

**Come On In**—The Come On In activity is something for the students to do while they are arriving. The intent is to provide order as students come into the room by giving a specific assignment. The game materials and instructions are included in the Teacher Digital Resources and in the Appendix at the back of this Teacher Guide. These games use the Question Cards printed from the Teacher Digital Resources.

**Memory Verse**—Practice the memory verse every week using the Memory Verse Poster and the Memory Verse Song. There are also a number of games you can choose for the students to play. Game instructions are included in the Teacher Digital Resources and in the Appendix in the back of this Teacher Guide.

**Studying God's Word**—This is the main teaching part of the lesson including the introduction, Bible study, and application.

The lesson is written in a Say-Ask format so inexperienced teachers or substitutes will easily be able to step in and teach by following the script, while experienced teachers may want to “make it their own.” Throughout the lesson you will see margin notes with teacher tips, definitions, and other reminders to assist you in planning and teaching.

**Group Prayer Time**—We encourage you to pray with your students and take prayer requests as time allows.

**Lesson Review**—Each lesson includes a set of Review Questions to use with the lesson review

games. Game instructions can be found in the Teacher Digital Resources or in the Appendix at the back of this Teacher Guide.

### ***Student Take Home Sheets***

Nine lessons in each unit (Pre-K–Grade 5) include a full-color, two-page Student Take Home Sheet. The Student Take Home Sheets are designed to encourage lesson review, family discussion, and application to real-life situations. A sample set comes in the Teacher Kit. Additional sheets are available for purchase.

## **Limited License to Reproduce**

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# Leading a Child to Christ

Many of the lessons present an ideal opportunity to share the life-changing gospel of Jesus Christ with your students. Every teacher should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming followers of Christ. Be ready, because eternal matters matter most!

## Before

**Pray.** Salvation is God's work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.

**Prepare.** Learn more about presenting the gospel and counseling a child about salvation.

## During

The gospel is clearly presented in many of the lessons. You may give a group invitation or choose to share with a child one-on-one or with a small group of children. When you explain the gospel, please keep the following in mind:

- Becoming a child of God involves repenting of one's sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God's commands) and desiring to turn from that sin.
- Use your Bible to explain the plan of salvation. Children need to see and hear God's Word, so have your Bible open and marked ahead of time with the appropriate Scriptures.  
Avoid abstract phrases like "asking Jesus into your heart." Instead, use terminology like "becoming a child of God." Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel, determine if the child has an understanding of his sin. This is very important. A child who cannot verbalize

sin, who does not seem to be repentant toward God because he is a sinner, or who does not realize that he must turn away from his sin cannot fully understand his need for a Savior. Ask questions about sin that require more than "yes" or "no" answers:

- Do you know what sin is? Can you explain it to me?
  - Can you think of some sins you have done?
  - Are you sorry for your sins? Who are you sorry to?
  - Why are you sorry for your sins?
  - What do you think you should do about these sins in your life?
- If you are not satisfied that God has revealed to this child that his sin is an offense against our holy God, we recommend that you present a booklet we have developed for children that explains the gospel further. It is called *How Can I Become a Child of God?* and can be ordered from [AnswersBibleCurriculum.com](http://AnswersBibleCurriculum.com).
  - If the child does seem to be sincerely sorry for his sins, you can proceed with more questions like the following:
    - Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
    - Why do you want Jesus to be your Savior?
    - Why should God let you into his family? (Make sure the child understands that salvation is not based on what he does but is a gracious gift of God through faith in the death and resurrection of Jesus.)
  - When a child seems to have a basic understanding of salvation (belief in Jesus' death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents (if they are followers of Christ) about what it means to become a child of God. Encourage a child who comes from a non-Christian home to verbalize his un-

derstanding to the Lord through prayer. There is no specific prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.

- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not be ready to make a decision for Christ but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. Read 1 John 1:9 with children who want to confess sin and encourage them to ask the Lord to help them know they are forgiven when they repent.

### After

- Review what it means to be a child of God.
  - How long does God keep his children? (Hebrews 13:5b, John 10:28–29)
  - Can anything separate God from his children? (Romans 8:38–39)

- What happens when God's children sin? (1 John 1:9)

- What do children of God believe? (Romans 10:9)

- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with the booklet *Growing Up in God's Family* (available at AnswersBookstore.com), and share the following:

- Read your Bible, and obey what you read. (Make sure he has a Bible at home, and if not, provide one. Write his name, the date, and the occasion on the presentation page.)

- Pray every day. Prayer is talking to God.

- Go to a church that believes and teaches the Bible as the Word of God.

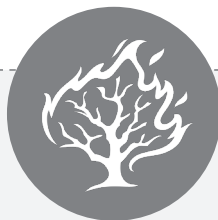
- Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.

- Stay in touch with the child through postcards, visits, or phone calls.

# Unit 6 Syllabus

<b>Lesson 51</b>	God Protects Moses	Exodus 2:1–22
<b>Lesson 52</b>	God Calls Moses	Exodus 3:6–11, 4:1–15, 4:30–31
<b>Lesson 53</b>	God Displays His Power	Exodus 7:2–5, 7:10–13, 7:19–23, 8:6–7, 8:16–19, 10:21–23
<b>Lesson 54</b>	God Sends the Final Plague	Exodus 12:3–14, 12:29–34; John 1:29; 1 Corinthians 5:7
<b>Lesson 55</b>	God Parts the Red Sea	Genesis 15:13–14; Exodus 12:35–36, 13:17–22, 14:5–8
<b>Lesson 56</b>	God Provides in the Wilderness	Exodus 16:2–3, 16:11–15, 15:23–25, 17:3–6; Philippians 2:14
<b>Lesson 57</b>	God Gives the Ten Commandments	Exodus 20:1–17; Galatians 3:24
<b>Lesson 58</b>	God Punishes Idolatry	Exodus 32:1–4, 32:11–14, 32:21–24, 32:35; 1 Timothy 2:5
<b>Lesson 59</b>	God Dwells Among His People	Exodus 25:8–9, 27:1–2, 30:17–19, 25:17–18, 28:4, 40:34–35; Hebrews 10:11–14
<b>Lesson 60</b>	Unit Review	





# God Protects Moses

*God protected Moses from Pharaoh.*

## *Lesson Focus*

God protected Moses from Pharaoh's command to kill all the Hebrew baby boys by having him adopted by Pharaoh's daughter and raised in the palace. But Moses chose to be identified with the Hebrew people. He killed an Egyptian and then fled to Midian to avoid punishment.

## *Key Passages*

Exodus 2:1–22

## *Objectives*

Students will be able to:

- Describe how God miraculously protected Moses from Pharaoh's command.
- Explain why Moses fled from Egypt.

## *Memory Verse*

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Crazy Dice Board Game |
| <input type="checkbox"/> Card Keep  | <input type="checkbox"/> Oh No                 |

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- |  |  |
|--|--|
| <input type="checkbox"/> Down the Line   | <input type="checkbox"/> Popcorn           |
| <input type="checkbox"/> Egg Hunt        | <input type="checkbox"/> Review Card Relay |
| <input type="checkbox"/> Look Behind You | <input type="checkbox"/> Stack Em Up       |
| <input type="checkbox"/> Now You See It  | <input type="checkbox"/> Your Turn         |

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring two bells or game buzzers.

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Bible Baseball | <input type="checkbox"/> Goofy Golf   |
| <input type="checkbox"/> Box Toss       | <input type="checkbox"/> Pick a Point |
| <input type="checkbox"/> Draw Dice      | <input type="checkbox"/> Racetrack    |
| <input type="checkbox"/> Four in a Row  | <input type="checkbox"/> Toss for It  |

## **Go to Prayer**

Lord, thank you for your protection. May I rest in the knowledge of your sovereignty. May my students see how you miraculously protected Moses from birth to adulthood in order to fulfill your promise to the Israelites. Give my students peace and comfort because of your care and protection.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 51*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

- Studying God's Word
- Optional Video Clip

### **Small Group**

- Come On In
- Memory Verse
- Optional Activity
- Lesson Review
- Group Prayer
- Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- **Baby Moses Relay**  
Students will race in teams to save baby Moses from the Nile River.
- **Coloring Sheet**  
Students will color as you review today's lesson with them.
- **Word Scramble**  
Students will unscramble words from today's lesson. Make it a challenge: have students race against each other or the clock.

## *Video Clips*

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Preview the recommended video(s) before class. If appropriate, show to your class and discuss before, during, or after the lesson.

- Slavery in Egypt (7:51)

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

# Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

“Now there arose a new king over Egypt, who did not know Joseph” (Exodus 1:8). And so begins this exciting account of God’s people, the Israelites, finally making their way out of Egypt after hundreds of years of slavery and bondage. As the Israelites continued to be fruitful and multiply, the new Pharaoh became increasingly fearful and intimidated by them. He enslaved them and purposed to make their lives miserable with hard work—in the hopes he could reduce their growing population (Exodus 1:11–14).

But in spite of the terrible treatment, they continued to grow in numbers—their families were getting larger, not smaller as Pharaoh had hoped. In an even more desperate move to decrease their numbers, Pharaoh ordered the Hebrew midwives to kill all the male children born to the Israelites. But this did not work either because the midwives feared God (Exodus 1:15–21). In one last attempt to reduce the number of Israelites, Pharaoh ordered that all Hebrew male babies should be cast into the river to die (Exodus 1:22).

Into this political climate, Moses was born. A male Hebrew baby—destined for destruction yet preserved by a sovereign God to fulfill a promise of deliverance made hundreds of years earlier. His mother tried desperately to hide him and when she could no longer

do so, she placed him in a basket on the river where he was providentially discovered by Pharaoh’s daughter. God rewarded the faith of Moses’ parents by giving Moses back to his mother. Pharaoh’s daughter hired her as Moses’ nurse during his early years until he would be officially adopted and brought to court to live as royalty (Exodus 2:1–10).

Moses was raised in Pharaoh’s court and lived there until he was 40 years old (Acts 7:23). But Moses had not forgotten his people. When he saw an Egyptian beating a Hebrew, one of his brethren, he took matters into his own hands and killed the Egyptian. When this deed became known, Moses was forced to flee from Egypt for his life. He settled in Midian where he met Reuel, later called Jethro, and took one of his daughters, Zipporah, as his wife (Exodus 2:11–21). Reuel, Moses’ father-in-law, is called a priest of Midian (Exodus 2:16). The Midianites were descendants of Abraham by Keturah (Genesis 25:1–2), and Reuel appears to have worshipped the true God. The name Reuel means “friend of God,” and his daughter Zipporah’s name means “a little bird.” Working and living with Reuel’s family proved an important training ground for Moses, even though he may have felt like he wasn’t accomplishing anything for his people back in Egypt.

The account of Moses in Exodus 2 demonstrates God’s providential protection in his people’s lives. He accomplishes his purposes through imperfect people—men and women, rulers and slaves.

## Historical/Apologetics Background

After Joseph died, the new king over Egypt was jealous of the Israelites and enslaved them (Exodus 1:8–14). This was no surprise to God. Scripture records that it was more than 400 years earlier when God told Abram that his descendants would one day be strangers in a land where they would serve and be afflicted (Genesis 15:13). God also revealed to Abram that the Israelites would come out of that oppression with great possessions (Genesis 15:14)—which is exactly what happened when the Israelites finally left Egypt (Exodus 12:35–36).

The sojourn of the Israelites in Egypt is often disputed by skeptics who say that there is no evidence for so many slaves in Egypt or a mass exodus

of more than two million people. This lack of evidence is based on the standard chronology of Egyptian history, which dates the time of Moses and the Exodus to around 1250 BC. However, the biblical timeline indicates that Moses left Egypt about 1491 BC, nearly 200 years earlier!<sup>1</sup> This discrepancy alone would account for the lack of evidence—as archaeologists and researchers have dismissed newer evidence, saying there couldn’t have been remnants of the Hebrews in Egypt because the dates are wrong.

<sup>1</sup> Mitchell, Elizabeth. “Doesn’t Egyptian Chronology Prove That the Bible Is Unreliable?” [answersingenesis.org/archaeology/ancient-egypt/doesnt-egyptian-chronology-prove-bible-unreliable](http://answersingenesis.org/archaeology/ancient-egypt/doesnt-egyptian-chronology-prove-bible-unreliable).

The timeline discrepancy is in part a result of miscounting the reigning years of the Egyptian kings. The kings of Egypt often overlapped in their reigns—much like the kings of Israel and Judah did later (1 Kings). These overlaps have not been taken into consideration with the traditional Egyptian timeline.

Exciting developments by archaeologist David Rohl and others are correcting this error. Rohl has researched and produced a new timeline that shows that the Egyptian kings did, in fact, overlap in their reigns. This, of course, affects the entire Egyptian timeline. Based on this updated research, the biblical dates for the Exodus correspond with the Egyptian dates.

In addition, new evidence is now confirming the biblical account. For example, excavations that

began in 1966 from Tell el-Daba in the Egyptian eastern delta indicate that a large Semitic-speaking population, most likely the Hebrews of the Exodus, lived there during the 13th Dynasty. This supports the idea that Moses was born during the reign of Amenemhet III, the last Pharaoh of the 12th Dynasty, who reigned for 46 years. This Pharaoh had no sons to inherit his throne, which could explain why he would accept Moses as his daughter's adopted son and the future heir.

We can be thankful as God allows for more archaeological discoveries to be made, but we must keep in mind that our authority is the Bible. His Word is final. We do not base what we believe on what has been “proven” by men but on what has been “spoken” by God.

## Come On In

*As students arrive, direct them to the activity you chose for today.*

 Slide #1

## Memory Verse

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

 Slide #2

- ▶ After all the students arrive, pray with them before beginning the lesson.

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

## Studying God's Word

### *Introduction*

At the end of the book of Genesis, Jacob moved his whole family down to Egypt to be with Joseph. Joseph was a ruler in Egypt, and he settled his family in the land of Goshen and gave them bread during the famine.

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

? Does anyone know the other name that God gave to Jacob? *Israel.*

God said Jacob would be called Israel, and he promised to bring Jacob's family back to the land of Ganaan. Israel died after blessing his sons, but Joseph and his brothers stayed in Egypt and had children and grandchildren.

*Refer to the Exodus to Malachi Timeline.* The book of Exodus continues the account of Israel's family in Egypt. The descendants of Israel, called Israelites, became very numerous. Many years later, long after Joseph and his brothers had died, a new king came to power in Egypt, and he didn't know Joseph or what he had done to save people during the famine. This new Pharaoh didn't like the Israelites because there were so many of them, so he decided to make them work for the Egyptians by forcing them into slavery. He thought this would stop them from growing, but God blessed the Israelites with even more children!

- ▶ Pass out the Class Notes to the students.

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### ***God Protects Moses***

Finally, Pharaoh, the king of Egypt, ordered that all the baby boys born to the Israelites must be thrown into the river.

? This was terrible! Babies thrown into the river would die! Why do you think that Pharaoh commanded only the boys, and not the girls, to be killed? *Allow answers.*

Pharaoh was afraid that the baby boys would grow up to be soldiers and fight against his people. There were so many Israelites that they outnumbered the Egyptians.

Before I read, we're going to divide into two teams. Each team needs to listen very closely because I'm going to ask questions about the verses, and we'll keep score to see which team can answer the most questions correctly. *Divide the class into two teams.*

### Exodus 2:1–10

Everyone turn to Exodus 2. Follow along as I read verses 1–10. These verses tell about a special baby born during this dangerous time in Egypt. God miraculously protected this baby boy. *Read the passage.*

 Slides #3–7

I'm going to give each team a bell (or buzzer). When I ask a question, each team needs to figure out the answer and then ring the bell.

Whoever rings the bell first and gives the correct answer will earn one point for their team. If you don't give me the correct answer right away, the other team will have a chance to answer. *Give each team a bell or buzzer. Ask the following questions and allow teams to look for answers in the Bible passage. Record the scores for each team.*

Are you ready? Here we go.

- ? Moses' parents were from what house (son) of Israel? *Exodus 2:1. Levi.*
- ? Right! Now, how many months did Moses' mother hide him from the Egyptians? *Exodus 2:2. Three.*
- ? This next question isn't in a specific verse. What do babies do a lot that makes them hard to hide? *Cry.*

Yes! If any Egyptian heard Moses crying, he would've been taken away from his family and thrown into the river.

- ? Next question: what did Moses' mother make to put Moses in? *Exodus 2:3. A basket made of bulrushes.*
- ? Where did Moses' mother set Moses' basket? *Exodus 2:3. Among the reeds by the river bank.*
- ? Which family member watched over Moses as he was floating in the river in his basket? *Exodus 2:4. His sister.*

Moses' older sister watched over him at the river. Her name was Miriam.

- ? Who came to the river to bathe? *Exodus 2:5. Pharaoh's daughter.*
- ? Who was in control of Pharaoh's daughter coming to the river at just the right time to find Moses in his basket? *God.*
- ? That's right. Nothing happened by accident! How did Pharaoh's daughter feel when she saw Moses and heard him crying? *Exodus 2:6. She took pity on him; she felt compassion.*

- ❓ Yes. Pharaoh’s daughter felt sorry for Moses even though she realized he was a Hebrew, or Israelite, baby. What were all the Egyptians supposed to do with Israelite baby boys? I mentioned this earlier; it’s in Exodus 1:22. *Throw them in the river. Kill them.*
- ❓ Back to Exodus 2. What did Miriam offer to do for Pharaoh’s daughter in verse 7? *Call a Hebrew woman to nurse the baby.*
- ❓ When Pharaoh’s daughter agreed, who did Miriam go get to be Moses’ nurse? *Exodus 2:8. Moses’ mother.*
- ❓ Here’s the last question for this passage: look in verse 10. Why did the princess name her adopted son Moses? What does his name mean? *Drawn out (of the water).*

The princess drew Moses out of the river, and that’s what his name means: drawn out.

Good job answering all those questions! Let’s see which team won this first round. *Add up scores and announce the winning team.*

We’ll get to play another round after our next passage. But let’s review the verses we just went over. First, we see God’s protection of Moses. God helped Moses’ parents hide him for the first three months. Then God protected Moses in his basket as it floated in the river.

🖥️ Slide #8

*Refer to the Lesson Theme Poster.* Next, God saved Moses from Pharaoh’s command for the boys to be killed by using Pharaoh’s daughter to find the baby and feel sorry for him. Finally, God rewarded the faith of Moses’ parents by giving him back to them for the first years of his life.

🖥️ Slides #9–11

Let’s look at our Class Notes. Each sentence has a blank to fill in and then asks the question, “Why?” You’ll have to find the correct statement on the right that answers that question.

- ❓ Let’s do #1 together. Where did Pharaoh command that all the Israelite baby boys be thrown? *Into the river.* Write the word “river” in the blank.
- ❓ Now, let’s answer why. What statement on the right tells us why Pharaoh wanted to kill the Israelite boys? *C. He was afraid they would grow up to be soldiers.* Go ahead and draw a line from #1 to letter C. *Have students complete #1.*
- ❓ Who will read #2 and tell us what Moses’ mother made for him? *Choose a reader. Basket.*
- ❓ And why did she have to make the basket and put him in the river? *Choose a reader. F. She could not hide him anymore.* Complete #2.
- ❓ Who will answer #3? Who stayed by the river with Moses? *Choose a reader. Sister.*
- ❓ Why did Miriam stay by the river? *Choose a reader. A. She was watching to see what would happen to Moses.* Complete #3.
- ❓ And #4? Who decided to keep Moses? *Choose a reader. Daughter.*



- ? Why did she do that? Choose a reader. G. She felt sorry for him. Complete #4.
- ? Who will read #5? Choose a reader. Adopted.
- ? Why did she choose that name? Choose a reader. B. She drew him out of the water. Complete #5.

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## **Moses Becomes a Prince**

- ? Because Pharaoh's daughter, the princess, adopted Moses, Moses became a prince even though he was born to slaves! What do you think life was like for Moses growing up as a prince? What kinds of things would he learn and do? *Allow discussion.*

The Bible doesn't give us the details of Moses' childhood, but we know some things from studying Egyptian history. Moses would have received the best Egyptian education in subjects like math, politics, religion, writing, music, and poetry as well as military training like sword fighting, archery, and horseback riding. Do you suppose God knew that Moses would need this training for something? Let's keep that in mind.

Living as a prince may sound fun, but Moses knew he was an Israelite, not an Egyptian. His family would have taught him about the one true God—the God of Abraham, Isaac, and Jacob. But the Egyptians worshipped many false gods. They were also forcing Moses' people to work hard as slaves. The Israelites were making bricks, working in the fields, and doing whatever the Egyptians said. They weren't free to go where they wanted or to do the work they wanted for their own families.

- ? How do you think Moses felt when he saw how the Egyptians treated his people? *Allow discussion.*

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## **Moses Flees to Midian**

The Bible tells us how Moses felt! I'll tell you what happened from Exodus 2, starting in verse 11. Listen carefully because we'll play another round of questions in our team challenge. *You will be telling the students the history of Moses from Exodus 2:11–22.*

### **Exodus 2:11–22**

 Slide #12

*Refer to the Lesson Theme Poster.* Moses lived in Pharaoh's palace for 40 years. One day he wanted to find out what was happening to his fellow Israelites. What he saw was an Egyptian beating an Israelite slave. Moses was so upset at the mistreatment of his people that he killed the Egyptian and hid him in the sand!

The next day he went out again to his people. This time he saw two Israelite men fighting. Moses asked the man who started the fight why

he was hitting his fellow slave. The slave didn't like Moses' question. He asked who made Moses a prince or judge. Then he asked if Moses planned to kill him, too! When the slave said this, Moses was afraid because people knew about him killing the Egyptian. And Pharaoh did find out and wanted to kill Moses. Moses had to run for his life! So Moses fled to the land of Midian, where Pharaoh wouldn't chase him.

In Midian, Moses sat down by a well. Seven daughters of a priest of Midian came to the well to water their father's flock, but some mean shepherds drove them away. When Moses saw this, he stood up for the girls against the shepherds and helped them water their animals. The girls ran to their father and told him how Moses had helped them. Their father, Reuel, invited Moses to stay with him and his family. Moses agreed to stay with them and work as a shepherd. He eventually married one of Reuel's daughters, named Zipporah. Moses and Zipporah had a son named Gershom.

Moses' life changed a lot. He went from being a prince in a palace to being a shepherd in the wilderness! He probably thought he was never going back to Egypt or his people, the Israelites. But we'll see that God had a different plan for Moses. God was preparing Moses as a shepherd just as he had prepared him as a prince. Moses needed to learn to trust God rather than himself.

Let's see how well you were listening! Keep your Bibles open to Exodus 2 so you can look up verses. Remember that whoever rings the bell first and gives the correct answer will earn one point for their team. If you don't give the correct answer right away, the other team will have a chance to answer. *Ask the following questions and allow teams to look for answers in the Bible passage. Record the scores for each team.*

**?** Let's begin! First question: what did Moses see an Egyptian doing to one of the Israelite slaves? *Exodus 2:11. Beating him.*

**?** What did Moses do to the Egyptian? *Exodus 2:12. Killed him and hid him in the sand.*

Moses was so upset that his people were being mistreated that he killed an Egyptian, who was probably one of the taskmasters in charge of the slaves.

**?** Who did Moses see fighting the day after he killed the Egyptian? *Exodus 2:13. Two Hebrew/Israelite men (slaves).*

Moses was probably surprised to see two slaves fighting. Wasn't it bad enough that they were mistreated by the Egyptians? He probably wondered why they were mistreating each other.

**?** Next question from verse 13: what did Moses ask the Hebrew slave who started the fight? *Why do you strike your companion?*

**?** The slave didn't like Moses getting involved. He asked who made Moses a what over them? *A prince and a judge.*

- ? Why was Moses afraid when the slave asked if Moses planned to kill him? *Moses realized that people knew about him killing the Egyptian.*
- ? Who wanted to kill Moses when he heard what Moses had done to the Egyptian? *Exodus 2:15. Pharaoh.*
- ? Where did Moses run to get away from Pharaoh? It's the name of a land. *Exodus 2:15. Midian.*
- ? Who did Moses help at the well by standing up to some mean shepherds? *Exodus 2:16–17. Seven daughters of the priest of Midian (Reuel).*
- ? Moses chose to stay with Reuel's family. What was the name of the woman he married? *Exodus 2:21. Zipporah.*
- ? Last question from verse 22. What was the name of Moses' son? *Gershom.*

Nice work finding the answers! Let's see which team won this round.  
*Add up scores and announce the winning team.*

- ? Let's complete our Class Notes. Who will answer #6 and tell us what Moses did to the Egyptian? *Choose a reader. Killed.*
- ? And why did Moses kill him? *Choose a reader. D. He was upset that his people were being mistreated. Have students complete #6.*
- ? And #7, where did Moses flee? *Choose a reader. Midian.*
- ? Why did he have to leave Egypt and his life as a prince? *Choose a reader. E. He knew that Pharaoh wanted to kill him. Complete #7.*

 Slide #13

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## **Application**

*Refer to the Lesson Theme Poster.* Today we saw how God protected Moses as a baby and as a grown man. God saved him from Pharaoh's order to kill all the baby boys by having the princess adopt him. After 40 years, Moses was forced to flee from Egypt because he killed the Egyptian who was beating a slave, one of his people.

 Slide #14

- ? What land did he go to? *Midian.*

In Midian, Moses helped the daughters of a priest, and he joined their family. God never left Moses, and he never leaves us, either. God is our protector. Even during scary situations, like Moses running for his life, God was watching over him.

We know that Moses was real and that these events happened because they are in God's Word. Some people don't believe the account about Moses; they think it's all made up. But God has allowed people called archaeologists to discover things that confirm what the Bible says.

- ? Does anyone know what an archaeologist is? *Allow answers.*

 Slide #15

**Archaeologist:**  
someone who  
studies things  
that happened in  
the past

Archaeologists study things that happened in the past. They often dig up things from the ground, and the things they find can tell them a lot about how people lived back then.

Since Moses was born in 1571 BC, the pharaoh over Egypt at this time was probably Amenemhet III. Archaeologists and historians have discovered that Pharaoh Amenemhet III didn't have any sons, but he had a daughter. His daughter could have been the princess who rescued Moses from the river and brought him to the palace to be her son.

We can see from the Bible and from history that God uses men and women, rulers, and even slaves to accomplish his plans. He was in control of keeping Moses safe during a dangerous time, and God is sovereign over every detail in our lives, too.

? Refer to the *Attributes of God Poster*. Who will read the definition of **sovereign** from the *Attributes of God Poster*? Choose a reader. In complete control of everything; does all that he pleases.

If there is anything that is worrying you or scaring you, you can tell God. He knows and cares about everything we go through. He will be your comforter and protector, just as he was for Moses.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

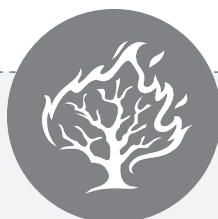
- Thank God for his protection over Moses and over us.
- Ask God for faith to trust that he is in control so we don't have to worry or be afraid.

► Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*



# God Calls Moses

*God called Moses to lead the Israelites out of bondage in Egypt.*

## *Lesson Focus*

God called Moses while he was watching flocks in the desert of Midian. God wanted Moses to return to Egypt and lead the Israelites out of slavery to the land of Canaan. But Moses objected several times to God's call before submitting to his will.

## *Key Passages*

Exodus 3:6–11, 4:1–15, 4:30–31

## *Objectives*

Students will be able to:

- Explain what God called Moses to do.
- Explain how Moses responded to God's call.

## *Memory Verse*

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following for demonstrating the signs (see lesson for details):

- Robe for Moses
- Broom handle/walking stick
- Rubber snake
- Talcum powder
- One pitcher with water
- One pitcher with red powdered drink mix in the bottom

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Lord, thank you for allowing us to be a part of your will. May I be ready and willing to obey your call. May my students see how you had a special plan for Moses, and you have one for them. Give my students faith, obedience, and courage to do what you call them to do, even when it's hard. May all that we do bring glory to you.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 52*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- **Burning Bush Craft**  
Students will use tissue paper to create a colorful picture of the burning bush.
- **Crazy Shoe Scramble**  
Teams will race to remove their shoes.
- **Coloring Sheet**  
Students will color as you review today's lesson with them.
- **Word Search**  
Students will search for words from today's lesson. Make it a challenge: have students race against each other or the clock to find all the words.

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

“During those many days the king of Egypt died, and the people of Israel groaned because of their slavery and cried out for help. Their cry for rescue from slavery came up to God. And God heard their groaning, and God remembered his covenant with Abraham, with Isaac, and with Jacob. God saw the people of Israel—and God knew” (Exodus 2:23–25). Exodus 2 ends with the Israelites crying out to God because of their slavery and God acknowledging their cry. Then, chapter 3 jumps to Moses alone in the wilderness, shepherding his father-in-law’s flock. Moses had been living in Midian for 40 years when, on this day, he saw an amazing sight—a burning bush that did not burn up! In this amazing scene of God speaking to Moses from the burning bush, God commanded Moses to remove his sandals because the ground was holy (Exodus 3:5). God reminded Moses of his covenant with Abraham, Isaac, and Jacob to demonstrate his faithfulness to keep his promises (Exodus 3:6). Then God promised to deliver the Israelites from Egypt and bring them to the Promised Land (Exodus 3:7–9). Finally, he gave Moses his calling: to go to Pharaoh and lead the Israelites out of Egypt (Exodus 3:10).

## Historical/Apologetics Background

A fascinating passage in the conversation between God and Moses is when Moses wanted to know what to say to the Israelites when they asked for God’s name. God responded with specific names that reveal aspects of his character, which are dramatically opposed to the false gods of Egypt. First, God said, “I AM WHO I AM” and “I AM has sent me to you” (Exodus 3:13–14). I AM WHO I AM refers to God as the self-existent one. God exists as an independent deity. No reality exists before God; he is the eternal one. He does not change; he is immutable. Malachi 3:6 says, “For I the LORD do not change” (see also James 1:17 and Hebrews 13:8). The word LORD in this passage is *YHWH*, which is the basis for the pronunciation “Yahweh.” Yahweh comes from the Hebrew root *haya*, which means “to be,” and is part

of I AM. God’s use of *Yahweh* confirmed his existence and his presence. He is the ever-present helper. The false Egyptian gods, which the Israelites knew about, were mostly specific, territorial gods, such as the sun god (Ra), the god of the earth (Geb), the goddess of the sky and the heavens (Nut), or the god of the afterlife (Osiris). They were NOT omnipresent, eternal, or immutable.

Next, God said to Moses, “Say this to the people of Israel: ‘The LORD, the God of your fathers, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.’ This is my name forever, and thus I am to be remembered throughout all generations” (Exodus 3:15). In this verse, God gave Moses and the Israelites a reminder of his covenant with their forefathers. At this time, the Israelites did not



know God. They had forgotten his promises to them. Yet God invited them into a personal relationship with him. No Egyptian god was like this.

This personal relationship with his creation was demonstrated in Jesus Christ, who referred to himself using the name I AM while on earth. Jesus gave the following seven “I am” statements in the Gospel of John:

I am the bread of life (John 6:35).

I am the light of the world (John 8:12).

I am the door (John 10:9).

I am the true vine (John 15:1).

I am the good shepherd (John 10:11).

I am the resurrection and the life (John 11:25).

I am the way, and the truth, and the life. No one comes to the Father except through me (John 14:6).

Each of Jesus’ statements shows his love and purpose to redeem lost sinners. When the Jews questioned who he claimed to be, Jesus responded, “Truly, truly, I say to you, before Abraham was, I am” (John 8:53–58). By using I AM, Jesus claimed

to be God, the self-existent, eternal one. The Jews recognized this and attempted to stone him for blasphemy. They did not recognize Jesus as their Messiah even when he performed amazing signs, demonstrating his power and authority as God.

The Jews looked for miraculous signs in prophets and others claiming to come from God. This began in Exodus when Moses performed the three signs (staff into snake, leprous hand healed, and water to blood) to show the Israelites that God had appeared to him and had sent him. The signs God gave Moses showed amazing power over creation and validated Moses’ message and authority. The miracles Jesus performed should have caused the Jewish leaders of his day to respond the way the Israelite leaders did when they heard from Moses and Aaron and saw the signs they performed. Instead of responding with faith and worship, the Jews in Jesus’ day charged Christ with blasphemy and called for his crucifixion.

May we read and believe the testimony of God. Jesus validated his claim to be God through his miracles and his resurrection from the dead. And through Jesus, we who are children of God have the privilege of knowing Yahweh as our Father—the great I AM!

## **Come On In**

*As students arrive, direct them to the activity you chose for today.*

### Slide #1

- ▶ After all the students arrive, pray with them before beginning the lesson.

## **Memory Verse**

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

### Slide #2

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

## **Studying God's Word**

### **Introduction**

### Slide #3

- ? *Refer to Lesson 51 Theme Poster. Last lesson we saw how God protected Moses in some dangerous times. Why did God have to protect Moses when he was a baby? Who wanted to kill all the Israelite baby boys? Pharaoh.*

Right. Pharaoh was worried that there were so many Israelites so he put Egyptian taskmasters over the Israelites to make them slaves. Then he ordered that all the baby boys be thrown into the Nile River.

- ? *Why did he want to kill only the boys? He didn't want the boys to grow up to be soldiers and take over his country.*

But God helped Moses' mother hide him for three months. Then when she put Moses in a basket in the river, God protected Moses until Pharaoh's daughter found him. She felt sorry for Moses and adopted him. Moses grew up as a prince with the best training and education of his day. But he cared about his people, the Israelites, who were being terribly mistreated by the Egyptians.

- ? *When Moses was 40 years old, he saw an Egyptian beating an Israelite slave. Who remembers what Moses did to the Egyptian? Killed him and buried him in the sand.*

Moses thought he was helping his people, but Pharaoh found out what happened and wanted to punish Moses. Moses was forced to flee to Midian. God protected him on his journey and led him to the family of Reuel, where Moses met and married Zipporah.

### Slide #4

*Refer to the Lesson Theme Poster. In our lesson today, Moses had been a shepherd in Midian for 40 years, caring for flocks and raising his family. He probably thought he'd never go back to Egypt. But God had a special calling for Moses. How will Moses respond when God gives him a challenging task? Let's find out!*

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## God Calls Moses

Exodus 3 begins with Moses taking care of his father-in-law’s flock on a mountain called Horeb. Then he spotted something amazing! A bush was burning with fire, but the bush didn’t burn up! Moses turned aside from his flock to see the burning bush. When God saw that Moses came, he spoke to Moses from the bush, calling his name, “Moses, Moses!”

Moses said, “Here I am.” Then God told him not to come too close to the bush and to remove his sandals because the ground was holy. Taking off your shoes back in Moses’ time was a sign of humility and respect.

### Exodus 3:6–11

- ? Who will read what God said to Moses next in Exodus 3:6–11?

*Assign readers.*

- ? This is amazing how God appeared to Moses and spoke to him—from a burning bush! Wouldn’t it be neat to have God speak to you out loud? How does God speak to us today? *Allow answers. Bible, Holy Spirit, sermons, teaching, prayer, etc.*

God may speak to us differently today, but we still need to listen, like Moses did.

Notice in verse 6 that God mentioned Abraham, Isaac, and Jacob. This was a reminder to Moses of the covenant God made with these men and their descendants, the Israelites. Moses was afraid and hid his face when God identified himself.

- ? What did God say about the Israelites in Egypt in verse 7? *He saw their slavery and heard their cry for help.*
- ? What did God promise to do in verse 8? *Deliver the Israelites from the Egyptians and bring them to the Promised Land.*
- ? What task was God calling Moses to do in verse 10? *To bring (lead) the Israelites out of Egypt.*
- ? Wow! That’s a pretty big task, don’t you think? Why do you think it might be scary for Moses to be the one to lead the Israelites out of Egypt? *Allow answers.*

The Egyptians wouldn’t want to lose their slaves, would they? The Israelites were making bricks, building cities, and working in the fields. Moses knew Pharaoh wouldn’t just let the Israelites go. Standing up to Pharaoh would be hard.

- ? What was Moses’ response when he heard what God was calling him to do? Did he say, “Yes, I’ll go right away”? Look in verse 11. *He asked, “Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?”*

► Pass out the Class Notes to the students.

📄 Slides #5–8

Moses didn't feel like he was the right man for the job. He didn't think he could do it—and he was right! God would do it! In verse 12 God promised to be with Moses.

But Moses was still worried, and he had some questions. He asked God how he should answer the Israelites when they asked for God's name. God gave him the name: I AM WHO I AM. This name shows several of God's attributes.

? Refer to the Attributes of God Poster. I AM refers to God's independence and eternal existence. Who will read the definitions of independent and eternal for us? Assign readers. Independent: has no need of anything outside of himself. Eternal: always was and always will be.

? The name I AM also speaks of God's unchangeable nature. Which attribute on our poster means that God will never change? Immutable.

That's right! God is who he is, and he never changes. Nothing existed before him, yet he always existed. That can be hard for us to understand because we are created beings. But if God said it, then it's true!

🖥 Slides #9–10

? Let's look at our Class Notes. Who will read #1 and tell us what God heard? Choose a reader. Cry. Have students complete #1.

? In #2, what did God promise to do to help the Israelites? Choose a reader. Deliver. Complete #2.

? And what was Moses called to do in #3? Choose a reader. Lead. Complete #3.

? Who will read #4? Choose a reader. Man. Complete #4.

? And #5, what name did God give himself? Choose a reader. I AM. Complete #5.

► Prepare assistant for Moses role and have props ready.

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## **Moses Objects to the Call**

Moses had more worries than just giving a name for God to the Israelites. He was also worried that the Israelites wouldn't believe that God appeared to him.

### **Exodus 4:1–9**

🖥 Slides #11–15

Have an assistant act out the signs as Moses, or pause to demonstrate each one yourself as you read. You may improvise your own demonstration or follow the script and instructions below. Have "Moses" wear a robe. Use a broom handle/walking stick for Moses' staff, a rubber/stuffed snake for the serpent, talcum powder for leprosy, and two pitchers, one with water and one with red powdered drink mix in the bottom to turn into "blood" when the water is poured into it.

I'll read how God answered his worry in Exodus 4. Listen and watch carefully to remember the three signs God gave to Moses. Read verses 1–3. Have Moses throw the walking stick onto the ground then quickly replace it with the snake (kick the stick to the side). Then yell and run away from the snake in terror.

**Yikes! I'd run from a snake, too! What will God do next?** *Read verses 4–5. Have Moses tentatively approach the snake and grab it by the tail. Pick up the stick so it looks like the snake turned back into the staff (either throw the snake away or hide it in the robe). Smile with relief at the walking stick.*

- ? Whew! That was close! How many of you think you'd be brave enough to pick up a snake by the tail?** *Show of hands.*

**What will the next sign be?** *Read verses 6–7. Have Moses turn away from the kids, put some powder on one hand, and hide it in the robe. Then turn to the kids and pull the hand out, covered with "leprosy." Look horrified and yell, "Leprosy! I'm unclean!" Then tuck hand back into the robe, rub off the powder, and show it to the kids. Examine the hand and say, "It's gone!" with amazement.*

**Having leprosy appear on any part of your body was a death sentence back in Moses' day. Good thing God's miracle included healing it!**

**Let's read the third sign, which Moses didn't actually do on the mountain right then, but we'll demonstrate anyway.** *Read verses 8–9. At verse 9, have Moses pour water from one pitcher into the other pitcher with the red powdered drink mix then pour it back again to show the red water. Exclaim, "It's blood!" Collect props and thank assistant.*

- ? Okay! Let's see how well you were paying attention. What was the first sign God gave Moses to show the Israelites?** *Moses' staff became a serpent (snake) and then turned back into a staff.*

**Yes! The snake sure made Moses take off! That sign should get the people's attention.**

**Moses' people had forgotten about God and needed the reminder God gave in verse 5, referring to Abraham, Isaac, and Jacob. They needed to know that God hadn't forgotten his promises to them.**

- ? Refer to the Attributes of God Poster. Who will read the definition of faithful from the Attributes of God Poster?** *Assign a reader. Faithful: will always keep his promises; does not lie.*
- ? What was the second sign God gave Moses?** *His hand became covered with leprosy and then was healed.*

**Leprosy was a feared disease because there was no cure. It also made you an outcast because those with leprosy were forced to live separately from everyone else. People were afraid that being close to someone with leprosy would make them catch it. To make leprosy appear on Moses' hand and then heal it was miraculous.**

- ? And what was the third sign?** *Water from the river would become blood when it was poured onto the land.*

**God just explained this sign to Moses and told him to do it if the people did not believe the first two signs. But it would be pretty amazing to see water turned into blood! You would think that these signs would give Moses courage to obey God's call. But, Moses had another objection.**

### Exodus 4:10–12

🖥️ Slides #16–17

- ? Who will read this one in Exodus 4:10–12? *Assign a reader.*
- ? What did Moses say about himself in verse 10? *He wasn't a good speaker.*

Right. Moses said he wasn't eloquent, which meant he didn't think he was good at speaking clearly or effectively. He also said he was slow of speech and tongue. He was trying to give reasons why God shouldn't choose him.

- ? How did God answer? *God said he was the Creator of man's mouth, and he would teach him what to say.*

God reminded Moses that he created him. He already knew his strengths and weakness before he called Moses to lead the Israelites out of slavery. But he also told Moses that he would be with him and help him know what to speak. Really, God had prepared Moses for his calling by having him raised in Pharaoh's palace and even by having him humbly caring for flocks in the desert. No one else among the Israelites had the skills and training that Moses had.

### Exodus 4:13–15

🖥️ Slides #18–19

- ? Do you think Moses was ready to say “yes” to God's plan? Let's see! Who will read Exodus 4:13–15? *Assign a reader.*

- ? What did Moses ask God in verse 13? *To send someone else!*

- ? Uh oh! This is not the response we should have when God gives us a task. How did God feel in verse 14? *Angry.*

God was angry with Moses for wanting him to choose someone else. God was patient, though, and said that he would prepare Moses' brother, Aaron, to help him speak.

🖥️ Slide #20

- ? Let's go back to our Class Notes. Who will read #6 and tell us what God gave Moses when he was worried about the people not believing him? *Choose a reader. Signs. Complete #6.*

Those three signs were his staff turning into a snake, his hand turning leprous, and water turning into blood.

- ? And #7, what was another of Moses' worries? *Choose a reader. Speaker. Complete #7.*

- ? And what did Moses ask in #8, which made God angry? *Choose a reader. Else. Complete #8.*

- ? Who will read #9? What is the answer there? *Choose a reader. Aaron. Complete #9.*


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## **Moses Obeys the Call**

So, after God answered all his questions and objections, Moses finally obeyed. God had given Moses his name, I AM; three signs to show his power; and the promise to help both him and Aaron speak to the Israelites and to Pharaoh.

Moses went to his father-in-law and asked to return to Egypt. Then he packed up his wife and two sons and started on the journey. As God promised, Aaron came to meet Moses in the wilderness, and both of them went to the Israelite leaders to share God's promise of deliverance from slavery.


### **Exodus 4:30–31**

- ?** Let's see how the leaders responded. Who will read Exodus 4:30–31 for us? *Assign a reader.*  Slide #21
  
- ?** After Aaron spoke and Moses performed the signs, what did the Israelite elders do? *They believed and then bowed their heads and worshipped.*  

They believed! They were glad to hear that God cared about their slavery, so they worshipped him. Their response to God's promise was good! They trusted God's word through Moses and Aaron and thanked God.
  
- ?** Let's finish our Class Notes. Who will read #10? *Choose a reader. Believed. Complete #10.*  Slide #22

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## **Application**

*Refer to the Lesson Theme Poster.* God appeared to Moses in a burning bush and told him to lead the Israelites out of Egypt. God gave amazing signs to demonstrate his omnipotence—his great power. He promised to be with Moses and give him the words to say. However, even after hearing all this from God, Moses still wanted God to find someone else. But, he eventually did obey.  Slide #23

- ?** Aren't we a lot like Moses sometimes? We often think of reasons why we can't do something instead of trusting God. Have any of you been given a big job that seemed too hard? Did you have help to get it done?  
*Allow discussion or share a personal example.*  

God promised to help Moses, and he also prepared Aaron to help Moses. Although Moses probably didn't realize it, God had been preparing him for this calling during his 40 years in Egypt and his 40 years in Midian.
  
- ?** What are some ways God could be preparing you for what he wants you to do? *Allow answers.*

God came to Moses while he was working, watching animals on a lonely mountain. We should all be busy while we wait for God to direct us. We should be studying the Bible, praying, learning, and growing at church, at school, and at home. We never know how God will use us, but let's be ready to say "Yes!" to God when he calls us to obey.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

- ▶ Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.

- Thank God for his attributes, including his omnipotence, faithfulness, and mercy.
- Ask God for faith to obey him immediately.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*





# God Displays His Power

*God showed his power before Pharaoh through the plagues.*

## *Lesson Focus*

God sent plagues on Pharaoh and his people for refusing to let the Israelites go. Each plague demonstrated God's power over the false gods of Egypt. Pharaoh's magicians were no match for the true God.

## *Key Passages*

Exodus 7:2–5, 7:10–13, 7:19–23, 8:6–7, 8:16–19, 10:21–23

## *Objectives*

Students will be able to:

- Describe Moses' confrontation with Pharaoh's magicians.
- Describe how God demonstrated his power through the plagues.

## *Memory Verse*

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following items for the 1st plague experiment:

- Glass of water, half full
- Bowl with oil
- Red food coloring
- Spoon

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Dear God, I praise you for your omnipotence. The Bible is full of accounts of your great power. Help me teach this lesson on the nine plagues so that my students will see your amazing power over Satan and the false gods of Egypt. Give my students soft hearts to listen to you and obey you.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 53*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

- Studying God's Word
- Real World Skit
- Optional Video Clip

### **Small Group**

- Come On In
- Memory Verse
- Optional Activity
- Lesson Review
- Group Prayer
- Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- Real World Skit  
Students will read a skit about natural explanations for the plagues.
- Coloring Sheet  
Students will color as you review today's lesson with them.
- Word Scramble  
Students will unscramble words from today's lesson. Make it a challenge: have students race against each other or the clock.

## *Video Clips*

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Preview the recommended video(s) before class. If appropriate, show to your class and discuss before, during, or after the lesson.

- Writings of an Ancient Scribe (8:25)

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

# Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Moses and Aaron delivered God’s message to Pharaoh: “Thus says the LORD, the God of Israel: ‘Let my people go, that they may hold a feast to me in the wilderness’” (Exodus 5:1). Pharaoh responded, “Who is the LORD, that I should obey his voice to let Israel go? I do not know the LORD, and moreover, I will not let Israel go” (Exodus 5:2) And so the confrontation between Moses and Pharaoh—really, God versus false gods—began. This first encounter between Moses and Pharaoh would prove to be one of many. God continually hardened Pharaoh’s heart as Pharaoh refused to release God’s people (Exodus 7:13). Pharaoh’s initial reaction to this first of many requests from Moses was to increase the hardships and labor of the Hebrew slaves (Exodus 5:6–14).

God’s people immediately began to question his plan for them by complaining to Moses (Exodus 5:20–21). When Moses questioned God, God reminded Moses first of who he is, “I am the

LORD” (Exodus 6:2, 6:8) and then of the covenant he had made with his people to give them the land of Canaan (Exodus 6:4–5). He is faithful, he is powerful, and he will accomplish what he has promised.

But God’s plan included more. It included miraculous signs beginning with Aaron’s staff (Exodus 7:8–12) and continuing through the plagues brought upon Egypt because of Pharaoh’s hardened heart (Exodus 7:13–10:29). Through all of the nine plagues, Pharaoh did not relent to release the Israelites (Exodus 10:27). Several times he agreed but then tried to dictate the terms of where (in Egypt rather than three days’ journey away), who (just the men), and what (not the animals) they could take. God refused these attempts of Pharaoh to control the situation. God demanded full obedience to his terms, and the results for Egypt were devastating. The people lost drinking water, animals, crops, servants, their health, and more because of Pharaoh’s stubbornness. To make a distinction between his people, the Israelites, and the Egyptians, God supernaturally protected the Israelites from the plague of flies, death of livestock, boils, hail, and darkness.

## Historical/Apologetics Background

Egyptian history can be traced back to Mizraim (translated as *Egypt* in the ESV), Noah’s grandson, who settled there around 2150 BC after the dispersion at Babel (Genesis 11). In fact, the Hebrew word for Egypt is *Mitsrayim*, which is also translated as Mizraim (Genesis 10:6, 10:13). The present name for the country of Egypt is Misr, derived from the name Mizraim—the one who founded Egypt. Shortly after Mizraim established this first Egyptian dynasty, Egypt began pagan worship, inventing multiple false gods. The plagues the Lord sent upon Egypt before the Exodus were judgments against the many false gods Egypt had devised to replace the one true God (Numbers 33:1–4), as shown below:

Plague	Egyptian god
1 Nile turned to blood	Hapi, god of the Nile River
2 Frogs	Heket, goddess of fertility, having a frog’s head
3 Gnats or Lice	Geb and Akhor, gods of the earth
4 Flies	Khepri, god of creation, having a fly’s head

Plague	Egyptian god
5 Death of livestock	Hathor, the mother cow goddess
6 Boils	Isis, goddess of medicine
7 Hail	Nut, goddess of the sky
8 Locusts	Seth, god of vegetation
9 Darkness	Ra, god of the sun
10 Death of the firstborn	Pharaoh himself, held to be a god

In this account, God revealed that he alone is God (Isaiah 46:9), he is to be feared (Joshua 24:14), and he is faithful to his promises (Exodus 13:11).

You may hear some try to explain miracles—especially those performed in Exodus—with naturalistic explanations. However, we know from Scripture that each of the plagues was predicted by God through Moses and Aaron before it occurred. They were obviously miraculous deeds performed by a holy God. Some of the “natural” arguments surrounding the plagues include the following:

- The Nile River turned red due to a species of red algae mixed with red dirt. This combination washed into the river and made it appear as blood.

- This alleged red algae produced an anthrax virus that moved downstream, killing the fish and causing the frogs to escape into the cities and countryside.
- A volcanic eruption in Santorini, Greece, caused ash to taint the Nile and provoked the subsequent plagues, the ninth plague of darkness resulting from volcanic ash in the atmosphere.

In many cases, it takes more creativity, imagination, and faith to believe some of the theories people will contrive in order to discredit God's Word than it takes to believe the Bible. We know, however, that human minds cannot comprehend the nature and depth of God, for his

message seems foolish to those who are perishing (1 Corinthians 1:18).

We believe that the Bible is the final authority—the infallible and inerrant Word of God. We don't need naturalistic explanations for the amazing things our Creator God has accomplished, whether it be the plagues of Egypt, a floating axe head (2 Kings 6:5-7), the sun standing still (Joshua 10:13-14), Jesus walking on water (Matthew 14:25-26), or the resurrection of our Savior from the tomb (Matthew 28:6). We accept the Bible as the Word of the all-knowing and all-powerful Creator, who is fully able to perform supernatural wonders to accomplish his will and reveal his glory.

## **Come On In**

*As students arrive, direct them to the activity you chose for today.*

 Slide #1

## **Memory Verse**

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

 Slide #2

- ▶ After all the students arrive, pray with them before beginning the lesson.

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

## **Studying God's Word**

### ***Introduction***

We've been studying the book of Exodus, which began with the Israelites becoming slaves in Egypt to a Pharaoh who didn't know Joseph. The people were forced to work hard for the Egyptians. Then Pharaoh commanded that all the Israelite baby boys be killed.

 Slides #3–5

*Refer to Lesson 51 Theme Poster.* But God protected Moses, who was found and adopted by Pharaoh's daughter. But Moses knew he was an Israelite, and he cared about his people's suffering. He killed an Egyptian who was mistreating an Israelite slave then had to flee to Midian.

- ? *Refer to Lesson 52 Theme Poster.* After 40 years, Moses was caring for his father-in-law's flock on a mountain when he saw something amazing. What did he see? *A burning bush.*

- ? Who spoke to Moses from the burning bush? *God.*

God gave Moses his calling: to lead the Israelites out of slavery in Egypt to the Promised Land. But Moses was worried he wasn't the right man; he thought the people wouldn't believe him; and he thought he wasn't a good speaker. So God gave Moses signs to show the Israelites and promised to go with him and help him and Aaron.

- ? What were the three signs God gave to Moses? *His staff turning into a snake, his hand turning leprous, and water turning to blood.*

The Israelite leaders believed Moses and Aaron when they saw the signs. They were glad to hear that God cared about them.

*Refer to the Lesson Theme Poster.* But now Moses and Aaron have to go before Pharaoh and deliver God's message to let his people go. Will Pharaoh listen and obey? Let's find out!

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## Showdown in the Palace

► Pass out the Class Notes to the students.

First, Moses and Aaron went to Pharaoh and delivered God's command for him to let the Israelites go. This was a different Pharaoh than the one who wanted to kill Moses 40 years earlier. But this Pharaoh said he didn't know the God of the Israelites and wouldn't obey. He got angry with Moses and Aaron and said that they were stopping the people from working. Then he commanded that the Israelites not be given straw to make bricks. They had to go collect it themselves, but they still had to make the same number of bricks. The Israelites weren't able to make enough, so Pharaoh's taskmasters beat the Israelite leaders.

The Israelites blamed Moses and Aaron for what happened. Moses went to God and asked why things had gotten worse. God answered that he heard the groaning of the Israelites, and he would rescue them. When Moses told this to the Israelites, they would not listen because they were so discouraged by their bondage under the Egyptians.

### Exodus 7:2–5

? But God was preparing to show his power. Let's read what he told Moses next. Who will read Exodus 7:2–5? *Assign readers.*  Slides #6–7

? God encouraged Moses to speak what God commanded him to. What did God say he would do to Pharaoh's heart in verse 3? *Harden his heart.*

? What do you think it means to have a hard heart? *Allow answers.*

A hard heart is a stubborn, rebellious heart. A hard heart refuses to obey God.

? Why did God say that he would harden Pharaoh's heart? *Exodus 7:3. To multiply his signs and wonders in the land of Egypt.*

? God said that Pharaoh would not listen so that God would bring the Israelites out of the land by great acts of judgment. Then, when the Egyptians saw God's power, what would they know? *Exodus 7:5. They would know that God is the Lord.*

Like Pharaoh said to Moses, he didn't know God. He and the Egyptians worshipped many false gods. Pharaoh didn't fear the Lord and didn't want to obey him. Now God was going to show his power before Pharaoh and the Egyptians.

### Exodus 7:10–13

? Let's look at the first sign of God's power. Who will read Exodus 7:10–13? *Assign a reader.*  Slides #8–9

*Refer to the Lesson Theme Poster.* Can you picture this scene? This is a showdown between Moses and Aaron and Pharaoh's magicians. Aaron threw down his staff, and it became a serpent. But each of Pharaoh's

 Slide #10

magicians threw down their staffs—and their staffs also turned into serpents.

- ? How did the magicians turn their staffs into snakes? Look at the end of verse 11. *By their secret arts.*

*NOTE: This is the only place “secret arts” appears in Scripture, and it is related to the idea of “flaming.” It may refer to some type of illusion, like a puff of smoke or flame, to obscure the trick or distract those watching. It also may be that these magicians were tapping into the power of Satan to accomplish these tricks.*

They may have done some type of illusion or sleight of hand—like a magic trick. Or it could be that these magicians were tapping into the power of Satan to accomplish this trick.

- ? What did Aaron’s serpent do to the magicians’ serpents? *Exodus 7:12. It swallowed them up!*

- ? So who was more powerful, God or these magicians? *God.*

- ? When Pharaoh saw this, did he believe Moses and Aaron were sent by God and obey what God wanted him to do? *No.*

No. Pharaoh’s heart grew hard, just as God had said it would. Because Pharaoh’s magicians could do the same miracle as Moses and Aaron, he didn’t think God was more powerful than his gods. But God was going to show Pharaoh and the Egyptians that he was more powerful than their false gods. He did this by using ten judgments, or plagues.

A plague is sometimes used as another word for a disease, but here in Exodus, a plague means a severe judgment from God.

- ? *Refer to the Attributes of God Poster.* What attribute of God means that he is all-powerful to do whatever he wants? *Omnipotent.*

The plagues God brought on Egypt showed his omnipotence over false gods and over creation.

Slide #11

- ? Let’s look at our Class Notes. Today you’ll be drawing pictures in the boxes using the picture bank at the bottom of the page. Who will read #1 and tell us what picture goes with it? *Choose a reader. Snakes. Have students complete #1 drawing.*

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## ***God’s Power Over False Gods***

Now find Exodus 7:19 in your Bibles.

Slides #12–15

### **Exodus 7:19–23**

Listen and follow along as I read the first plague God sent in verses 19–23. *Read the verses.*



- ? Moses and Aaron went to the river early in the morning where they knew Pharaoh would be. What happened to the water when Aaron struck it with his staff? *It turned to blood.*

*Bring out items for first plague. Let's do an experiment to help us remember this first plague. I need a volunteer to come up and stir this red food coloring and oil. Choose a volunteer and have him stir several drops of food coloring into the bowl of oil. (Note: these will not mix together, but stirring will break the food coloring into smaller droplets.)*

- Prepare items for the 1st plague experiment: glass of water, bowl of oil, red food coloring, and spoon.

*Now, let's pour this into our glass of water. Pour oil/food coloring mixture into the water. Drops of red food coloring should fall down into the water after a few moments.*

It looks kind of like blood raining down in the water, doesn't it? This water with "blood" reminds us of God's power over the water supply in Egypt. *Have volunteer return to seat.*

- ? When the water turned to blood, what happened to the fish that were in the river? *They died.*

The fish died, and the river stank. The people couldn't fish or drink the water anymore. God deliberately showed his power over the Nile River because the Egyptians worshipped a false god called Hapi, who was god of the Nile River. God made the water undrinkable for seven days to show that he—not Hapi—was in control of the water supply.

- ? But what did the magicians do in verse 22? *They also turned water into blood using their enchantments.*

Again, using some kind of trick or Satan's power, the magicians copied God's miracle! Pharaoh's heart was not changed, and he wouldn't let the Israelites go.

Seven days later, Moses and Aaron returned to Pharaoh again and commanded him to let the Israelites go or God would send another plague.

### **Exodus 8:6-7**

- ? Who will read the second plague in Exodus 8:6-7? *Assign a reader.*
- ? What was the second plague? *Frogs came up and covered the land.*
- ? Were the magicians able to copy this miracle? *Yes.*

🖥️ Slide #16

The magicians were able to bring the frogs up on the land, but they couldn't get rid of them—only God could! Pharaoh had to call Moses and Aaron and ask them to ask God to take the frogs away. So God made all the frogs die that weren't in the river. There were so many dead frogs that the people gathered them in piles and the land stank!

But when Pharaoh saw that the frogs were gone, he changed his mind about letting the people go and said they would have to stay.

## Exodus 8:16–19

### Slides #17–18

- ? Who will read the third plague in Exodus 8:16–19? *Assign readers.*
- ? What was the third plague that God sent? *Gnats.*
- ? What did Aaron strike with his staff that became gnats? *Dust.*

Gnats is a word that could mean several kinds of small flies, especially those that swarm. The Bible says the gnats covered everyone—people and animals. Yuck!

- ? This time, the magicians were not able to copy the miracle. What did they say to Pharaoh in verse 19? *“This is the finger of God.”*
- ? The magicians recognized that God was more powerful than their magic. But did Pharaoh listen? *No.*

### Slides #19–21

- ? Let’s go back to our Class Notes. What was the first plague God sent on Egypt? Who will read #2 and tell us what picture to draw? *Choose a reader. River with dead fish. Have students complete #2.*

- ? And what will you draw for the second plague in #3? *Frog. Complete #3.*

- ? And #4, what was the third plague, which the magicians couldn’t copy? *Gnats. Have students complete #4 drawing of face with gnats around it.*

These plagues are pretty terrible, aren’t they? But Pharaoh didn’t change his mind and let the Israelites go, so God sent swarms of flies on Egypt, but this time he protected the Israelites. In the land of Goshen, where the Israelites lived, God did not send any flies.

### Slide #22

Go ahead and draw the fly for #5 in your Class Notes. *Have students complete #5.*

God did the same thing protecting his people from the next plague, which was a sickness on all the livestock animals. During this plague, horses, donkeys, camels, oxen, and sheep of the Egyptians died, but none of the Israelites’ animals got sick and died.

### Slide #23

- ? On your Class Notes, what picture goes with the fifth plague on the livestock? *Sick cow. Have students complete #6.*

- ? Do you think this miracle made Pharaoh change his mind? *No.*

God sent another plague; this one was boils, or painful sores, that broke out on the Egyptian people and their animals. The Egyptians cared a lot about personal cleanliness, and having boils made them “unclean.” This plague was so bad that the magicians couldn’t even stand before Moses.

### Slide #24

- ? Look on your Class Notes. What picture goes with this sixth plague? *Face with splotches. Have students complete #7.*

For the seventh plague, God sent a warning to the Egyptians through Moses. He said he was going to send a terrible hailstorm, a storm worse than anything that had ever been seen.

? Have any of you ever been in a hailstorm? *Show of hands.*

? What is hail? *Allow answers.*

Hail is made up of balls of ice, called hailstones. It's different from sleet, which are ice pellets, or frozen rain. The hail would kill every man and animal left outside, so the hailstones were probably large. One of the biggest hailstones in the United States was about the size of a baseball! Imagine getting hit with a baseball-size chunk of ice, falling fast from the sky. Ouch! But smaller hailstones can be devastating, too.

Many Egyptians who feared the Lord kept their servants and animals inside. Those who heeded the warning showed that they believed God was more powerful than their gods.

The plague began. Thunder cracked; hail and fire poured down. The storm destroyed people, animals, crops, and trees in Egypt but not in Goshen where the Israelites lived. Pharaoh called for Moses and wanted him to pray and ask God to stop the storm. Moses agreed and prayed. But once again, Pharaoh sinned even more by hardening his heart and refusing to let the Israelites go.

? What picture will you draw for the seventh plague of hail? *Cloud with hail and lightning. Have students complete #8.*

 Slide #25

We'll cover two more plagues today from Exodus 10 and look at the tenth plague next week. Moses and Aaron came to Pharaoh and warned him to humble himself before God or locusts would come and eat all the crops and fill all the houses.

Locust is another name for grasshopper. When Pharaoh's servants heard the warning, they wanted Pharaoh to obey God before they were ruined by more plagues.

Pharaoh said the Israelites could go, but only the men. Because Pharaoh refused to obey the Lord, God commanded Moses to stretch out his staff over the land, and a great wind blew all day and night, bringing the locusts the next morning. The Bible says there were so many locusts in Egypt that they covered the face of the whole land. The locusts ate everything that was left after the hail. Nothing green remained on the trees or plants or crops in the field. All that was left of their food was destroyed!

The Egyptians' false gods couldn't stop any of these terrible judgments from happening.

Pharaoh asked Moses to pray to end the plague. But when God removed the locusts, once again Pharaoh refused to let the people go.

? On your Class Notes, what picture goes with the eighth plague of the locust? *Grasshopper. Have students complete #9.*

 Slide #26

## Exodus 10:21–23

Slides #27–28

- ? Who will read the ninth plague from Exodus 10:21–23? *Choose a reader.*
- ? What was this plague? *Darkness.*
- ? How long did it remain dark? How many days? *Three days.*
- ? Can you imagine three days of complete darkness? Look at these verses again. What was strange about this darkness? *It could be felt. It was pitch darkness.*
- ? Have you ever been in darkness like that? In a room or a tunnel where you couldn't even see your hand in front of your face? *Allow discussion.*

They didn't have flashlights or electric lights like we do now. During the three days of darkness, the Egyptians couldn't do their work outside. They had to stay in their houses!

- ? Did this plague affect the Israelites? *No. They had light.*

Slide #29

- ? So, what picture goes with the plague of darkness? *Sun colored over. Have students complete #10.*

Remember that in each of these plagues, God was demonstrating his power over false Egyptian gods. One of the most important Egyptian gods was the sun god, Ra. When God blocked the sun for three days and made it dark, he was showing that he was more powerful than Ra.

Even after the darkness, Pharaoh refused to obey God's command. He said that the Israelites could all go, but their animals would have to stay behind. Moses said that they needed the animals to offer sacrifices to God. Then Pharaoh changed his mind and wouldn't let them go at all. Then he threatened to kill Moses if he came before him again. So Moses left.

God spoke to Moses and told him that he was going to send one final plague on Pharaoh and Egypt. This plague would be so terrible that Pharaoh would drive the Israelites out. In our next lesson, we'll take a look at the final plague and how God protected his people from it.

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### **Application**

Slide #30

*Refer to the Lesson Theme Poster.* This lesson has been a good reminder of God's power. The magicians using their "secret arts" were no match for God. God also showed his power over the false gods of Egypt, but Pharaoh's heart remained hard and disobedient.

Many people today are like Pharaoh; they have hard hearts toward God. They don't believe that God's Word is true and that his power is beyond what we can understand. You may hear others try to explain the plagues of Egypt in different ways—not according to what God's Word says.

Some say that the plagues were just natural events. For example, some say that the Nile River turned red because of red algae that mixed with the red dirt. They think that the red algae caused the fish to die and the frogs to leave the river.

Others have said that the darkness of the ninth plague was caused by clouds and smoke from a nearby volcano. These people try to look for natural explanations because they reject God's omnipotence, including his miraculous signs. But we know that the God who created the entire universe has the power to do anything he wants. And we know that his Word is true and the most reliable book ever written. When we trust God and his Word, we have soft hearts.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

- Thank God for his power over Satan and all false gods.
- Ask God to make our hearts soft and obedient to him.

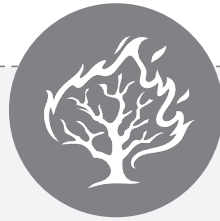


## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*

- Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.





# God Sends the Final Plague

*God sent the final plague on the firstborn of Egypt but protected the Israelites.*

## *Lesson Focus*

God created the Passover to protect the Israelites from the final plague and to remind them of his power. The death of the firstborn sons and livestock of Egypt showed that God was more powerful than Pharaoh. The Passover foreshadowed Jesus as the spotless Lamb whose blood saves us from our sins.

## *Key Passages*

Exodus 12:3–14, 12:29–34; John 1:29; 1 Corinthians 5:7

## *Objectives*

Students will be able to:

- Describe how God protected the Israelites from the final plague.
- Describe how the Passover foreshadowed Jesus Christ.

## *Memory Verse*

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following to be used in the lesson:

- Matzah bread
- Horseradish sauce
- Pieces of leavened bread hidden around the classroom
- Tongs or chopsticks
- Trash can

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Dear God, thank you for your mercy and protection. The Israelites used the blood of a perfect lamb to protect them from the tenth plague, and you gave Jesus to be the perfect Lamb sacrificed for our sin. Help my students see the parallel between the Passover lamb and the Lamb of God—Jesus. May they trust in Jesus alone for salvation.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 54*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet



# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- **Hard Eggs and Hard Hearts**  
Students will participate in a demonstration using eggs to illustrate a hard heart.
- **Coloring Sheet**  
Students will color as you review today's lesson with them.
- **Word Search**  
Students will search for words from today's lesson. Make it a challenge: have students race against each other or the clock to find all the words.

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Pharaoh's refusal to let the Israelites go led to God's judgment through ten plagues that demonstrated his power over false Egyptian gods. The plagues ruined water, destroyed crops and livestock, caused boils, and hindered work (Exodus 7–10). Throughout the nine plagues, Pharaoh would not relent to release the Israelites (Exodus 10:27) until the tenth and final plague, which took the lives of all of the firstborn sons of Egypt, including Pharaoh's own son (Exodus 12:29), as well as the firstborn of their livestock. The term translated "firstborn" is a masculine noun and a title given only to sons elsewhere in Scripture. Thus, it appears that God struck the firstborn sons and not daughters in this plague.

To protect the Israelites from the tenth plague, God prescribed the Passover. The people were commanded to select a male lamb without blemish and sacrifice it at twilight (Exodus 12:5–6) and then spread the blood on the doorposts of their houses. When God came through the land to strike the Egyptians and saw the blood on the doorposts, he would pass over the houses with blood, sparing

## Historical/Apologetics Background

The Passover established in Exodus continues to be celebrated by Jewish people as a seven- or eight-day holiday in March or April. It commemorates their deliverance by God from bondage in Egypt and, more broadly, their freedom as Jews. A Passover meal called Seder includes a plate of food with both biblical and traditional items. A vegetable (e.g., parsley, celery, boiled potato) is dipped in salt water, which represents the tears of the Israelites during their bondage. The roasted shank bone of a lamb stands for the Passover lambs, which were sacrificed and eaten to protect them from the tenth plague. A hard-boiled egg, a traditional item, may symbolize mourning for the loss of the two temples in Jerusalem. *Charoset*, from the Hebrew word for clay, is a mixture of apples, nuts, and spices. It represents the bricks and mortar the Israelites were forced to make during their slavery in Egypt. A bitter herb (horseradish) is a reminder of

their firstborn from death (Exodus 12:22–23). God gave additional instructions regarding the Passover meal. The sacrificed lamb was to be roasted with fire and eaten that night. Any remains were to be burned (Exodus 12:9–10). Unleavened bread and bitter herbs were included in the meal as reminders of their hasty departure and bitter bondage.

The Israelites followed God's commands for the Passover and families were protected from experiencing the death of their firstborn, which devastated every Egyptian home (Exodus 12:29–30). This final plague showed that God was supreme over Pharaoh, who was worshipped by his people as a god. But Pharaoh was powerless to save even his own firstborn son. Pharaoh called Moses and Aaron by night and gave them and the Israelites permission to leave with their flocks and herds (Exodus 12:31–32).

In addition to protecting his people from the tenth plague, God used the Passover to foreshadow Jesus, our Passover Lamb (1 Corinthians 5:7). John the Baptist identified Jesus as the Lamb of God who takes away the sin of the world (John 1:29). By his shed blood, Jesus granted eternal life to all who would repent and believe in his name (1 Peter 1:18–19).

the bitterness of servitude. Matzah is included as the unleavened bread requirement.

While modern Passover meals recount the slavery and deliverance of the Israelites, God intended for this meal to point to the coming Messiah, Jesus, who would offer himself as the perfect Passover Lamb to save mankind from sin. Jesus fulfilled all the requirements for being the Passover lamb. First, the Passover lamb had to be without blemish. As the perfect God-Man, Jesus was tempted in all ways as we are, yet without sin (Hebrews 4:15). He lived the perfect life we cannot. Second, the lamb had to be a one-year-old male—neither too young nor too old. Jesus, as a man in his thirties, fulfilled this requirement. Third, the blood was spread on the doorposts of the houses to "cover" or protect those inside. Jesus' blood on the cross covered man's sin and freed us from eternal death. Those who repent and trust

in Christ receive his protection from the wrath and punishment of God. Even Jesus' manner of death, suffering hours of crucifixion but having none of his bones broken (John 19:31–34), was like the Passover lamb being roasted with fire and having no broken bones (Exodus 12:8, 12:46).

In addition to the Passover lamb, other elements of the Passover meal contained important reminders for the Israelites. Unleavened bread reminded them of the haste in which they would depart from Egypt. Their dough did not have time to rise before they packed it up and headed out (Exodus 12:34). God also used leaven to represent sin. By commanding the Israelites to eat unleavened bread during Passover and to remove all leaven from their houses, God emphasized the need for cleansing from sin. This reminder of the sin problem also pointed to

Christ, who would solve this problem once for all time. The New Testament draws on this analogy of sin and leaven, which was well understood from the Old Testament Scriptures. For example, Paul urged the Christians in Corinth to cleanse themselves of all leaven (sin) (1 Corinthians 5:6–8). The bitter herbs, also part of the Passover meal, were a reminder of the bitterness of slavery. Later, when the Israelites were comfortable and prosperous, God wanted them to remember their humble beginnings and their reliance on him for deliverance. Their time in Egypt was humbling, but through it, God showed himself strong. No other god called a nation his own and delivered them with such miracles as the Lord did for Israel. God did this because of his love and promises to Abraham, Isaac, and Jacob.

## Slide #1

- ▶ After all the students arrive, pray with them before beginning the lesson.

## **Come On In**

*As students arrive, direct them to the activity you chose for today.*

## **Memory Verse**

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

## Slide #2

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

## **Studying God's Word**

### ***Introduction***

## Slide #3

- ▶ Hide pieces of leavened bread around the classroom before students arrive.

- ? *Refer to Lesson 53 Theme Poster.* In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They delivered God's message to let the Israelites go. Did Pharaoh listen and let the people go? *No.*

Even after seeing signs of God's power, such as Aaron's staff being turned into a snake, Pharaoh hardened his heart and refused to obey the Lord.

- ? **What is a hard heart?** *A stubborn, rebellious heart; a heart that refuses to obey God.*

Sometimes Pharaoh hardened his heart, and sometimes God hardened it. We learned that God said he would harden Pharaoh's heart in order to multiply his signs and wonders in Egypt.

- ? *Refer to the Attributes of God Poster.* Remember that God is just: he is fair according to who he is, but he must also punish sin. What attribute of God describes how God feels toward sin? *Holy: cannot sin and hates all sin.*

That's right. God gave Pharaoh many warnings and opportunities to obey and let the Israelites go. But God had to judge Pharaoh's sin. Pharaoh had killed and mistreated the Israelites for years, and the plagues were judgment on him and his people.

- ? **What plagues had God sent?** *Water turned to blood, frogs, gnats, flies, death of livestock, boils, hail, locusts, darkness.*

## Slide #4

*Refer to the Lesson Theme Poster.* Great job! After the ninth plague of darkness, Pharaoh got angry and threatened to kill Moses if he saw his face again! God would have to send a final, devastating plague before Pharaoh would listen.

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## The Passover

Remember that God protected the Israelites from many of the plagues so far. The Israelites didn't have flies, dead livestock, boils, hail, or darkness. In order to protect them from the tenth plague, God gave Moses and Aaron instructions for the people to avoid the terrible judgment coming on Egypt.

► Pass out the Class Notes to the students.

### Exodus 12:3–14

🖥 Slides #5–10

? Turn to Exodus 12. Who will help us read the instructions in verses 3–14? *Assign readers.*

? Who were these instructions for? Look in verse 3. *All the congregation of Israel.*

These instructions were not just to protect the Israelites from the tenth plague, but they were also describing a special feast, or meal, that God wanted his people to have every year.

? What was the name of this meal? Look at the end of verse 11. *The Lord's Passover.*

Yes, God created the Passover to remind the Israelites of what he was about to do to save them from Pharaoh. There are Jewish people today who still celebrate this meal, usually in March or April. Let's look a little closer at God's instructions to learn more.

? What animal was every household supposed to take? *Exodus 12:3. A lamb.*

? What kind of lamb did God require? Look in verse 5. *A lamb without blemish, a male a year old, from the sheep or goats.*

The lamb had to be young, no older than a year, and a male without blemish. Without blemish means a perfect lamb—one that wasn't hurt or crippled. The lamb couldn't have anything wrong with it.

? What does verse 6 say the Israelites should do with their lambs at twilight? *Kill them.*

? Yes, the lambs were a sacrifice. Then what were the people supposed to do with the blood of the lambs? *Exodus 12:7. They put it on the two doorposts and on the lintel of their houses.*

? What is the lintel of the house? Does anyone know? *The top of the doorway. (Point out the doorposts and lintel on a door in your room.)*

🖥 Slide #11

? Then the people were to eat a meal of the lamb roasted with fire. What else would they eat with the lamb? Look in verse 8. *Unleavened bread and bitter herbs.*

**Lintel:** the top of a doorway

? What is unleavened bread? *Allow answers.*

Show example of matzah bread and let students try some. This is unleavened bread called matzah. Unleavened bread has no leaven, which is what makes dough rise. So unleavened bread is flat rather than puffy like a

regular loaf or roll. Today, we use yeast or baking powders to leaven breads, cookies, and muffins. Back in Moses' day, women set out a pinch of dough from their previous batch of dough, and then they added this bit of old dough into their new dough to make it rise.

Because the Israelites would leave Egypt in a hurry, they wouldn't have time for their dough to sit out and rise. So unleavened bread was a reminder to them of how quickly they would leave Egypt after the tenth plague.

- ? Anyone have a guess why they were supposed to eat bitter herbs with their meal? What would these herbs remind them of? *Allow guesses.*

Bitter herbs were a reminder of their bitter labor as slaves in Egypt.

- ? *Pull out horseradish sauce. Who is brave enough to try dipping a piece of matzah in this bitter horseradish sauce? Allow a few volunteers to try a small amount of horseradish sauce and describe how it tastes. Be careful, it can feel hot on the tongue!*

- ? So God told them exactly what to do with the blood of the lambs to protect their homes and what to eat for the Passover meal. God even told them what to wear during this meal! What are some things mentioned in verse 11? *Belt, sandals, and staff.*

These items were used for traveling, so they weren't what people would normally wear indoors for a meal. The staff was like a walking stick that people took on journeys. These items reminded them that they would be leaving Egypt in a hurry.

- ? What was the tenth and final plague that God would send? Look in Exodus 12:12. *Death of the firstborn of all families and beasts (animals) in Egypt.*
- ? How would the blood from the perfect lambs protect the Israelites? Look in verse 13. *When God saw the blood, he would pass over that house and not kill the firstborn there.*

This is where the name Passover comes from because God "passed over" the houses protected by blood. God provided a way for his people to escape the death of the firstborn. They had to be obedient and stay safe in their houses, and a perfect lamb had to die.

 Slides #12–14

- ? Let's look at our Class Notes, which are multiple choice questions today. You will circle the correct answer. Who will read #1 and give us another word for Pharaoh's stubborn heart? *Choose a reader. B. Hard. Have students complete #1.*
- ? God gave the Israelites instructions. Who will read #2? *Choose a reader. D. Lamb. Have students complete #2.*
- ? Then what were they supposed to do? What is the answer to #3? *Choose a reader. A. Spread it on their doorposts. Have students complete #3.*
- ? God told them to eat the lamb for a meal. Who will read #4? *Choose a reader. D. Passover. Have students complete #4.*

- ? There were other parts to this meal. Who will read and answer #5? Choose a reader. B. Unleavened bread and bitter herbs. Have students complete #5.

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## ***The Death of the Firstborn***

Remember that in each of the ten plagues, God was demonstrating his power over false Egyptian gods. The plague of darkness showed God's power over the Egyptian sun god Ra. In Egypt, the people also worshipped Pharaoh as a god. This last plague showed that Pharaoh was powerless against the true God.

### **Exodus 12:29–34**

- ? Who will read Exodus 12:29–34? Assign readers.
- ? What time did this plague happen? *Midnight.*
- ? Who died in this plague? *All the firstborn children and livestock of Egypt.*
- ? Do you think firstborn is referring to the oldest child in each family or to the oldest son? *Allow answers.*

 Slides #15–17

Because firstborn is a title given only to sons elsewhere in Scripture, it appears that the firstborn sons, and not daughters, died in this plague. It didn't matter if you were a prince or a prisoner; Pharaoh's own son died. This plague was devastating!

- ? What did Pharaoh do in verses 31 and 32? *He called for Moses and Aaron and told them to go—all the Israelites with their flocks and herds.*

Pharaoh finally obeyed and let the people go, but he paid a terrible price for his hardened heart.

- ? What were the Egyptians afraid of in verse 33? *They thought they would all be killed.*

The Egyptians were terrified. They wanted the Israelites to leave as soon as possible.

- ? What does Exodus 12:34 say about the Israelites' dough? *They took it before it was leavened.*

They had to leave in such a hurry that they wrapped up their dough before it had time to rise. The unleavened bread God wanted them to eat for their Passover meal was to remind them of this night.

- ? Let's answer a few more questions in our Class Notes. Who will read #6? Choose a reader. A. Blood on the doorposts. Have students complete #6.

 Slides #18–19

- ? And what happened to the Egyptians during the tenth plague? Who will answer #7? Choose a reader. B. Every firstborn son and animal of Egypt died. Have students complete #7.

- ? And #8? What is the answer there? Choose a reader. C. Pharaoh. Have students complete #8.

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## **The Lamb of God**

The Passover feast was a reminder of how God miraculously protected his people and brought them out of slavery. But the Passover was also a picture of another perfect Lamb.

*Refer to the Books of the Bible Poster.* Turn to the New Testament book of John. It's the fourth gospel after Matthew, Mark, and Luke.

### **John 1:29**

Slide #20

- ? Who will read John 1:29? *Assign a reader.*
- ? Who is speaking in this verse? *John the Baptist.*
- ? What did John say when he saw Jesus coming? *Behold, the Lamb of God.*
- ? What did John say Jesus had come to do? *Take away the sin of the world.*

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. The Israelites knew that only a perfect lamb could be sacrificed at Passover, and this verse explains that only a perfect Savior could die in our place to take away our sins.

### **1 Corinthians 5:7**

Slide #21

- ? *Refer to the Books of the Bible Poster.* Now let's flip ahead a few more books to 1 Corinthians chapter 5. This is a letter the Apostle Paul wrote to the Christians in the city of Corinth. Who will read verse 7? *Assign a reader.*
- ? Paul warned the Christians to cleanse, or get rid of, old leaven. What do you think "old leaven" represents in this verse? *Allow guesses. Sin.*

Old leaven refers to sin in this verse. Remember how I said people would use a small piece of old dough to make a new lump of dough rise? Sin is like that, isn't it? Just a little bit of sin affects everything it touches. In fact, before the Passover meal, the Israelites would go through their houses and get rid of everything with leaven in it. This reminded them of how they needed to get rid of sin.

*Have tongs/chopsticks and trash can nearby.* We're going to try this as a game. I've hidden pieces of leavened bread around the room. When I say "Go," I want you to spread out and try to find them. But, here's the important part: if you find a piece, you **MUST NOT** touch it! Instead, call out "Leaven!" and I'll come and get rid of it without touching it. Everyone understand? Ready? Go! *Allow students to find bread and call out. When a piece is found, use tongs/chopsticks to pick it up and throw it in the trash can. Give hints as necessary to help students find all the pieces. Have students return to seats once all pieces are found and thrown out.*



- ? Good job finding all those pieces! Why do you think I didn't want you to pick up the bread yourselves? It has to do with leaven being like sin.

*Allow answers.*

I wanted you to understand that sin is dangerous! Even a small sin is worthy of God's judgment.

- ? Can we get rid of our own sin? *No.*

No, only Jesus can do that. Listen to our verse again. *Reread 1 Corinthians 5:7.*

- ? What is Christ called in this verse? *Our Passover lamb.*

- ? What does it say happened to Jesus Christ? *He was sacrificed for us.*

Do you see the connection between Jesus and the Passover lamb? In the Old Testament, God provided a way to save his people, the Israelites, through the blood of the perfect lambs they sacrificed. Then in the New Testament, God told us that Jesus is the Lamb of God who came to take away sin.

The Israelites needed a way of escape from the plague of death. We also need an escape from the penalty of sin, which is eternal death. We need this escape because we are all sinners, and God must punish our sin just as he had to punish Pharaoh's hard heart. But God provided a plan of escape for the Israelites through the sacrifice of a lamb without blemish, and he provided a way of salvation for us through the blood of the Savior, Jesus Christ. Just as the lamb's blood was spread on the doorposts, Jesus' blood was shed on the cross. Jesus was the sacrifice for us. It was his death that provided a way for us to be forgiven.

*Refer to trash can with removed bread pieces. The "leaven" of our sin is removed by Christ when we ask him for forgiveness!*

- ? Let's complete our Class Notes. Who will read #9? *Choose a reader. A. Jesus. Have students complete #9.*

 Slide #22

- ? And #10? Why is Jesus called the Lamb of God? *Choose a reader. C. Jesus was sacrificed to take away our sins. Have students complete #10.*

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## **Application**

*Refer to the Lesson Theme Poster. Today we learned about the first Passover, which God created to protect the Israelites from the tenth plague. By obediently sacrificing a perfect lamb and spreading its blood on their doorposts, the Israelites were saved from the punishment God brought on the Egyptians.*

 Slide #23

We may look at Pharaoh's decisions in Exodus and think that he wasn't smart to keep disobeying God. But we can be stubborn and continue to sin just like Pharaoh did.

- ? As part of the Passover meal, what were the people supposed to remove from their homes, which represented sin? *Leaven.*

Even if you have asked God for forgiveness and trusted in Christ as your Savior, you can still sin. 1 Corinthians 5:7 commands Christians to get rid of sin by confessing it and turning from it. Once you're a child of God, you're like a new batch of dough. When we sin, it's like adding a piece of old dough, which doesn't belong. Just like we hunted down pieces of leavened bread and got rid of them during the lesson today, we should want to quickly confess and get rid of sin that God shows us we're doing.

During our prayer time, if you have a sin that comes to mind, take a minute and confess it to God. Tell him you're sorry, and ask for his help to avoid this sin.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

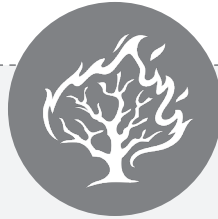
- Thank God for the reminders in the Bible about his protection and salvation.
- Ask God for faith to trust in Jesus and to confess our sins quickly.

- Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*



# God Parts the Red Sea

*God provided a way of escape from Pharaoh and his army by parting the Red Sea.*

## *Lesson Focus*

God delivered the Israelites from Egypt and provided them with great possessions as he promised. In an awesome miracle that marked the redemption of the Israelites, God parted the waters of the Red Sea so his people could walk through on dry ground. But he closed the waters over the Egyptian army, destroying them completely.

## *Key Passages*

Genesis 15:13–14; Exodus 12:35–36, 13:17–22, 14:5–8

## *Objectives*

Students will be able to:

- Explain how God provided for his people through the gifts of the Egyptians.
- Describe how God delivered the Israelites at the Red Sea.

## *Memory Verse*

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print the following:

- One Class Notes for each student. Keep the answer key for your use
- One copy of the Red Sea Reenactment for your use
- Four Part the Red Sea Signs

Bring the following for the Red Sea Reenactment:

- Tape or poster putty
- Two or more large, blue tablecloths or sheets
- Chairs (at least 8)
- Optional: costumes for Moses and Pharaoh (robe and staff for Moses, crown and toy sword for Pharaoh)

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Dear God, I praise you for the mighty acts you perform on behalf of your people. You provided plunder and protection for the Israelites during the Exodus and demonstrated your omnipotence over Pharaoh and his army at the Red Sea. Build my students' faith so they, too, will trust you for provision and protection.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 55*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word  
Optional Video Clip

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- Part the Water  
Students will watch a demonstration of water being parted on a plate.
- Coloring Sheet  
Students will color as you review today's lesson with them.
- Word Scramble  
Students will unscramble words from today's lesson. Make it a challenge: have students race against each other or the clock to find all the words.

## *Video Clips*

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Preview the recommended video(s) before class. If appropriate, show to your class and discuss before, during, or after the lesson.

- It Began with Abraham (2:17)
- Moses, God, and the Plagues (10:00)

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

# Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Nearly 500 years before the Exodus, God told Abraham that his descendants would go into slavery and then “come out with great possessions” (Genesis 15:14). Following the final plague on Egypt—the death of the firstborn all across Egypt—Pharaoh agreed to let the Israelites go. As this huge group of former slaves (some estimate more than 2 million) left, these words came true as they plundered the Egyptians, taking their gold and silver jewelry and clothing (Exodus 12:35).

God took the Israelites along a route through the wilderness by the Red Sea. He went before them “by day in a pillar of cloud to lead them along the way, and by night in a pillar of fire to give them light, that they might travel by day and by night” (Exodus 13:21). As they approached the sea, with Pharaoh and his formidable Egyptian army in pursuit, the Israelites became afraid and complained to Moses: “Is it because there are no graves in Egypt that you have taken us away to die in the wilderness? What have you done to us in bringing us out of Egypt? Is not this what we said to you in Egypt: ‘Leave us alone that we may serve the Egyptians’? For it would

have been better for us to serve the Egyptians than to die in the wilderness” (Exodus 14:11–12).

With Israel afraid, fearful for their lives, and holding Moses to blame, God showed his faithfulness and provided them with safety. He parted the sea, and they crossed on dry ground (Exodus 14:21–22). When the Egyptians pursued them into the sea, God caused the waters to return, drowning the entire army (Exodus 14:28). God showed himself faithful, and his name was exalted (Exodus 14:30–31). Israel witnessed God’s amazing power and faithfulness.

The departure from Israel out of Egypt and across the Red Sea is one of the most dramatic events in all of the Bible; the biblical writers repeatedly refer to it as the most significant sign of God’s love for Israel. A helpless slave people were delivered from their enemies by their powerful Redeemer God. They celebrated their victory with a song of praise (Exodus 15:1–2):

I will sing to the LORD, for he has triumphed  
gloriously;  
the horse and his rider he has thrown into the  
sea.  
The LORD is my strength and my song,  
and he has become my salvation;  
this is my God, and I will praise him,  
my father’s God, and I will exalt him.

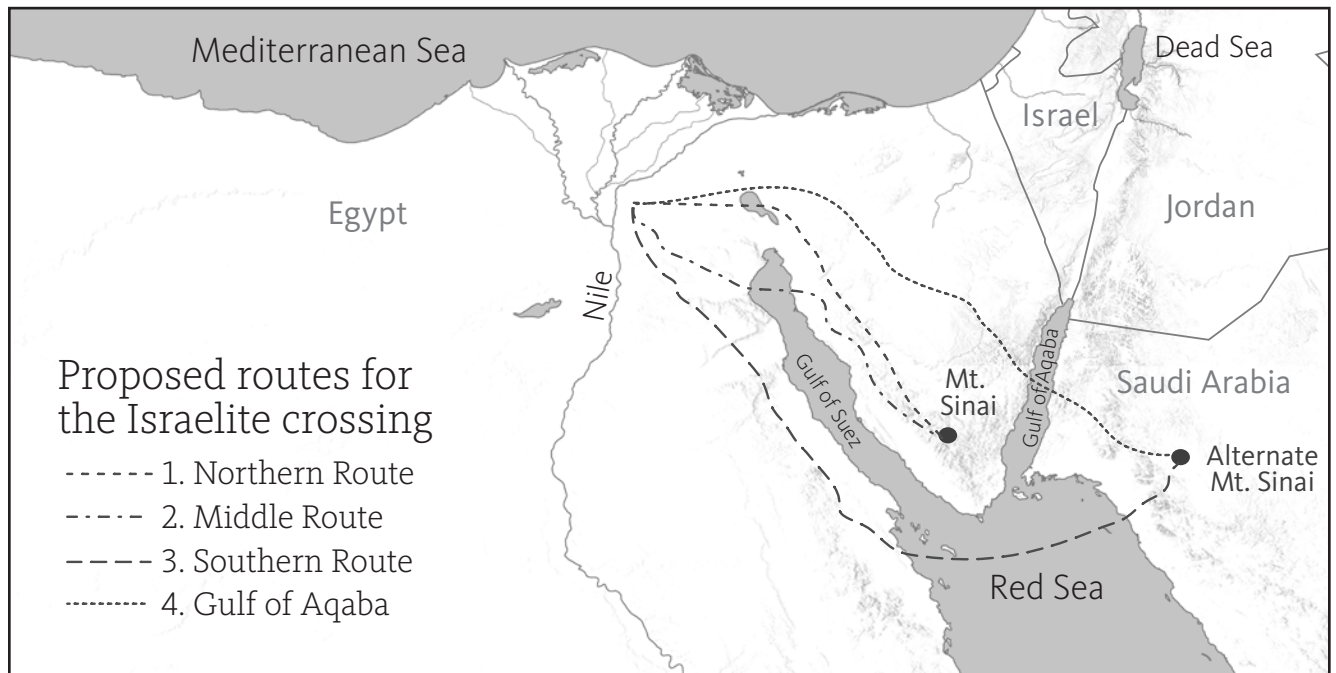
## Historical/Apologetics Background

For many years, scholars have disagreed over the exact location of the Israelites’ crossing, and thus the site of the drowning of Pharaoh’s army. Four routes for the Exodus have been proposed and continue to be debated. (See map of the four proposed routes.) Keep in mind that the crossing of the Israelites is not in question here—just the exact location. God’s Word reveals this historical event, and we believe it!

1. Some believe that the Israelites took a northern route and crossed a shallow lake north of the Red Sea—near either Lake Timsah or one of the Bitter Lakes. The theory is that during the time of the Exodus—nearly 3,500 years ago—there was much more water in this area than there is today.
2. Other scholars prefer a middle route, putting the crossing of the Israelites through the Gulf of

Suez. The Gulf of Suez is quite shallow, with an average depth of 40 feet, making a passing here quite possible.

3. Some prefer a far-south crossing, below the Sinai Peninsula, across the Red Sea proper. This route would take considerably more time for the Israelites to travel as they fled the Egyptians, and the underwater topography of the Red Sea would be prohibitive for a crossing here, being up to 300 feet deep.
4. One researcher has proposed that the crossing was actually at the Gulf of Aqaba and that the Israelites crossed the Sinai Peninsula while the Egyptian armies were chasing them. This seems problematic given the time it would take to move more than two million people that far in only a few days’ time.



While we may not know what exact route the Israelites took during the Exodus or the exact body of water they crossed, we stand on the authority of God’s Word as a true record of history. Archaeological findings are sparse, extra-biblical historical records are incomplete, and the topography has changed much over the years. Although we don’t know for sure where the crossing was, we know it was a monumental event demonstrating God’s

omnipotence and glory. One author of several works on biblical history offers this perspective: “The crossing of Israel . . . cannot be explained as a wading through a swamp. It required a mighty act of God, an act so significant both in scope and meaning that forever after in Israel’s history it was the paradigm against which all of his redemptive and saving work was measured” (Eugene Merrill, *Kingdom of Priests*, Baker Book House, Grand Rapids, 1987, p. 66).

## **Come On In**

*As students arrive, direct them to the activity you chose for today.*

 Slide #1

## **Memory Verse**

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

 Slide #2

- ▶ After all the students arrive, pray with them before beginning the lesson.
- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

## **Studying God's Word**

### ***Introduction***

*Refer to Lesson 53 Theme Poster.* Moses and Aaron went before Pharaoh and delivered God's message to let the Israelites go. But Pharaoh didn't listen, so God began to do miraculous signs to show his power. First, he turned Aaron's staff into a snake. But Pharaoh's magicians copied that miracle, so Pharaoh didn't believe. Then God sent nine plagues.

- ? **What were some of the plagues?** *Allow answers based on the Lesson Theme Poster. Review any plagues the students missed.*
- ? *Refer to Lesson 54 Theme Poster.* **Because Pharaoh was stubborn and refused to let the Israelites go, God had to send a tenth and final plague. What was the tenth plague?** *Death of the firstborn sons and livestock.*
- ? **How did God protect the Israelites from this plague? What did he have them do?** *Kill lambs and spread the blood on their doorposts.*

**Yes.** The blood on the doorposts was a sign for God to pass over their homes and spare their firstborn.

- ? **God also commanded them to eat a meal of lamb, unleavened bread, and bitter herbs. What was the name of this meal?** *Passover.*

The Passover was celebrated the first time on the night of the tenth plague. But God meant for his people to have this meal every year to remind them of how he delivered them from slavery in Egypt.

 Slides #3–4

- ▶ Pass out the Class Notes to the students.

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## ***God Provided Possessions***

For starters today, I want you to see something really neat about God's promise of deliverance. Everyone turn in your Bibles to Genesis 15.



## Genesis 15:13–14

 Slide #5

? Who will read verses 13 and 14? *Assign a reader.*

? Who was God speaking to in these verses? *Abram.*

Remember that Abram is the same person as Abraham. God changed his name later. These verses are part of the covenant, or special promise, God made to Abram.

? Who did the covenant pass to after Abram? What was the name of his son? *Isaac.*

? And after Isaac, the covenant passed to his son Jacob. Who remembers the new name God gave Jacob? *Israel.*

Yes, God named Jacob Israel, and Israel's 12 sons and their descendants became known as the Israelites.

? In verse 13, what did God say about Abram's offspring, the Israelites? *They would be sojourners in a land that was not theirs. They would be servants (slaves). They would be afflicted for 400 years.*

God told Abram here, hundreds of years before Moses, that the Israelites would live in a land that was not theirs. This land was Egypt. The Israelites were called "sojourners" in Egypt because Egypt did not belong to the Israelites; they belonged in the land that God promised Abram—the land of Canaan. The word afflicted meant that they would suffer terribly as slaves.

? But then God promised something in verse 14. What was it? *He would bring judgment on the nation who made the Israelites slaves, and they would come out with great possessions.*

? How did God judge the Egyptians? *He sent ten plagues.*

The Egyptians faced ten plagues from God, which were judgments on them for enslaving the Israelites. The Egyptians were afraid for their lives after the death of their firstborn and wanted the Israelites gone as fast as possible. Pharaoh finally called Moses and Aaron and said the Israelites could go.

Now that the Israelites were free to leave, how would they come out of Egypt with great possessions? They were slaves, so they didn't have valuable things. Let's find out how God fulfilled this part of his promise!

## Exodus 12:35–36

? Turn to the second book in the Bible, which is Exodus. Who will read Exodus 12:35–36? *Assign a reader.*

 Slide #6

? What did the Israelites ask the Egyptians for in verse 35? *Silver and gold jewelry and clothing.*

? Can you imagine this? The Israelites, who had been slaves, asking their masters, the Egyptians, for jewelry and clothing would be like a

teenager who works at a fast food restaurant walking up to the store owner and saying, “I quit. Oh, and I’d like \$1,000, your gold watch, and your designer leather jacket before I leave.” How do you think the owner would respond to this? *Allow discussion.*

- ? The owner would think the teen was crazy to even ask! But how did the Egyptians respond when the Israelites asked for jewelry and clothing? *They gave them what they asked for!*

Moses had told the people to ask the Egyptians for jewelry and clothing. But they didn’t ask until after the tenth plague. By this time, the Egyptians were willing to do anything to get rid of them. God also granted his people favor in the sight of the Egyptians so that they responded by giving them these things. This was another miracle that demonstrated God’s power and provision!

The end of verse 36 says that the Israelites plundered the Egyptians. Plunder usually describes taking things from a place or a people by force. But here, God made the Egyptians give their valuable possessions to the Israelites! His people were leaving Egypt with great possessions, just as God promised Abram he would do hundreds of years earlier.

- ? *Refer to the Attributes of God Poster. Which attribute of God means that he will always keep his promises? Faithful.*

God was faithful to fulfill his promises to Abram and to Moses and the Israelites.

 Slides #7–8

- ? Let’s look at the Class Notes. You will write the answers in the crossword puzzle. Who will read #1 and give us the answer? *Choose a reader. Abram. Have students complete #1.*
- ? And #2? What did God provide for the Israelites before they left Egypt? *Choose a reader. Clothing. Have students complete #2.*
- ? Who will read #3? What attribute did God demonstrate by keeping his promises? *Choose a reader. Faithful. Have students complete #3.*

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## ***The Egyptians Pursued the Israelites***

The Israelites left Egypt with their flocks and herds, the possessions they got from the Egyptians, and all their families. A mixed multitude, probably including other slaves and people from other countries, also left Egypt with them.

- ? There is a word that means many people leaving a place at the same time. Does anyone know what it is? I’ll give you a hint: it’s also a book of the Bible. *Exodus.*

*Refer to the Exodus to Malachi Timeline. Right! An exodus describes the Israelites all leaving Egypt together, and that’s where we get the name*

of the book! The Exodus is a major event in the history of Abraham's descendants, the Israelites. It marks the end of their slavery and the beginning of their journey to the Promised Land.

### Exodus 13:17–22

? Let's find out what happened during the Exodus of God's people from Egypt! Who will read Exodus 13:17–22? *Assign readers.*

☐ Slides #9–12

? Why didn't God want to lead the people through the land of the Philistines? *He didn't want them to see war and return to Egypt.*

God knew that his people were not prepared to face the Philistines in battle, so he led them out of Egypt a different way.

? Where did God lead them in verse 18? *By the wilderness to the Red Sea.*

God had a plan for taking them this way, which we'll see in a minute. And it wasn't just because of the Philistines!

? What did Moses bring with them in verse 19? *The bones of Joseph.*

Back in Genesis, before Joseph had died, he made his family promise to take his bones with them when they left Egypt one day. Now, hundreds of years later, the Israelites kept that promise.

? How did God lead the Israelites on their journey? *Pillar of cloud and fire.*

God used a pillar of cloud during the day and a pillar of fire at night to guide the people. All they had to do was follow it!

### Exodus 14:5–8

? Let's find out how Pharaoh felt after letting the Israelites go. Who will read Exodus 14:5–8? *Assign readers.*

☐ Slides #13–14

? Uh oh! What did Pharaoh think now that the Israelites were gone? *He changed his mind about having let them go.*

God had told Moses that he would harden Pharaoh's heart again to show the Egyptians that he was the one true God. After enduring ten plagues that showed their false gods were powerless, the Egyptians still hadn't learned the lesson!

? Why do you think Pharaoh and his people were sorry they let the Israelites go? *Allow discussion. They lost all their slaves!*

Who would they have to make bricks, work in the fields, and build their cities now that the Israelites were gone? They'd lost over 600,000 male slaves in a single night! The whole group with women and children could have been over 2 million!

? What did they decide to do about losing their slaves? *Chase after them to get them back.*

? That's right! Pharaoh got his army and his chariots and raced after the Israelites. How many chariots did Pharaoh have? *Over 600.*

He had 600 chosen chariots and other chariots besides those. Having chariots meant that Pharaoh's army was fast and powerful! A horse and chariot could easily catch up to someone on foot.

🖥️ Slides #15–16

? Let's answer a few more questions in our Class Notes. For #4, what word means people all leaving a place together? *Choose a reader. Exodus. Have students complete #4.*

? And how did God lead his people for #5? *Choose a reader. Pillar. Have students complete #5.*

Right. The pillar of cloud was during the day and the pillar of fire was during the night.

? Who will read #6? How did Pharaoh feel after the Israelites left? *Choose a reader. Sorry. Have students complete #6.*

? And #7? What did Pharaoh have that made his army so threatening? *Choose a reader. Chariots. Have students complete #7.*

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## God Parted the Red Sea

► Have the script, signs, and props ready for the Red Sea Reenactment.

The Israelites had left Egypt boldly, but they didn't know the Egyptians would chase them. Let's act out what happened from Exodus 14. I need two volunteers to be Moses and Pharaoh. The rest of the class will be either Israelites or Egyptians. *Follow the script and instructions in the Red Sea Reenactment.*

Great job acting out the parting of the Red Sea, everyone! *Have students put chairs back and return to their seats.*

🖥️ Slides #17–18

? Let's finish the Class Notes. Who will answer #8? How did God save the Israelites when they were trapped between the Red Sea and Pharaoh's army? *Choose a reader. Parting. Have students complete #8.*

? But what happened to the Egyptians in #9? *Choose a reader. Drowned. Have students complete #9.*

? And #10? What did the Israelites do to thank God for delivering them? *Choose a reader. Praised. Have students complete #10.*

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## Application

🖥️ Slide #19

*Refer to the Lesson Theme Poster.* We saw some great examples of God's faithfulness today. He delivered the Israelites from slavery and brought them out of Egypt with great possessions—an event we call the Exodus. Next, God was faithful to lead them through the wilderness with the pillar of cloud and fire.

But God's promise of deliverance wasn't complete yet because Pharaoh and his army chased after the Israelites, intending to capture them and bring them back. The Israelites were afraid of Pharaoh's army and blamed Moses instead of trusting in God's faithfulness. But God parted the Red Sea so that the Israelites could cross safely over on dry ground.

- ?** The Israelites had to trust God in some scary situations. We will have to trust God in difficult situations, too. What are some times when you've had to trust God? Times when it was hard? *Allow discussion or share a personal example.*

We'll have times in our lives when we need God to provide something, give us direction on an important decision, or protect us from sin or wrong choices. When we're in these situations, it is important to trust God and turn to him first rather than worrying, getting scared, or blaming others. This is hard to do, but with God's help, we can trust him completely. He is faithful!



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

- Thank God for his faithfulness to the Israelites.
- Ask God for help to trust him completely and to not be fearful or blame others.

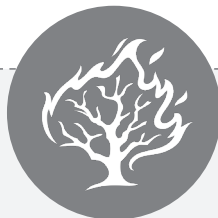


## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*

- Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.





# God Provides in the Wilderness

*God provided food and water for the Israelites, but they still complained.*

## *Lesson Focus*

God miraculously provided food and water for the Israelites in the wilderness. He gave them manna for 40 years. Even though he was faithful to guide them and provide for them, they grumbled and complained.

## *Key Passages*

Exodus 16:2–3, 16:11–15, 15:23–25, 17:3–6; Philippians 2:14

## *Objectives*

Students will be able to:

- Explain how God provided food and drink for the Israelites.
- Describe how the Israelites responded to God's provision.

## *Memory Verse*

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following for the "What Is It?" taste test in the Introduction:

- Several food combinations (see Intro for examples)
- Blindfold(s)
- Spoons or toothpicks for each food combo

Bring the following for acting out Exodus 17:

- Broomstick or other long stick for Moses' staff
- Optional: robes for three students to wear

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Dear Lord, thank you for your daily provision. Thank you for how you meet our needs for food, clothing, and shelter. Please help my students see how terrible it is to grumble, complain, and be ungrateful. May they strive to obey your commands. May they be quick to recognize and confess any ungratefulness or complaining toward you or to others.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 56*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word  
Optional Video Clip  
Real World Skit

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet



# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- Collect the Manna  
Students will race to collect “manna” using chopsticks or spoons.
- Real World Skit  
Students will read a skit about complaining.
- Coloring Sheet  
Students will color as you review today’s lesson with them.
- Word Search  
Students will search for words from today’s lesson. Make it a challenge: have students race against each other or the clock to find all the words.

## *Video Clips*

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Preview the recommended video(s) before class. If appropriate, show to your class and discuss before, during, or after the lesson.

- From Abraham to the Exodus (5:04)

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

God miraculously delivered the Israelites from the Egyptians by parting the Red Sea. When the Egyptians pursued them, Moses raised his staff over the water, and God closed the waters on the powerful Egyptian army. The army was destroyed. No longer did the Israelites need to fear being in bondage.

Despite this amazing display of God's power and protection, the Israelites soon began to grumble about food and water. When they were hungry, they complained to Moses that they had had meat and bread back in Egypt. They even accused Moses of bringing them into the wilderness to kill them with hunger (Exodus 16:2–3). God graciously provided quail as meat for them in the evening. Then in the morning, he provided a fine, flake-like food with the dew. The Israelites saw the food on the ground and didn't know what it was. Moses told them that this food was bread from the Lord (Exodus 16:11–15). The people named the white food *manna*, meaning "What is it?" (Exodus 16:31). God gave the people specific instructions on how and when to collect it. They were to collect it according to the number of people in their family. Then they measured it and dispensed it, and everyone had enough. They were to gather enough for one day. But some people disobeyed and gathered more. When they did this, the manna bred worms and stank. God was teaching them to obey and rely on him daily. When it came to the Sabbath, he commanded them to not collect manna on that day, which was a day for rest, for he would not send any manna on the Sabbath. So, the

people collected enough manna for two days on the day before the Sabbath, and God preserved the manna so that it did not get worms or stink (Exodus 16:16–26). The Israelites ate manna for 40 years until they came to the border of the land of Canaan (Exodus 16:35).

The large group of Israelites with their families and animals also needed water along the journey. When this need arose, they often responded by complaining to Moses. At Marah, only three days after crossing the Red Sea, the people grumbled against Moses because the water was bitter and undrinkable. Moses cried out to the Lord, and God answered by having him throw a log into the water, which turned the waters sweet (Exodus 15:22–25). Later in their travels, the need for water made the people desperate enough to threaten Moses' life. Moses feared they would stone him. This time God had Moses strike a rock with his staff, and water poured out. Moses named the place of this miracle *Massah* and *Meribah*, which mean "testing" and "quarreling" (Exodus 17:1–7).

Exodus 17 ends with the battle against the Amalekites. Moses sent Joshua and the fighting men to meet this attack. Then he went to the top of a hill with Aaron, Hur, and his staff in hand. Whenever Moses' hands were raised, God gave the Israelites victory in the battle. But when his hands lowered, the Amalekites prevailed. Aaron and Hur helped by holding up Moses' arms until the end of the day, and the Israelites were victorious (Exodus 17:8–13). God was teaching the Israelites that the battle was his and that Moses was his chosen servant to lead them.

## Historical/Apologetics Background

The miracles God performed to meet the physical needs of the Israelites are amazing: manna with the dew of the morning and water from a rock. Some people may try to dismiss these miracles or come up with explanations for how they happened through natural means. But these miracles are true events in the history of Israel, as other Scripture passages attest. For example, the exiled Jews who returned to Jerusalem after the Babylonian captivity recounted how God had given their ancestors bread from heaven and

water out of the rock (Nehemiah 9:15). In Psalm 78, the psalmist Asaph recorded how God split rocks for water in the wilderness and provided bread and meat for the Israelites (Psalm 78:15, 78:20). Also significant are the references Jesus made to the miraculous provision in the wilderness. After Jesus fed the 5,000, the Jews asked for a sign and referred to their fathers eating manna (John 6:30–31). Jesus called himself the bread of life, sent from heaven by the Father to satisfy mankind's hunger and thirst for God. Most of

the listeners missed the analogy between the temporary manna God had given the Israelites and the true bread, Jesus Christ, who gives spiritual and eternal life. They refused to believe in Jesus, even after he demonstrated his deity by feeding so many people. Instead, they grumbled against Jesus' claim to be from heaven (John 6:41–42) just as their forefathers had grumbled against Moses. Even after Jesus explained the difference between earthly bread (manna) and heavenly bread (himself), many disciples left him (John 6:48–51, 6:66). While many did not believe, Jesus confirmed that even the manna in the wilderness was a picture of the promised Savior, who met the spiritual need (eternal life) of all who believe in him.

After witnessing God's provision of food and water, the Israelites faced their first battle against the Amalekites. This nomadic people descended from Esau's grandson Amalek. For their attack on God's

people, God promised their annihilation (Exodus 17:14–16; Numbers 24:20). This did not occur immediately. The conflict continued with Israelite kings (Saul, David, Hezekiah) and ended with the final descendants being destroyed in Persia at the time of Esther (Haman the Agagite was descended from an Amalekite king; see Esther 3:1). During the battle, Moses remained on the hilltop, keeping his staff and keeping his hands raised with the help of Aaron and Hur, and God gave victory to the unseasoned Israelites over the Amalekites. The battle was clearly not won in their own strength but by God's power.

Each test in the wilderness, whether hunger, thirst, or battle, was meant to teach the Israelites to rely on God. Instead of grumbling, the Israelites should have responded as Moses did, by crying out to the Lord for help. The testing would continue as it took time for the Israelites to learn to trust in God alone.

Slide #1

## Come On In

*As students arrive, direct them to the activity you chose for today.*

Slide #2

## Memory Verse

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

- ▶ After all the students arrive, pray with them before beginning the lesson.

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

## Studying God's Word

### *Introduction*

- ? Refer to the Exodus to Malachi Timeline. What events have we learned about so far from the book of Exodus? *Moses' birth and the Exodus.*

Yes. Moses' birth is important because he was the one God called to lead the Israelites out of Egypt. The event when all the people left Egypt is called the Exodus.

- ? Last lesson we saw how God provided the Israelites with great possessions. The Egyptians gave the Israelites clothing and jewelry because they wanted them to leave. Why were the Egyptians so eager to get rid of the Israelites? What had just happened? *They were afraid after God sent the 10 plagues, especially the death of the firstborn.*

- ? So the Israelites marched out boldly from Egypt, free at last! How did God guide them on their journey? *Pillar of cloud by day and pillar of fire by night.*

God led them out of Egypt and toward the Red Sea. But hard-hearted Pharaoh changed his mind. He regretted letting the slaves go. He gathered his great army and chariots and pursued the Israelites into the wilderness. Then when the Israelites were trapped at the Red Sea, God performed an amazing miracle.

- ? What did God do to save them? *God parted the Red Sea so the Israelites walked through to the other side on dry ground.*

Slide #3

Refer to Lesson 55 Theme Poster. That's right! God had Moses hold out his staff over the sea, and a great wind blew all night, causing the water to stand up on either side like a wall. The Israelites and all their animals walked safely to the other side on dry ground.

- ? What happened when the Egyptians followed the Israelites into the Red Sea? *Moses raised his staff again, and God caused the water to return to its place, drowning the Egyptian army.*

The Israelites wouldn't have to fear the Egyptians anymore! God delivered them! The people sang a song of praise. It was good for the Israelites to praise and thank God, but we'll see today that it wouldn't be long before they started complaining about what they would eat and drink in the wilderness.

## ***What Is It?***

*The aim of this taste test is for the students to identify different foods while blindfolded. Make it as tasty or as disgusting as your students can handle. Food combos may include peanut butter & bologna, cereal & ketchup, chocolate pudding & crackers, oatmeal & cheese, pretzels & applesauce, etc. Create your own food combos or consider using more than two items in each one! Prepare combos on spoons or toothpicks so that students won't be able to guess foods by touch.*

**We're going to start by playing a game called "What Is It?" The goal is to see who can identify different foods by taste. I need several brave volunteers.** *Choose several students to come up front (as many volunteers as food combos you brought). Blindfold them and have them sit facing the class. Pull out a food combo for each of them to taste. Show them to the class, but don't let students tell the volunteers what they'll be eating. Hand the volunteers their food combo and have them eat it without touching the food (hand them the spoon or toothpick or feed it to them yourself). Ask "What is it?" after the combo is eaten then allow guesses. After they guess, remove the blindfolds and have volunteers return to their seats (or get a drink of water!).*

Great job, everyone! Some of those food combos were strange. Our volunteers had to name what it was by taste. In our lesson today, the Israelites encounter a food they've never seen or tasted before, and they ask the question, "What is it?"

- Remember to prepare your food combos on spoons or toothpicks and have them hidden or covered close by.

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## ***God Provided Quail and Manna***

Let's see what food it was and where it came from. Everyone turn in your Bibles to Exodus 16.

- ? After they crossed the Red Sea, the Israelites were traveling through the wilderness. Who knows where they were trying to go? *Land of Canaan. Promised Land.*

Right. God promised that the descendants of Abraham, Isaac, and Jacob, also called Israel, would be given the land of Canaan. So the Israelites were returning to claim the land promised to them. But they had a large group of people, children, and animals. They needed food and water on their journey.

- Pass out the Class Notes to the students.

### **Exodus 16:2–3**

- ? Who will read Exodus 16:2–3? *Assign a reader.*

 Slide #4

? What were the people doing in verse 2? *Grumbling against Moses and Aaron.*

Moses and his brother Aaron were chosen to lead the Israelites, but here we read that the people grumbled and complained to them.

? What were they complaining about? See verse 3. *They were hungry for meat and bread like they had in Egypt. They were accusing Moses and Aaron of bringing them into the wilderness to die.*

Now that they were free, the Israelites were longing to be back in Egypt—for the food! Didn't they remember how terrible it was for them as slaves, living in bondage to the Egyptians? They had cried out to God to deliver them, but here they were wishing they were back in Egypt! And this happened only about a month after they left Egypt.

### Exodus 16:11–15

🖥 Slides #5–7

? Even though they had already forgotten God's faithfulness, God heard their complaint. Let's see how he provided for them. Who will read Exodus 16:11–15? *Assign readers.*

? What did God provide for food in the evening? Look in verse 13. *Quail.*

Quail are small birds, about the size of a chicken. They migrate, which means they fly between two places, one where they have their nests and one where they spend the winter. After a long flight, these birds have been found to drop to the ground, exhausted. Here, God provided these birds in the evening, enough for the Israelites to have meat. Pretty amazing!

🖥 Slide #8

? Refer to the Lesson Theme Poster. What did God provide for food in the morning? *Fine, flake-like food.*

God caused a dew to come in the morning. After the dew evaporated, the people saw a flake-like food on the ground.

? In verse 15, what did the Israelites ask when they found this unusual food on the ground? *What is it?*

Moses answered and said it was bread from the Lord. In verse 31, the Israelites called this special bread *manna*, which is a Hebrew word that means, "What is it?" Manna was like coriander seed, white, and tasted like wafers with honey. Sounds pretty tasty! No one knows what manna looked like, other than the descriptions given in the Bible. But God faithfully provided manna for 40 years. The quail only came the night before, not every evening.

God commanded the Israelites to collect the manna in the morning, just what they needed for that day. But some people disobeyed and collected extra, and the next day the manna got worms in it and stank. Only on the day before the Sabbath were they supposed to collect enough for two days. And on the Sabbath, their day of rest, the manna was still good! No worms or bad smell.

We see that when God provided food, He provided enough for each day and gave specific instructions for the Israelites to follow. He was teaching them to trust and obey him.

- ? Let's start our Class Notes. You will fill in the blanks using words at the bottom of the page. Who will read #1 and give us the answer? *Choose a reader. Grumbled. Have students complete #1.*
- ? And #2? What did God provide for dinner? *Choose a reader. Quail. Have students complete #2.*
- ? Who will read #3? What did the Israelites call the fine, flake-like food God provided in the morning? *Choose a reader. Manna. Have students complete #3.*

 Slide #9


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## **God Provided Water**

Now let's see how God provided water in the wilderness. Water is vital to survival in the harsh conditions of the wilderness.

### **Exodus 15:23–25**

- ? Who will read Exodus 15:23–25? *Assign a reader.*
- ? What was wrong with the water at Marah? *It was bitter; they couldn't drink it.*
- ? What did the people do? *Grumbled against Moses.*
- ? What was Moses' response? To whom did he turn for help? *He cried to the Lord.*

 Slides #10–11

Moses is a great example of a leader who turned to the Lord for help in times of need or crisis.

- ? How did God answer Moses' prayer? What did God have Moses do to provide water? *He threw a log into the bitter water, and it became sweet.*
- God performed a miracle through Moses and turned the undrinkable, bitter water at Marah into sweet water they could drink!
- ? Refer to the *Attributes of God* Poster. Which attribute of God means that he is all-powerful to do whatever he wants? *Omnipotent.*

God showed his omnipotence by providing quail and manna for the Israelites to eat and by turning bad water into good water.

### **Exodus 17:3–6**

- ? Let's look at another example of God's provision of water. Turn to Exodus 17. Who will read verses 3–6? *Assign readers.*
- ? What did the people do in verse 3? *Grumbled against Moses because they were thirsty.*

 Slides #12–13

The people needed water for themselves, their children, and their livestock. But they were so upset that Moses was worried they were going to stone him, which meant kill him with rocks! This was NOT good!

- ? Instead of punishing the Israelites for grumbling, God answered Moses' prayer. How did he provide water this time? *Moses struck the rock with his staff and water came out.*

 Slide #14

*Refer to the Lesson Theme Poster. Another miracle! This time water came out of a rock!*

- ? God faithfully provided for the Israelites when they grumbled for food and water, and he knew they needed those things. But is God pleased when we grumble and complain? *No.*
- ? When God placed the Israelites in situations when they needed food and water, what should the people have done instead of complain and want to return to Egypt? *Allow discussion.*

God was testing them to see if they would turn to him with their need, like Moses did. Unfortunately, most of the time the Israelites complained and blamed Moses instead of asking and trusting God to meet their needs.

### Philippians 2:14

 Slide #15

- ? *Refer to the Books of the Bible Poster. Let's see what God says about complaining in the New Testament. Who will turn to the book of Philippians and read chapter 2 verse 14? Philippians is one of the Apostle Paul's letters, or epistles. Choose a reader.*

- ? What two things are we commanded not to do in this verse? *Grumble or dispute.*

- ? What is disputing? *Allow guesses.*

Disputing is another word for arguing. So God specifically commands us to do all things without grumbling or arguing.

This is an important command because we are all guilty of grumbling and arguing. These are sins that God hates because he is holy. We can be like the Israelites and quickly forget all the great things God has done for us and complain about what we don't have or what we think we need. This is selfish and shows a lack of trust in God and who he is. He is faithful and powerful and worthy of our trust.

 Slides #16-17

- ? Let's complete some more of our Class Notes. Who will read #4 and give us the answer? *Choose a reader. Log. Have students complete #4.*

- ? And #5? How did God provide water when the people were ready to stone Moses? *Choose a reader. Rock. Have students complete #5.*

- ? For #6, what attribute did God demonstrate by providing food and water in the wilderness? *Choose a reader. Omnipotence. Have students complete #6.*



- ? Who will read #7 and tell us what God was doing when he placed the Israelites in situations where they needed food and water? *Choose a reader. Tested. Have students complete #7.*
- ? And #8, what are we commanded NOT to do? *Choose a reader. Arguing. Have students complete #8.*
- 

## **God Gave Victory**

After God provided water from the rock, the descendants of Amalek, a grandson of Esau, came out to fight against the Israelites. Moses chose his faithful servant, Joshua, to gather the fighting men of Israel. Joshua and the Israelites went to fight the Amalekites while Moses went to the top of a nearby hill with Aaron and a man named Hur.

Let's act out what happened on the hill while the Israelites and the Amalekites were fighting below. I need three volunteers to be Moses, Aaron, and Hur. *Choose three students and have them stand up front with a chair nearby. Give the stick to "Moses" and have students put on robes, if available. Read the following section and pause to let students act and repeat lines where indicated.*

So the fighting started. Remember that the Israelites were slaves, not trained soldiers. They needed God's help to win this battle!

Whenever Moses held up his hands, the Israelites started winning. *Have Moses hold his staff up over his head.*

Aaron said, "We're winning!" *Have Aaron repeat the line and cheer.*

But whenever Moses lowered his hands, the Amalekites started winning the fight! *Have Moses lower his arms as though tired.*

Hur said, "We're losing!" *Have Hur repeat the line and point as though concerned.*

But Moses' arms got tired, so Aaron and Hur got a stone for him to sit on. *Have Aaron and Hur grab a chair and set it for Moses to sit on.*

But even sitting down, it was too hard for Moses to keep his hands up. *Have Moses try to keep the staff raised with both arms then drop his arms.*

So Aaron and Hur each held up his arms, one on each side, until the end of the day. *Have Aaron and Hur each hold up one of Moses' arms.*

With their help, Moses' arms stayed up until the end of the day so that Joshua and the Israelites defeated the Amalekites in the fight! *Have students return to their seats.*

- ? Why do you think God only gave them victory in the fight when Moses' hands were up? What was he trying to teach the Israelites? *Allow discussion.*

It may have encouraged the Israelites to see Moses with his arms raised up as though praying for them, or seeing him with the staff may have encouraged them since he usually used the staff when God performed

miracles. But it was more than that. It showed that the battle was not in their control but God's. It also confirmed Moses' leadership. Remember that they had been complaining and blaming Moses for their food and water problems, but here God gave them a victory through Moses' actions.

 Slide #18

- ? Let's finish our Class Notes. For #9, what did God give the Israelites?  
*Choose a reader. Victory. Have students complete #9.*
- ? And what did Aaron and Hur help Moses do on the hilltop for #10?  
*Choose a reader. Raised. Have students complete #10.*

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## **Application**

 Slide #19

*Refer to the Lesson Theme Poster.* God showed his power and faithfulness to the Israelites by miraculously providing manna, quail, and water in the wilderness. Then we saw how God used Moses to give the Israelites victory over the Amalekites in a battle that lasted all day.

Some people doubt the miracles we read about today. They try to come up with some other explanation for manna arriving with the dew every morning. But there is no human explanation—it was God's miraculous provision. Manna and quail are also mentioned in other places in the Bible as miracles, so we know it's true.

- ? Many times we are more like the Israelites, grumbling and complaining, than like Moses, who cried out to God for help. Can you think of a time when you grumbled or complained about something recently? *Allow discussion or share a personal example.*

Next time we're tempted to complain or blame someone else, we should stop and pray for God's help. God is faithful, and he will help us if we ask him. We should also stop and confess our sin of complaining and of not trusting God as we should.



## **Group Prayer Time**

*Be sure to pray with your students and take requests if time allows.*

- Thank God for his faithfulness to meet our daily needs.
- Ask God for help to trust him instead of complaining or blaming others.

- Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## **Lesson Review**

*We all learn best with review and repetition! We encourage you to play a lesson review game.*



# God Gives the Ten Commandments

*God gave the Israelites laws that showed them their need for a Savior.*

## *Lesson Focus*

God gave the Ten Commandments to teach the Israelites how they should relate to him and to each other. These laws would govern the Israelites and teach them how to live. Because no one can keep the Ten Commandments perfectly, they also show us our sin and need for a Savior—Jesus.

## *Key Passages*

Exodus 20:1–17; Galatians 3:24

## *Objectives*

Students will be able to:

- List the Ten Commandments.
- Describe what the Ten Commandments show us.

## *Memory Verse*

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- Down the Line
- Egg Hunt
- Look Behind You
- Now You See It
- Popcorn
- Review Card Relay
- Stack Em Up
- Your Turn

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print the following:

- One Class Notes for each student. Keep the answer key for your use.
- One set of 10 Illustrations.

Bring the following:

- Tape or poster putty.
- Optional: timer or stopwatch.
- Inflated balloons numbered 1 through 10. Have more balloons for a large class or in case some pop.

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- Bible Baseball
- Box Toss
- Draw Dice
- Four in a Row
- Goofy Golf
- Pick a Point
- Racetrack
- Toss for It

## **Go to Prayer**

Dear Lord, you are greatly to be feared. Give me a proper reverence for you and your laws. Help my students understand the importance of the Ten Commandments as they reveal sin and our need for a Savior. May they see that Jesus is the Savior who fulfills the law and grants forgiveness and eternal life to those who believe in him.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 57*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- Ten Commandments Bookmark  
Students will color and assemble a bookmark with the Ten Commandments pictures from the lesson.
- Tic-Tac-Know  
Students will review how well they “know” the Ten Commandments in this fun version of tic-tac-toe.
- Coloring Sheet  
Students will color as you review today’s lesson with them.
- Word Scramble  
Students will unscramble words from today’s lesson. Make it a challenge: have students race against each other or the clock.

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Within three months of leaving Egypt, the Israelites came to Mount Sinai in the wilderness of the Sinai Peninsula. It was here that God called to Moses and declared his covenant to his people (Exodus 19:1–5).

The Israelites' encounter with God here in the wilderness was a time of terror for them. The people were warned of the severe consequence for anyone who would touch the mountain (Exodus 19:12–13). God's presence on the mountain was evident by dramatic, supernatural events: the thick cloud that accompanied him (Exodus 19:9), the thunder and lightning and the blast of a trumpet (Exodus 19:16), and the smoke and fire as the mountain quaked (Exodus 19:18). These events all caused the people to tremble with the fear of the Lord. They were content to allow Moses to serve as mediator and spokesperson, saying, "Do not let God speak to us, lest we die" (Exodus 20:19).

Amid this commotion, as God revealed his holiness and power, he delivered the Ten Commandments to the people (Exodus 20). God also gave other laws (Exodus 21–23), which Moses told the people and then wrote down (Exodus 24:3–4).

The Ten Commandments, given in the center of God's glory, are a revelation to all men that God demands perfection. The Ten Commandments may be grouped into two broad categories. The first four

commands relate to man's relationship to God, and the next six commands relate to man's relationship to the community. These commands may be summed up by the commands to love the Lord with all your heart, soul, mind, and strength, and to love your neighbor as yourself (see Deuteronomy 6:4–9; Leviticus 19:18; Mark 12:29–31).

God's moral law works to reveal to us that we fall desperately short of the standard that God demands because of his absolute holiness. But as sinners, we see our own ways as right (Proverbs 21:2). We attempt to justify our sin by claiming to be better than others. This thinking can lead only to death and destruction. Our own deeds will never make us righteous before a holy God—they are like a polluted garment (Isaiah 64:6), and we are condemned as lawbreakers. That is the bad news.

But once we realize that we are condemned by the law, our mouths are stopped, and we have no defense (Romans 3:19). The law then acts as a guardian, or teacher, to bring us to Christ (Galatians 3:24). We realize that we fall short of God's holy standard and are subject to the judgment and wrath of God. This realization drives us to Christ, the perfect Lamb of God, who took the punishment for sinners. That is the good news! God has provided a way of salvation through Christ (John 3:16). It is by grace through faith received as a gift from God—not by works—that we receive forgiveness for our sins and eternal life (Ephesians 2:8–9).

## Historical/Apologetics Background

Many wonder whether or not the Old Testament law applies to New Testament believers. The answer is yes and no; it depends on what one means by "the law." One way to think about the laws is to divide it into three basic categories:

- Moral laws: The Ten Commandments reflect God's moral laws. They are applicable to all people throughout all time. According to Romans 2:15, they are written in the hearts of all people. An example is the sixth commandment, "You shall not murder" (Exodus 20:13 and Genesis 4:8–13).
- Civil laws: These laws were given to the Israelites for necessary civil function; they regulated the

life of the nation of Israel. Exodus 21:33–34 provides a good example of a civil law.

- Ceremonial laws: These laws were also for a certain group of people for a certain time. Often these had to do with particular religious ceremonies and sacrifices, such as rules for the Passover and other holidays (Leviticus 23).

Some people fail to differentiate between these laws and make the mistake of thinking a command for a certain person or group should be applied universally (e.g., trying to sacrifice a lamb today as a sin offering). The New Testament makes it clear that the civil and ceremonial laws have been removed.

For example, we are no longer held to the Jewish dietary requirements (see Acts 10:9–16). Neither are we still commanded to circumcise (see 1 Corinthians 7:17–19).

While God may have different civil or ceremonial requirements for specific times and generations, his moral laws are based on his own nature and thus will never change. But the Ten Commandments go even deeper than we might imagine. When Jesus spoke to the people about the Law, he focused their attention on the heart of the matter. For example, Jesus referred to the sixth commandment “You shall not murder” and pointed out that the root sin behind murder is anger (Matthew 5:21–22; Leviticus 19:17). Similarly, the root problem of lust is behind the sin of adultery, whether it is committed in the mind or the body (Matthew 5:27–28; Exodus 20:17). Truly, all have sinned and fall short of God’s glory (Romans 3:23).

### ***Christ Fulfilled the Law***

Jesus said, “Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them” (Matthew 5:17). What did Jesus mean when he said he came to fulfill the Law? The combination of “the Law” with “the Prophets” would seem to indicate that Christ is referring to the whole Old Testament. “The Law” often refers to the Pentateuch—the first five books of the Bible, which were written by Moses—and “the Prophets” refers to the major and minor prophets of the Old Testament. The same would be true in Luke 24:44, when Jesus told his disciples, “These are my words that I spoke to you while I was still with you, that

everything written about me in the Law of Moses and the Prophets and the Psalms must be fulfilled.”

So we see that Christ fulfilled the whole Old Testament. This manifests itself in several ways. In a general sense, it means Jesus fulfilled all of the prophecies concerning the first coming of the Messiah. The Gospels are filled with statements like “to fulfill what was spoken by the prophet,” “as it is written of him,” and “that the Scripture might be fulfilled” (see Matthew 13:35; Mark 14:21; Luke 18:31; John 17:12; and many others).

In a more specific sense, the fulfillment of the Law means that Christ completed the sacrificial system that was necessary because of sin. In the Old Testament, men lived under the condemnation of the Law. Sacrifices were needed to continually atone for their sins (see Leviticus 4:35, 5:10). However, since Jesus gave himself as the ultimate sacrifice, we are no longer condemned.

“And every priest stands daily at his service, offering repeatedly the same sacrifices, which can never take away sins. But when Christ had offered for all time a single sacrifice for sins, he sat down at the right hand of God, waiting from that time until his enemies should be made a footstool for his feet. For by a single offering he has perfected for all time those who are being sanctified” (Hebrews 10:11–14).

What an awesome truth! God no longer requires continual sacrifices for sin because Jesus has already atoned for all of our sins. Our lives should now be lived to please God out of thankfulness to him for what he has already done.

## **Come On In**

*As students arrive, direct them to the activity you chose for today.*

 Slide #1

## **Memory Verse**

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

 Slide #2

- ▶ After all the students arrive, pray with them before beginning the lesson.

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

## **Studying God’s Word**

### ***Introduction***

- ▶ Don’t forget! Review the Optional Supplements and determine where you can use them.

**?** We’ve been learning about the Israelites, the descendants of Abraham, Isaac, and Jacob. They grew into a great nation while they lived in Egypt. Who remembers why they moved to Egypt? This happened in Genesis. *The famine in the land of Canaan led them to move to Egypt, where Joseph was a ruler who could take care of them.*

**?** Refer to Lesson 51 Theme Poster. **Right.** Joseph settled his family in the land of Goshen and provided food for them during the famine. The book of Exodus begins the account of how many years later a new king, who didn’t know about Joseph, made the Israelites slaves. What special baby did God protect to be the deliverer of his people? *Moses.*

**?** Refer to Lesson 52 Theme Poster. **Yes.** God protected Moses from being killed as a baby. He was raised by Pharaoh’s daughter, and then he fled to Midian. What did God use to call Moses and tell him that he wanted him to return to Egypt and lead the people out of slavery? *A burning bush.*

**?** Refer to Lessons 53–54 Theme Posters. **Pharaoh didn’t like the idea of letting his slaves go free, and he didn’t obey God’s command to let them go. So God sent ten plagues, or judgments. The tenth plague was more terrible than the rest. What was it?** *Death of the firstborn sons and livestock.*

**?** How did the Israelites protect themselves from this plague? *Sacrificed a perfect lamb and spread its blood on the doorposts of their homes.*

During the tenth plague, God passed over the houses with blood and spared their firstborn. The special meal the Israelites ate on this night was called the Passover.

*Refer to Lesson 55 Theme Poster. In this lesson, Pharaoh changed his mind about letting the Israelites go and pursued them with his powerful army*

 Slides #3–8



and chariots. But God destroyed Pharaoh's army when they followed the Israelites through the Red Sea, and the Israelites were saved.

- ? Even after all the miracles the Israelites saw God do for them, what did they do when they traveled into the wilderness and got hungry and thirsty? *Grumbled and complained.*

*Refer to Lesson 56 Theme Poster.* That's right. They grumbled against Moses and said they wished they'd never left Egypt. God was merciful to them, though, and he miraculously provided manna, quail, and water.

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## **What Are the Ten Commandments?**

Our lesson today continues following the Israelites on their journey to the Promised Land, the land of Canaan. After three months of traveling, they came to Mount Sinai. Moses told the people to gather at the foot of the mountain because God was going to speak to them. God was going to give them ten important commands. Everyone turn in your Bibles to Exodus chapter 20. *While students are finding the chapter, pass out the 10 Illustrations.*

All right! You should have your Bibles open to Exodus 20. Those of you who have a picture, please hold on to it until I call you to come up and put it on the board. Let's learn the Ten Commandments!

### **Exodus 20:1–3**

*Refer to the Memory Verse Poster.* The first commandment God gave is found in our memory verse. Let's say it together with the reference. *Read the verse together.*

- ? What is the first commandment given in verse 3? *You shall have no other gods before me.*
- ? What does this mean, to have no other gods except the Lord? *Allow discussion.*
- ? Who has picture #1? Bring that up now and read it for us. *Have student attach Illustration #1 to the board. Put God first.*

God must be first in our lives. That means that nothing should be more important to us than him.

- ? *Refer to Illustration #1.* See the number one here? It reminds us that God should be first in our lives. That sounds pretty easy, doesn't it? But do we always do this? What are some things we may put first instead of God—things that may take up our time and attention? *Allow discussion. Answers may include TV, sports, friends, money, etc.*

### **Exodus 20:4–6**

- ? Let's move on to the second command. Who will read Exodus 20:4–6? *Assign a reader.*

➤ Pass out the Illustrations but wait to pass out the Class Notes until after the Ten Commandments are taught.

 Slides #9–10

 Slides #11–12

? What is the second commandment? *You shall not make a carved image, an idol, or bow down to it.*

Remember that the Israelites had been living in Egypt, and the Egyptians worshipped many false gods and goddesses. Many of their gods were made into idols that the people bowed down to. God didn't want his people to create carved images, or idols, of created things, of false gods, or even of himself!

Slide #13

? Who has the picture of commandment #2? *Have student attach Illustration #2 to the board. Worship only God.*

This girl is singing as she worships God. Notice that she's in the shape of the number 2 to remind us that the second command is to worship only God, never an idol.

Some false eastern religions, like Hinduism and Buddhism, worship things in creation and make images of them. Even some churches have carved images of people that they pray to. But this is wrong. We shouldn't put our faith in anything except God to answer our prayers.

? You may also hear people on TV say to trust or believe in yourself. Why would that be wrong? *Allow discussion.*

This idea is wrong because putting faith in yourself means that you're not trusting God, and he isn't the most important in your life.

### Exodus 20:7

Slides #14–15

? Who has Exodus 20:7? Please read that. *Assign a reader.*

? What is the third commandment? *You shall not take the name of the Lord your God in vain.*

? What does it mean to take the name of the Lord in vain? *Allow answers.*

Taking God's name in vain would include using God's name as an exclamation or like a swear word. But it's more than that. It's treating the things of God with disrespect or taking them lightly instead of with the honor God deserves. We should say his name with respect and love.

? Who has the third picture? It has a mouth on it. *Have student attach Illustration #3 to the board. Honor God with your words.*

Can you see the number three at the edge of these big lips? This reminds us of the third commandment. Our lips should never dishonor God or his holy name. We must honor God with our words.

### Exodus 20:8–11

Slides #16–17

? Who will read Exodus 20:8–11? *Assign readers.*

? What is the fourth commandment? *Remember the Sabbath day, to keep it holy.*

? Who set the example of resting on the seventh day? Look in verse 11. *God set the example of resting the seventh day during Creation Week.*

That's right! Remember that God didn't need to rest because he is omnipotent; he rested on the seventh day because he knew we would need a day of rest.

- ? Who has the fourth picture with a church on it? *Have student attach Illustration #4 to the board. Take time for God.*

 Slide #18

- ? Why do you think this is a picture of a church? *Allow answers.*

This reminds us that we should take time for God, and going to church is a great way to do that. We can spend time learning about God, worshipping, and thanking him for all he's done for us. In these verses we just read, God commanded the Israelites to set aside a day to rest and worship him. *Here, you may choose to teach your denomination's application of this command today.*

*Refer to the illustrations on the board. These first four commandments describe how to honor God through proper worship, words, and a special day of the week. The next six commandments give instructions on how to treat other people.*

### Exodus 20:12

- ? Who will read verse 12? *Assign a reader.*
- ? You've probably heard this commandment from your parents! What is it? *Honor your father and your mother.*
- ? What is the blessing promised to those who keep this command? *Their days will be long in the land.*
- ? What is a big way you can honor your parents? It starts with an O! *Obey them.*
- ? Who has the picture with a mom and dad on it? *Have student attach illustration #5 to the board. Obey your parents.*

 Slides #19–20

God commands us to obey our parents and listen to them with respect. These parents are sitting in the shape of a 5 to help us remember this important commandment.

### Exodus 20:13–15

- ? Let's read the next three commandments. Who has Exodus 20:13–15? *Assign a reader.*
- ? These are several short commands in a row. What is the sixth commandment? *You shall not murder.*
- ? Who has picture #6 with a mother and baby? *Have student attach Illustration #6 to the board. Respect human life.*

 Slides #21–24

God has placed high value on human life because we are made in his image. Anyone who takes a human life is breaking God's command. Instead, we should respect all human life, whether a person is sick or healthy, old or young, like this baby.

- ? What is the seventh command from verse 14? *You shall not commit adultery.*
- ? Who has picture #7? *Have student attach Illustration #7 to the board. Obey God's design for marriage.*
- ? What is happening in this picture shaped like a 7? *Allow answers.*

The man is placing a ring on the woman's hand. This reminds us that God created marriage to be one man and one woman for life. God wants a man and a woman to commit to be faithful to each other when they get married and never leave their husband or wife for another.

- ? And what's the eighth command in verse 15? *You shall not steal.*
- ? Who has the picture with a boy thinking about something? *Have student attach Illustration #8 to the board. Respect other people's things.*
- ? What is this boy thinking about? *Stealing some money.*

Right. But he knows it's wrong, so there's a big X through that idea. Do you see how the boy and his thought are shaped like an 8? That's to remind us that the eighth commandment says we should never steal. Instead, we should respect other people's things and not take anything without permission.

### Exodus 20:16

 Slides #25–26

- ? Now, who will read verse 16? *Assign a reader.*
- ? What command is given here? *You shall not bear false witness against your neighbor.*
- ? What do you think it means to bear false witness against someone? *Lie. Not tell the truth.*
- ? Who has picture #9? *Have student attach Illustration #9 to the board. Tell the truth.*
- ? What is this boy doing with the paintbrush? *Painting a line through the word "lies."*

Yes. He knows it is always wrong to lie, so he's crossing it out.

- ? Sometimes we may not tell an outright lie; we might call it a fib or a little white lie. Or we may try to be sneaky and cover up part of the truth. But does that still count as a lie? *Yes!*
- ? Can anyone think of an example of this? Like a time when you didn't tell the whole story so you wouldn't get in trouble? *Allow discussion or share a personal example of telling a half-truth or leaving out important information to mislead someone.*

 Slides #27–28

### Exodus 20:17

- ? Let's look at #10 now. Who will read the tenth commandment in verse 17? *Assign a reader.*

- ? What does it mean to covet something? *Allow answers. To want what others have.*

We may see something a friend, brother, or sister has and want it for ourselves. When we get greedy and think we need it to make us happy, we are coveting. But God often gives us all different blessings. And he wants us to be thankful and content with what he has given.

- ? Has anyone ever felt like that? Have you seen something someone else has and just wished you could have it, too? *Allow discussion.*

There are all sorts of things the world wants us to covet. Cool toys and sports equipment and trendy clothes are advertised on TV, online, and in stores. But we must remember that none of those things can ever make us truly happy. Only God can give us real happiness. God doesn't want us to think we must have whatever others have.

- ? Who has the last picture? *Have student attach Illustration #10 to the board. Be content with what you have.*

- ? Look at the girl in this picture. What is she holding? *A gift.*

- ? Yes. She's holding a small gift. But does she look happy and content with her small gift, or is she mad because she would rather have the huge gift this boy has? *She's happy and content.*

They both look like they are perfectly happy with what they've been given. And that's what the tenth commandment should remind us of—to be content with what we have.

*Pass out the Class Notes. Let's review the commands with the Class Notes. Today you will draw a line to match each command with its picture. You may use the illustrations on the board for help. Go ahead and complete the matching section now. Let students work independently to match the 10 commandments. You may want to make it a competition to see who can finish first: boys or girls, fourth or fifth grade, etc.*

**Good work! Let's review the answers.** *Choose a reader for each command and its matching picture.*

**Covet:** to want what others have

 Slide #29

► Pass out the Class Notes to the students.

 Slides #30–34

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## **Why Did God Give the Ten Commandments?**

So we learned what the Ten Commandments are from the Bible. Now let's think about why God gave them to Moses and included them in the Bible for us.

- ? Can any person keep all these commandments for their whole life? *No.*

Let's play a game to help us understand this. Everyone form a circle. I need two volunteers to start in the middle. I'll pass out ten balloons, which represent the Ten Commandments. When I say "Go," students with a balloon will throw them up into the center for the students in the

middle to try to keep up in the air without holding on to any. I'll time how long it takes before a balloon touches the floor. Let's try it! *Choose volunteers for the middle. Pass out balloons to different students in the circle.*

*For a small class, give more than one balloon to some students. For a large class, form several circles so more students can participate.*

*Say "Go" to start each round, and pick different students to try to keep the balloons in the air. You may keep track of times for each round or allow more students to go in the middle—just don't make it too easy! Have students return to their seats.*

- ? **Great job, everyone! Even though you worked very hard to keep the balloons in the air, could you keep them all up forever without letting them fall? No. If you timed the students, give the longest time they were able to keep the balloons up.**

The balloons quickly fell to the ground. It was impossible for you to keep all the balloons in the air. In the same way, it is impossible for us to keep all the commandments all of our lives.

*Refer to the Ten Commandments Poster. One thing these commandments show us is that we sin. We can't keep God's laws. It doesn't matter which one we disobey. If we lie or covet something, we've broken God's law. If we roll our eyes or talk back to our parents, we've broken the fifth commandment to honor our parents.*

- ? **Some people think they're okay because they haven't murdered anyone. But Jesus said that if we are angry with someone and hate them, then that's as bad as murder. Wow! That's pretty serious! How many of you have ever been angry with someone? *Show of hands.***
- ? **So, why would God give us these commandments if he knew we could never keep them? *Allow answers.***

### Galatians 3:24

Slide #35

*Refer to the Books of the Bible Poster. Let's find the answer to this question in the New Testament. Turn to the book of Galatians. It is after 1 & 2 Corinthians.*

- ? **Who will read Galatians 3:24? *Assign a reader.***
- ? **This verse says that the law, which includes the Ten Commandments, is like a guardian. What is a guardian? Anyone have a guess what a guardian did back in the Apostle Paul's time? *Allow guesses.***

**Guardian:** a teacher

Slide #36

A guardian was like a teacher or caregiver for children. The Greek word for guardian refers to a slave whose job was to take care of children until adulthood. The guardian would walk children to and from school and watch over them at home. Some guardians taught the children and were often strict.

- ? **So the law was like our guardian or teacher until who came? *Christ.***

- ? And what did Christ do? The answer is at the end of the verse. *Justified us by faith.*
- ? What does justified mean? *Allow answers.*

Justified means accepted or made right. It means that for those who believe in Jesus, the punishment of sin has been taken by Jesus' sacrifice on the cross. Jesus was perfect; he kept all God's laws. When we repent and believe in Jesus, God sees us as perfect just like Jesus.

**Justified:**  
accepted or  
made right

What the Apostle Paul is saying here is that the Ten Commandments help us understand that we are sinners. They teach us that we are helpless to save ourselves from God's punishment for breaking his commands. But that's where our Savior, Jesus Christ, comes in. The law points us to Jesus. Jesus was the only one who ever obeyed all of the commandments perfectly. And then he was crucified on the cross and took the punishment we deserve for breaking God's law. When we understand that we are sinners and there is nothing we can do to save ourselves, and we turn to Jesus and believe in him by faith, then we are justified, or made right with God. That is the good news of the gospel, and it begins by understanding the law!

 Slide #37

- ? Let's finish our Class Notes. Who will read #1 and give us the answer? *Choose a reader. Teacher. Have students complete #1.*

 Slide #38

- ? And #2? What happens to those who believe in Jesus? It's another word for accepted or made right. *Choose a reader. Justified. Have students complete #2.*

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## **Application**

*Refer to the Lesson Theme Poster.* God gave the Israelites 10 laws to govern how they related to him and to each other. These laws would unite them as a people. But more than this, God wanted them to understand their sin and their need for the promised Savior, Jesus.

 Slide #39

Some people try to say that the Ten Commandments don't matter today because Jesus came and forgave our sins. This isn't true. The Ten Commandments showed the Israelites their sin, and they do the same for us today. When Jesus taught, he showed that the law was more than just outward sins like murder. Jesus said that anyone who is angry with someone is guilty of sin (see Matthew 5:21–22). Jesus wanted us to understand that many of these outward sins, like murder and stealing, come from sinful heart attitudes like hatred, anger, and greed. When we see these attitudes in ourselves, we realize how sinful we really are!

- ? Have any of you ever tried to explain sin to someone before? *Show of hands.*

It can be hard to tell people that they've sinned and broken God's laws. But the Ten Commandments are one way we can share this bad news. By explaining these commands, we can help people understand that we

all sin and need Jesus. Until people understand the bad news—that they are lawbreakers under God’s judgment—they won’t understand the good news, why Jesus came to die for them. You can use your Class Notes and the pictures we learned to remind you of these important commands.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

- Thank God for giving us commands that show us how to live and how much we need Jesus.
- Ask God for opportunities to share the gospel with others.

- ▶ Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*





# God Punishes Idolatry

*The Israelites disobeyed God when they made and worshipped a golden calf.*

## *Lesson Focus*

The Israelites grew impatient waiting for Moses to return from Mount Sinai and worshipped a golden calf that Aaron made. God was furious that they so quickly disobeyed his commands, but Moses interceded to spare the people from destruction. God sent a plague to punish their sin.

## *Key Passages*

Exodus 32:1–4, 32:11–14, 32:21–24, 32:35; 1 Timothy 2:5

## *Objectives*

Students will be able to:

- Describe how the Israelites turned away from God to worship a carved image.
- Describe how God judged their idolatry.

## *Memory Verse*

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Crazy Dice Board Game |
| <input type="checkbox"/> Card Keep  | <input type="checkbox"/> Oh No                 |

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- |  |  |
|--|--|
| <input type="checkbox"/> Down the Line   | <input type="checkbox"/> Popcorn           |
| <input type="checkbox"/> Egg Hunt        | <input type="checkbox"/> Review Card Relay |
| <input type="checkbox"/> Look Behind You | <input type="checkbox"/> Stack Em Up       |
| <input type="checkbox"/> Now You See It  | <input type="checkbox"/> Your Turn         |

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following pictures printed from the Internet:

- |   |   |
|---|---|
| <input type="checkbox"/> Early automobile | <input type="checkbox"/> Light bulb     |
| <input type="checkbox"/> Telescope        | <input type="checkbox"/> Early airplane |

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Bible Baseball | <input type="checkbox"/> Goofy Golf   |
| <input type="checkbox"/> Box Toss       | <input type="checkbox"/> Pick a Point |
| <input type="checkbox"/> Draw Dice      | <input type="checkbox"/> Racetrack    |
| <input type="checkbox"/> Four in a Row  | <input type="checkbox"/> Toss for It  |

## **Go to Prayer**

Dear Lord, thank you for your mercy. Thank you for Moses, who was willing to pray and intercede for his people when they sinned. Help my students understand how important it is to obey your command to worship only you. May they see that you hate sin and will judge it, but you also show mercy when your people fail.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 58*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word  
Real World Skit

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- Real World Skit  
Students will read a skit about getting credit.
- Coloring Sheet  
Students will color as you review today's lesson with them.
- Word Search  
Students will search for words from today's lesson. Make it a challenge: have students race against each other or the clock to find all the words.

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

God gave the Ten Commandments to the Israelites at Mount Sinai in the wilderness (Exodus 20:1–17), and the people asked Moses to mediate for them to God because they were afraid (Exodus 20:18–21). God then gave Moses civil and ceremonial laws to govern the people as a new nation (Exodus 21–23). Moses told the people everything God commanded them to do, and the people promised to obey the Lord in a covenant ceremony (Exodus 24:3–8). Exodus 25–31 provide God’s detailed instructions for the tabernacle and its furnishings, the priests’ garments and consecration ceremony, and the men called to do the work. God gave Moses two tablets of stone with the laws, written with God’s own finger (Exodus 31:18). While Moses was up on the mountain with the Lord, the Israelites grew impatient and came to Aaron, demanding that he make them gods to go before them (Exodus 32:1). Feeling pressured and uncertain about Moses’ delay, Aaron requested the people’s gold, and he fashioned a golden calf. The people worshipped the calf as their deliverer from Egypt (Exodus 32:2–4). Aaron built an altar to the Lord and proclaimed a feast the following day, but the people used the feast to celebrate as the pagans did (Exodus 32:5–6). The Israelites combined pagan idol worship with worship of God. This occurred not long after they had promised to obey all of God’s commands! Here they broke the first two of the Ten Commandments.

Meanwhile, God knew what was happening in the camp and told Moses that the people had sinned. God

said that they must be destroyed, but that he would make Moses into a great nation. Moses pleaded with the Lord on behalf of the Israelites, reminding God that they were God’s people, delivered by his mighty acts. Moses didn’t want the Egyptians to say that God had brought the Israelites into the wilderness only to kill them. Then Moses reminded God of his covenant with Abraham, Isaac, and Jacob, to give them many descendants and a land (Exodus 32:11–13). This intercession by Moses showed his love for the people, his humble heart (refusing to be made into a great nation himself), and his special relationship with the Lord, who answered his prayer and spared the people.

Moses and Joshua returned to the camp to find the people out of control. In righteous anger, Moses threw down the stone tablets of the testimony, and they broke. He then burned the golden calf, ground it to powder, and made the Israelites drink it. Moses confronted Aaron, asking for an explanation of what happened, but Aaron just blamed the people. Finally, Moses called for men who were willing to follow the Lord, and men from the tribe of Levi gathered to him. They went through the camp killing about 3,000 men who refused to repent (Exodus 32:15–28).

Once order was restored, Moses returned to the mountaintop to confess the people’s sin, and God sent a plague as punishment (Exodus 32:30–35). This account demonstrates God’s justice (he punished sin), but also his mercy (he spared the nation and kept them as his people). The men of Levi were ordained for God’s service as a blessing for their obedience to him (Exodus 32:28–29). God punished the guilty and rewarded the faithful.

## Historical/Apologetics Background

The idolatry of the Israelites at Mount Sinai revealed another sin that would plague the nation throughout its history—syncretism. Syncretism involves combining two or more religious beliefs, traditions, or systems into a new one. Unfortunately, the Israelites’ time in Egypt exposed them to polytheism and idolatry. The people not only requested gods to go before them, but they also attributed the Exodus to Moses (Exodus 32:1). Even their feast to the Lord turned into a drunken party similar to

those associated with the fertility cults of pagan peoples (Exodus 32:6). God had specifically commanded them to worship him alone and to not make carved images or bow down to them (Exodus 20:3–6). He also had warned them to destroy the false gods of the nations they would be conquering (Exodus 23:23–25). He knew they would be tempted to incorporate worship of God with the false gods of the surrounding people—and that is exactly what happened. Failing to obey God’s command to utterly

destroy the people and their gods led to generation after generation of the Israelites sinning against the Lord, facing punishment from conquering nations, then crying out for forgiveness and deliverance (see the book of Judges). Over and over, God admonished and warned his people what would happen because of their idolatry, but they continued to sin.

The bright spot in the account of the golden calf is Moses' mediation and intercession for the people. He prayed for mercy, and God gave it. The New Testament describes Jesus Christ as a mediator (Hebrews 9:15), the only mediator between God and men (1 Timothy 2:5). Moses interceded for the Israelites to God, and Jesus intercedes for sinners to God. Both asked on behalf of the people, and God

provided mercy and forgiveness. Jesus even asked God to forgive those who were crucifying him (Luke 23:33–34)! But people who refuse to repent and turn to Jesus will face God's judgment (2 Thessalonians 1:8–9). Both Moses and Jesus were humble (Numbers 12:3; Philippians 2:5–8). Neither sought to use God's power to promote themselves. Both showed sacrificial love for the people they interceded for. Moses offered his own life rather than see the Israelites disinherited or destroyed (Exodus 32:32). Jesus paid the ultimate sacrifice of giving his own life to save sinners (Philippians 2:8). No love is greater than his (Romans 5:8)! How grateful we are to have Jesus as our intercessor. He is praying for his children even now (Romans 8:34; Hebrews 7:25)!

 Slide #1

## Come On In

*As students arrive, direct them to the activity you chose for today.*

 Slide #2

## Memory Verse

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

- ▶ After all the students arrive, pray with them before beginning the lesson.

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

## Studying God's Word

### *Introduction*

To start today, I have some pictures to show you.

- ▶ Have pictures printed and ready to show of an old automobile, telescope, light bulb, and airplane.

- ? *Show picture of early automobile. How many of you have heard that Henry Ford invented the automobile? Raise your hand. Show of hands.*
- ? *Show picture of telescope. How many of you have heard that Galileo invented the telescope? Show of hands.*
- ? *Show picture of light bulb. How many of you have heard that Thomas Edison invented the light bulb? Show of hands.*
- ? *Show picture of early airplane. How many of you have heard that the Wright brothers invented the airplane? Show of hands.*

Many famous inventions, things we have today, are sometimes credited to the wrong people!

For example, the first gasoline-powered automobile was created by Karl Benz in 1885 and patented a year later. Henry Ford's self-propelled automobile was not created until about ten years later, but Ford typically gets the credit for inventing the first automobile.

The earliest telescopes were made by Hans Lippershey, not Galileo, although Galileo was the first to use a telescope for astronomy.

Sir Humphry Davy actually created a powerful electric light about 75 years before Edison's light bulb, but Edison's bulbs were better designed and became well known.

Finally, the Wright brothers are famous for their flight in 1903, but Richard Pearse in New Zealand may have flown months before them with his own aircraft.

- ? How would you feel if you invented something like these men did, but someone else got the credit for it? *Allow discussion.*
- ? Have any of you ever come up with an idea or done something that someone else took credit for? How did it make you feel? *Allow discussion.*

Most of us don't like it when someone else takes credit for something we said or did. Today we will see how the Israelites sinned by giving credit that belonged to God to something else.

*Refer to Lessons 53 and 55 Theme Posters. Remember that God saved the Israelites from Egypt with ten plagues. Then he destroyed the Egyptian army at the Red Sea. He brought them out of slavery, just as he promised he would.*

 Slides #3–4

- ? Last lesson we learned about some special laws that God gave Moses to teach the people how to worship him and how to treat each other. What are those laws called? *The Ten Commandments.*

*Refer to Lesson 57 Theme Poster and the Ten Commandments Poster. The first four commandments are about how to worship God. Let's see if you remember what those are. Review the first four using the posters.*

 Slide #5

Good job! Now let's see if you can name the next six commands about how to treat others. *Review the remaining commands from the posters.*

*Refer to the Ten Commandments Poster. After God spoke to the people, he commanded Moses to come up to the top of Mount Sinai, where God wrote the Ten Commandments on two stone tablets with his own finger! He also gave Moses other laws about the Sabbath day and special festivals as well as rules and punishments for when people stole from or hurt someone else.*

## ***The Israelites' Sin***

While Moses was receiving these important commands from God, the Israelites got tired of waiting for him to come down. Moses was gone for 40 days! Let's read what the Israelites did in Exodus 32.

► Pass out the Class Notes to the students.

### **Exodus 32:1–4**

- ? Who will read Exodus 32:1–4? *Choose readers.*
- ? What did the Israelites say to Aaron in verse 1? What did they want him to make? *Make us gods who shall go before us.*

 Slides #6–8

So the people said they didn't know what happened to Moses. Was he dead? Was he not coming back?

- ? Who did the Israelites say brought them out of the land of Egypt in verse 1? *Moses.*

- ? Was that true? Was it Moses who delivered them from Pharaoh with the ten plagues and the parting of the Red Sea? *No.*

Moses led the people, it's true, but it was God who delivered them with all the miracles. It is sad that the people so quickly forgot who their real deliverer was and instead gave Moses the credit. Remember our inventors that we talked about? Some men got credit for inventions that other people made before them! Here, the people gave credit for their deliverance to Moses.

- ? What did Aaron ask the people to give him in verse 2? *Rings of gold.*

And the people did what he asked. They removed their gold rings and brought them to Aaron.

- ? What did Aaron make with this gold? Look in verse 4. *Golden calf.*

- ? What is a calf? *A young cow.*

Right. A calf is a young cow or bull. Other peoples, like the Egyptians, worshipped bulls as a symbol of power. The Israelites wanted a strong animal to worship.

- ? In verse 4, what did the people say about the golden calf after it was made? *These are your gods, who brought you up out of the land of Egypt!*

- ? Refer to the Ten Commandments Poster. **Which of the Ten Commandments did they break?** 1) *You shall have no other gods before me;* 2) *You shall not make idols or bow down to them or serve them.*

The Israelites already broke the first two commandments God told them to follow! They were worshipping something less than God—a created animal, and they made an idol—a golden calf.

It was foolish to think that something Aaron made with their gold had the power to save them from Pharaoh, but that's what they said. Just like the inventors not getting the credit they deserved, God wasn't getting the worship and praise for all he had done for the Israelites. Instead, the people said that a golden calf brought them out of Egypt! This was a terrible sin.

Aaron tried to get the people back to worshipping God by building an altar and announcing a feast to the Lord. The next day, the people got up early and made sacrifices on the altar. Then they ate and drank and celebrated the way the pagan religions did. They were out of control! They were combining worship of God with pagan worship like they had known in Egypt.

 Slide #9

- ? Let's look at our Class Notes. You will write answers in the crossword puzzle. Who will read #1 and tell us where Moses was? *Assign a reader. Sinai. Have students complete #1.*

- ? And #2? What did Aaron make with the people's gold? *Assign a reader. Golden calf. Have students complete #2.*



- ? What did the Israelites break in #3? Assign a reader. Commandments. Have students complete #3.

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## Moses' Prayer

Meanwhile, up on Mount Sinai with Moses, God knew what the people were doing down below. He told Moses that they had quickly turned aside from his commands and were worshipping a golden calf. He said the people were rebellious and deserved to be punished for their sin. He said he would destroy the Israelites and start again with Moses. He would bless Moses and make him and his descendants into a great nation.

### Exodus 32:11–14

- ? Let's read how Moses answered the Lord. Who will read Exodus 32:11–14? Assign readers.

 Slides #10–12

Moses' prayer for the Israelites was really important here because God was prepared to wipe them out! But Moses loved the people. He didn't try to defend their sin, but he asked God for mercy.

- ? What did Moses remind God of in verse 11? *The Israelites are his people, whom he delivered from Egypt.*
- ? Then what did Moses say the Egyptians would say if God destroyed the people? *That God brought them out of Egypt with evil intent to kill them at the mountain.*

Moses pleaded with the Lord to turn from his anger and spare the people the punishment they deserved. He said that the Egyptians would think that God was like their false gods, intent to do evil rather than good for people.

- ? Then in verse 13, what did Moses ask God to remember? *His covenant (promises) to Abraham, Isaac, and Israel.*

Moses quoted the covenant God gave to Abraham, Isaac, and Israel, the promise of many offspring, or descendants, and a land for them to live in.

- ? What was the result of Moses' prayer? What happened in verse 14? *God relented from the disaster he was going to bring on the people.*

God chose to withhold deserved punishment because Moses prayed and asked him.

- ? Refer to the Attributes of God Poster. What attribute did God show here? *Merciful/mercy.*

That's right. God would have been just to punish the Israelites' sin, but he showed mercy.

- ? Let's go back to our Class Notes. What is the answer to #4? Assign a reader. *Destroy. Have students complete #4.*

 Slide #13

- ? And #5? What did Moses remind God about? *Assign a reader. Covenant. Have students complete #5.*
- ? What attribute did God show when he withheld deserved punishment? That's #6. *Assign a reader. Mercy. Have students complete #6.*

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## **God's Punishment**

Moses' prayer saved the Israelites from death, but they were still in big trouble! Moses hurried down the mountain with the two stone tablets in his hand.


- ? Who remembers what was written on those tablets? *The Ten Commandments.*

Joshua, Moses' helper, was waiting for him. When he and Moses got close to the camp, they could hear shouting. Joshua thought there was a war going on in the camp, but Moses knew it was the people singing and feasting.

 Slide #14

*Refer to the Lesson Theme Poster.* Sure enough, it was as bad as God had said. Moses saw the golden calf and the people dancing—and he was furious! How could the people sin and reject the Lord after all he had done for them? Moses threw down the stone tablets and broke them at the foot of the mountain. Then he burned the golden calf, which had no real power, ground it up, sprinkled the powder in the water, and made the people drink it.

### **Exodus 32:21–24**

 Slides #15–16

The people weren't the only ones in trouble. Moses had left Aaron in charge. Listen to the conversation between Moses and his brother Aaron. Turn to Exodus 32:21–24. *Read the verses or assign a reader.*

- ? Who did Aaron blame for the golden calf in verse 22? *The people.*
- ? How did Aaron describe how the calf was made in verse 24? Did he take responsibility for making it? *No. He said the people gave him their gold, he threw it into the fire, and a calf came out.*

Aaron's version of the story was not the whole truth. He blamed the people and made it sound like the gold formed itself into a calf and popped out of the fire!

 Slide #17

- ? What did Aaron actually do to make the golden calf? Look back in verse 4. *He fashioned the gold with a graving tool to make the golden calf.*

Most of us do the same thing Aaron did when he was confronted with his sin—we blame someone else or twist the truth. Adam and Eve did the same thing after they disobeyed God in the Garden of Eden: Adam blamed Eve and Eve blamed the serpent. They did not take responsibility for their sin or confess it. Here, Aaron felt pressured by the people, and he gave in and made an idol like they wanted. But he had the choice to say no.

Moses had to get the people under control. He stood at the gate of the camp and called out, “Who is on the Lord’s side? Come to me.” Only the men from the tribe of Levi came to help. God told Moses and these men to go through the camp and kill the people who were out of control—about 3,000 men!

Moses went back up the mountain and confessed the people’s sin to the Lord. God said that he would still have to punish their sin.

### Exodus 32:35

- ? Who will read the punishment God sent in Exodus 32:35? *Assign a reader.*
  - ? What did God send? *A plague.*
  - ? And why did he send this punishment? *Because they sinned by making the calf.*
- God showed mercy by not destroying the people for their sin, but he still punished them with a plague.
- ? *Refer to the Attributes of God Poster.* What attribute of God means that he is fair and must punish sin? *Just.*

 Slide #18

The Israelites had picked up a lot of the sinful ways of the Egyptians while they lived there. They wanted to worship God the way the Egyptians worshipped their false gods, by making an idol to go before them. This was directly against what God commanded. God had to show the Israelites that he was just—he would punish sin, but he was also merciful to keep them as his people. He promised to lead them to the Promised Land.

- ? Let’s finish our Class Notes. Who will read #7 and tell us what Moses threw down at the foot of the mountain? *Assign a reader. Stone tablets. Have students complete #7.*
- ? What did Aaron do when Moses asked him what happened? What’s the answer to #8? *Assign a reader. Blamed. Have students complete #8.*
- ? What did Moses do for the people in #9? *Assign a reader. Confessed. Have students complete #9.*
- ? And #10, what punishment did God send for the people’s sin? *Assign a reader. Plague. Have students complete #10.*

 Slides #19–20

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## Application

*Refer to the Lesson Theme Poster.* Moses came down the mountain to find the people dancing and singing and worshipping the golden calf. He threw down the stone tablets because he was angry that they had so quickly turned away from the Lord and disobeyed his commands.

 Slide #21

- ? What would God have done to punish them if Moses hadn’t prayed on their behalf? *Destroyed them and spared only Moses.*

But Moses begged God for mercy. He asked God to remember how he'd saved the people from Egypt and promised Abraham and his descendants a land. God listened to Moses' prayer and didn't destroy the people.

- ? Did you know that we have someone speaking for us to God the same way Moses spoke for the people? Can you guess who that is? *Allow answers.*

### 1 Timothy 2:5

Listen as I read from 1 Timothy 2:5. *Read the verse.*

- ? Who does this verse say is the mediator between God and men? *Christ Jesus.*

A mediator is someone who comes between two people to resolve a conflict or confirm a promise. Jesus Christ is the only one who can restore peace between God and sinners because God is holy and we are not. Jesus gave his own life for sinners. Because of his sacrifice, we can come to God through Jesus.

Just as Moses loved the Israelites and didn't want to see them destroyed, Jesus loved all of us so much that he died and rose again so we would not have to be destroyed forever in hell, the place of eternal punishment. God showed mercy when Moses asked, and God shows mercy to those who confess their sin and turn to Jesus to save them. Let's pray and thank God for his great mercy!

 Slides #22–23

**Mediator:**  
someone who comes between two people to resolve a conflict or confirm a promise



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

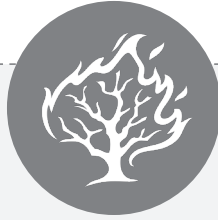
- Ask God for help to put him first and not worship anything or anyone else.
- Thank God for his mercy to save us from the punishment we deserve.

► Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*



# God Dwells Among His People

*God promised to stay with the Israelites. He gave them directions to build a place of worship.*

## *Lesson Focus*

God wanted worship to be at the center of the Israelites' lives. He provided detailed instructions on how to construct the tabernacle and its furnishings. The animal sacrifices in the tabernacle pointed to the final sacrifice God would send to take away sins—Jesus.

## *Key Passages*

Exodus 25:8–9, 27:1–2, 30:17–19, 25:17–18, 28:4, 40:34–35; Hebrews 10:11–14

## *Objectives*

Students will be able to:

- Describe how the Israelites built everything as God instructed for the tabernacle.
- Explain how the animal sacrifices pointed to the final sacrifice, Jesus.

## *Memory Verse*

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Crazy Dice Board Game |
| <input type="checkbox"/> Card Keep  | <input type="checkbox"/> Oh No                 |

## **Memory Verse**

Choose a Memory Verse Game and print/gather necessary items.

- |  |  |
|--|--|
| <input type="checkbox"/> Down the Line   | <input type="checkbox"/> Popcorn           |
| <input type="checkbox"/> Egg Hunt        | <input type="checkbox"/> Review Card Relay |
| <input type="checkbox"/> Look Behind You | <input type="checkbox"/> Stack Em Up       |
| <input type="checkbox"/> Now You See It  | <input type="checkbox"/> Your Turn         |

Play the Memory Verse song to help your students learn the verse.

Find extra verses to practice in the Additional Memory Verses list.

## **Studying God's Word**

Print one Class Notes for each student. Keep the answer key for your use.

Bring the following for the Introduction:

- |  |   |
|--|---|
| <input type="checkbox"/> Sets of building blocks/<br>interlocking bricks | <input type="checkbox"/> One instruction book for a<br>toy set or model |
|--|---|

## **Lesson Review**

Print one copy of the Review Questions.

Choose a Lesson Review Game and gather necessary items.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Bible Baseball | <input type="checkbox"/> Goofy Golf   |
| <input type="checkbox"/> Box Toss       | <input type="checkbox"/> Pick a Point |
| <input type="checkbox"/> Draw Dice      | <input type="checkbox"/> Racetrack    |
| <input type="checkbox"/> Four in a Row  | <input type="checkbox"/> Toss for It  |

## **Go to Prayer**

Dear Lord, you alone are worthy of worship. Please help me prepare and teach this lesson on the tabernacle and the old sacrificial system so that my students will see how important worship is to you. May they also see how the animal sacrifices were a temporary covering for sin that pointed to the coming perfect sacrifice, the Lamb of God who takes away the sin of the world.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 59*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Studying God's Word

### **Small Group**

Come On In  
Memory Verse  
Optional Activity  
Lesson Review  
Group Prayer  
Take Home Sheet

# Optional Supplements

## *Hands-On Activities*

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Do these activities when you think best—before, during, or after the lesson.

- **Tabernacle Diagram**  
Students will decorate and assemble a diagram of the tabernacle.
- **Time to Move**  
Students will race to set up and tear down tents each time they move.
- **Coloring Sheet**  
Students will color as you review today's lesson with them.
- **Word Scramble**  
Students will unscramble words from today's lesson. Make it a challenge: have students race against each other or the clock.

## *PowerPoint*

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You may want to use the PowerPoint presentation provided to enhance your teaching.

## Notes

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# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

When God gives details, we should take notice. And in this account—the construction of the tabernacle—God is all about details. In fact, it is so specific that this is one of those sections of Scripture that people tend to skip over because of the “boring details.” But why did God include such thorough instructions? These rigid directions reveal that God dwells with men according to *his* plan and purpose. He is absolutely changeless and holy. God knew how he wanted to be worshipped, and he would not tolerate any other form. This dwelling place, with all its furnishings, was to be built according to God’s pattern (Exodus 25:9).

Some of the items included in the tabernacle are worth mentioning here. The bronze altar and bronze basin were placed in the courtyard of the tabernacle before the tent of meeting. The payment for sin through animal sacrifice and the priests’ cleansing at the water basin picture how we come to God today through faith in the sacrificial death of Jesus and the cleansing of our sins through repentance. Inside the tent in the first room, the holy place, sat the table of showbread. On it were placed 12 loaves of bread representing the 12 tribes of Israel. These were to be set before the Lord each Sabbath and eaten by Aaron and his sons in a holy place (Leviticus 24:8–9). We can easily see that this bread also pointed toward Jesus Christ, “the bread of life” (John 6:35).

The golden lampstand (made of pure gold) stood across from the table of showbread. The lamps were fueled with olive oil and burned continuously when the tabernacle was erected (Exodus 27:20). The priests certainly needed light within the tabernacle, but we

## Historical/Apologetics Background

God’s instructions for the objects used in the tabernacle included an interesting building material—acacia wood (Exodus 25:5, 25:10, 25:13, 25:23, 25:28, and others). Acacia wood was used for many of the tabernacle’s furnishings, but most significantly it was what the ark of the covenant itself was made of. Acacia was a durable and beautiful wood, but the acacia tree was covered with sharp thorns. Thorns are a constant reminder of the Curse that came after sin entered the

see that this unextinguished light points to our Lord and Savior, “the light of the world” (John 8:12).

The most important piece of furniture God instructed Moses to build was the ark of the covenant—the gold-covered chest that would find its home within the most holy place, separated from the holy place by a veil. The ark would house the golden urn that held manna, Aaron’s staff that budded, and the stone tablets of the covenant (Hebrews 9:4). It was covered by the mercy seat, overshadowed by two cherubim at either end (Exodus 25:17–18). God would speak to the priest from above the mercy seat over the ark (Exodus 25:22). On the Day of Atonement, the blood of the sacrifice would be sprinkled on the mercy seat to make atonement for the sins of Israel (Leviticus 16:15–16).

The picture here should take our breath away, as God reveals his plan of redemption. Can you picture God above the mercy seat (Exodus 25:22) looking down at the ark which houses the law that could never be obeyed (Romans 3:19–20), knowing that because of his holiness he must demand perfect obedience? And then, once a year—on the Day of Atonement—the blood is sprinkled, according to the law, onto the mercy seat. God sees the sin offering presented, which provides a temporary covering but can never completely take away sins (Hebrews 10:11). What a wonderful foreshadowing of Christ’s perfect sacrifice, offered once for sins forever (Hebrews 10:12)!

The building of the tabernacle, far from being boring, offers us hope and the promise that by one offering—Jesus Christ—God has perfected those who are being sanctified (Hebrews 10:14).

world (Genesis 3:18). The Curse is real. As the workmen prepared the articles for the tabernacle, they would have had a constant physical reminder of the presence of sin. And the ark, made from the wood of this tree, was what God specifically wanted to house the law he had given to Moses on Mount Sinai—the law that could never be obeyed perfectly, the law that humbles man to the knowledge of his own sinfulness (Romans 3:20). Can you see the picture? The ark



made from the sin-cursed, thorn-covered tree, housing the law that could never be kept, doused with the sacrificial blood every year, before the mercy seat, for atonement of the sins of the people. What an amazing foreshadowing of God's plan of redemption through Jesus Christ—who would shed his blood once for all, the righteous for the unrighteous (1 Peter 3:18), as the propitiation for sinners (1 John 4:10).

We are surrounded by real reminders of the Curse and sin every day. But we can find joy and hope in the promise he has given us through the Lamb that was slain (Revelation 13:8).

The tabernacle was intended to be a temporary structure until Jerusalem was established as the capital of the Israelite nation. It was used during the 40 years that the Israelites wandered in the desert and was replaced by Solomon's Temple 400 years later.

Houses of worship and temples were quite common at this time in history. Many cultures built temples dedicated to their pagan gods. These were often situated on mountains or high hills because the people believed that this would bring them

nearer to their gods. This practice of pagan worship on the mountaintops explains the command God gave the Israelites as they entered the Promised Land to destroy the high places that were established to worship Baal and other false gods (Numbers 33:52; Deuteronomy 12:2).

God was very precise in giving directions for constructing both the tabernacle and the temple. Today, however, because of Jesus Christ our Savior, we do not look to a temple to worship in, but we worship God in spirit and truth wherever we are (John 4:23–24) and when we believers gather for worship each week. Jesus is the cornerstone of the church, which now grows together throughout the world into a holy temple in the Lord (Ephesians 2:21). In fact, the Apostle Paul makes it clear that we are the temple of the living God, and God has made his dwelling among us (2 Corinthians 6:16). Because of this, we should endeavor to live in humble worship and praise to our holy God—consistently reflecting his glory throughout our lives.

## Slide #1

- ▶ After all the students arrive, pray with them before beginning the lesson.

## Come On In

*As students arrive, direct them to the activity you chose for today.*

## Memory Verse

*We encourage you to practice the memory verse with your students by playing a memory verse game or singing the memory verse song.*

## Slide #2

- ▶ Don't forget! Review the Optional Supplements and determine where you can use them.

**Exodus 20:1–3** And God spoke all these words, saying, “I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

## Studying God's Word

### *Introduction*

- ▶ Prepare sets of blocks or interlocking bricks for each group.

To start today, I want to see how well you can work together to build something. Let's get into groups, and I'll give each group some blocks/bricks. I want you to use these to design and build a church as best you can in five minutes. Divide class into groups and pass out blocks/bricks. Give students a countdown when they have a minute left. Option: you may want to make this a competition and award prizes for the “most creative” or “most detailed” building.

**Okay. Stop! Let's see how you did!** Let groups present their buildings. Praise creativity and teamwork.

You did a great job working together to build something in so little time! I gave you a task without giving a lot of instructions, didn't I? I didn't say how many rooms you had to have or where to put the door. That's why every group's building is unique. Put the blocks away.

### ? What would I give you if I wanted your church to look a specific way?

*Directions. Instruction book. Picture.*

### ? Show instruction book from a toy set or model. How many of you have used something like this instruction book to build something? Show of hands.

*Flip through the instructions and point out the features as you describe them.*

These instructions are great because they are numbered in the order you're supposed to put the pieces together. There are pictures and written steps for you to follow. You can trust that if you follow these directions, you'll create exactly what is shown on the front.

In our lesson today, we'll see some detailed instructions God gave the Israelites to build a place of worship called the tabernacle. The Israelites had messed up before, but we'll find out if they followed these instructions.

- ? Refer to Lesson 58 Theme Poster. **Who remembers the sin the Israelites committed while Moses was up on Mount Sinai?** *Idolatry. They made a golden calf and worshipped it.*

🖥️ Slides #3–4

Yes. Soon after God had given them the Ten Commandments, the people turned away from God and worshipped the way the Egyptians did.

- ? Refer to Lesson 57 Theme Poster or the Ten Commandments Poster. **Which of the Ten Commandments did the Israelites disobey when they made and worshipped the golden calf?** *1) You shall have no other gods before me, 2) You shall not make idols or bow down to them or serve them.*
- ? **Moses was angry with the people for turning from God. What did he do when he came down from the mountain?** *He broke the stone tablets with the Ten Commandments; burned the golden calf, ground it up, and made them drink it; and stopped the people who were unrepentant.*
- ? **Moses returned to the mountain and confessed the people’s sin. He pleaded with God to be merciful. What punishment did God send because of their sin?** *A plague.*

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## ***The Tabernacle and Its Furnishings***

After the plague, God said he couldn’t dwell with the people anymore. Moses begged God to stay with them. He knew that having the presence of the Lord was the only thing that would keep them alive and make them different from the other nations. God answered Moses’ prayer and agreed to stay with them.

➤ Pass out the Class Notes to the students.

But when God promised to dwell among the Israelites, he didn’t leave it up to them to build a place of worship on their own. He promised to give them directions!

### **Exodus 25:8–9**

Listen to Exodus 25:8–9. *Read the verses.*

🖥️ Slide #5

- ? **What did God call the place where he would dwell with them?** *A sanctuary.*

A sanctuary is a place that is holy or set apart. And God showed Moses the pattern for this sanctuary—called the tabernacle—and all the furnishings that would go in it.

The tabernacle, or worship area, would include a portable tent called the tent of meeting. The Israelites could set up and take down the tabernacle area when they moved from place to place. It would be a special place of worship where the Israelites could offer sacrifices to God.

Let’s look at some of God’s instructions for the tabernacle and its furnishings, which we’ll fill in on the Class Notes as we go.

To start with, the whole tabernacle compound would stand in the center of the Israelites' camp surrounded by the Levites with three tribes camped on each side.

Slide #6

*Refer to the Lesson Theme Poster.* God commanded Moses to separate the tabernacle area from the rest of the camp with a fence, which was made of sturdy material attached to pillars and supported with ropes. The entrance faced east toward the sunrise. Just inside the entrance stood the first item the Israelites would see as they walked in.

**Exodus 27:1–2**

Slide #7

? Who will read Exodus 27:1–2 for us? *Assign a reader.*

? What is described here? *An altar.*

? What is it made out of? Look in verse 1. *Acacia wood.*

This large, square altar was made from acacia wood, which is a beautiful and durable wood. It is resistant to bad weather, rotting, and even bugs!

? What was at each corner of the altar? *Horns.*

? And what was it overlaid with? Look in verse 2. *Bronze.*

Slide #8

Right. The wood was covered with a layer of bronze, so we call this item the bronze altar. Go ahead and write “Bronze altar” for #1 in your Class Notes. *You may want to write answers on the board for students to copy. Have students complete #1.*

? What was the altar used for? *Sacrificing animals.*

Yes. God commanded the Israelites to sacrifice animals for their sin when they came to worship. By sacrificing animals, the people were reminded of God's holiness and their sin. They needed a visual reminder that the punishment for sin is death. The bronze altar is #1 in the tabernacle diagram and the first item in the courtyard.

**Exodus 30:17–19**

Slides #9–10

? Let's see what item is next in the courtyard of the tabernacle. Who will read Exodus 30:17–19? *Assign a reader.*

? What comes next, after the bronze altar and before the tent of meeting? *Basin of bronze.*

Let's call this the bronze basin. Write “Bronze basin” for #2. *Have students complete #2.*

? What did the bronze basin have in it? *Water.*

? And what was the water used for? *Washing hands and feet.*

? Verse 19 tells us who used the water for washing, because it wasn't for everyone. Who was it for? *Aaron and his sons.*

God chose Aaron and his sons to be priests, the people chosen to lead in worship. Aaron was from the tribe of Levi, and the rest of his tribe

was given the responsibility to help care for the tabernacle and all its furnishings. The priests had to wash at the bronze basin when they began their service at the tabernacle and when they finished. It was a reminder to be clean and holy when they served the Lord.

Next in the tabernacle compound was the tent of meeting. God described to Moses how to make this tent with wooden frames, also of acacia wood. The frames were like tent poles to hold up the tent's curtains. The curtains were made of fine linen of blue, purple, and scarlet yarn. Then there were curtains of goat hair placed over top of the linen to protect the tent from the weather. God even told him how to make loops, hooks, and clasps to hold up the curtains! That's good directions! A veil of fine material was used to cover the tent's doorway.

Inside the tent of meeting were two rooms: the holy place and the most holy place. The first and larger room was the holy place, and only priests could enter it. There were three items in the holy place. A golden lampstand was lit using beaten olive oil. That's #3 on your diagram. Write "Golden lampstand" for #3. It provided light inside the holy place. *Have students complete #3.*

Then there was a table for showbread. The table was made of acacia wood and covered with gold. It had rings on it so the Levites could put poles through the rings and carry it easily. Fill in "Table of showbread" for #4. *Have students complete #4.*

 Slide #11

Twelve loaves of bread were baked and placed on the table every Sabbath. Only Aaron and his sons could eat it. It was a reminder to the Israelites of how God provided bread for them every day in the wilderness.

- ? Who remembers the white, wafer-like flakes God provided as food every morning? What did the people call it? *Manna. "What is it?"*
- ? The third item in the holy place was the altar of incense. Does anyone know what incense is? *Allow guesses.*

Incense is a combination of sweet-smelling spices. Aaron kept these spices burning regularly in the holy place. The altar, like the table of showbread, was made of acacia wood, covered with gold, and had rings to be carried by poles. Write "Altar of incense" for #5 on your Class Notes. *Have students complete #5.*

A veil of fine linen separated the holy place from the most holy place. This special room could only be entered once a year by the high priest. No one else could enter. In the most holy place was the ark of the covenant. It was a wooden chest—also made of acacia and covered in gold—and it was carried by poles. But it had some special features.

### Exodus 25:17–18

- ? Let's see what those were. Who will read Exodus 25:17–18? *Assign a reader.*
- ? What was on the top of the ark in verse 17? *Mercy seat.*

 Slide #12

The mercy seat was like a cover for the ark. The high priest would only enter the most holy place once a year, and he would sprinkle blood on the mercy seat to ask forgiveness for the people's sin.

- ? And what did God instruct them to put over the mercy seat? *Two cherubim of gold.*
- ? What are cherubim? *A type of angel.*
- ? Look at the picture on your Class Notes for #6. See the angels overhanging the mercy seat? Go ahead and label #6 as the "Ark of the covenant." *Have students complete #6.*

Slide #13

The ark of the covenant reminded the Israelites that they were God's chosen people because of God's covenant, or promise, to Abraham, Isaac, and Jacob. Inside the ark, Moses put new stone tablets with the Ten Commandments written on them. Remember how Moses broke the stone tablets when he saw the golden calf? Well, later he cut two new stones and went up the mountain again, and God wrote the Ten Commandments on them a second time. It was these tablets that were inside the ark. The laws reminded the people that they were sinners and needed God's mercy for forgiveness.

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## ***The Priests' Clothes and the People's Work***

- ? Who was the only one allowed in the most holy place of the tabernacle? *The high priest.*

Right. And the first high priest was Aaron. He and his sons were given the responsibility of serving in the tent of meeting and making the animal sacrifices.

God wanted the priests to be set apart just like his tabernacle. He gave instructions to Moses about what clothes should be made for the priests. These clothes were for glory and beauty.

### **Exodus 28:4**

- ? Who will read Exodus 28:4? *Assign a reader.*
- ? What items are listed for the high priest to wear? *Breastpiece, ephod, robe, coat of checker work, turban, and a sash.*

Slide #14

*Refer to the Lesson Theme Poster.* You can see some of these items on the high priest in the picture. He wore a linen robe with a blue ephod over that. Attached to the ephod was the breastpiece. The breastpiece was really special because it had 12 precious stones on it that represented the 12 tribes of Israel.

Slide #15

God even told Moses the colors to use for the clothing. They were gold, blue, purple, and scarlet. These colors were hard to make back then, so they were usually reserved for royalty or the very rich. Aaron and his

sons would wear special clothing for worship ceremonies and special announcements.

We looked at some of the instructions God gave Moses to pass on to the Israelites. The next job of the people was to follow all the instructions God gave them to make everything for the tabernacle and the priests.

God called several men by name who were skilled in working with all kinds of materials and were able to teach others. These men were joined by other skilled workers who served under them.

Moses then asked the people to contribute what they needed for making everything. Everyone who felt led to give brought something. Both men and women brought gifts including gold and other precious jewelry, colored yarn, fine linen, animal skins, wood, bronze, silver, and spices.

In fact, the people were so generous that the workers in charge of the building told Moses to stop the people from giving! They had more than enough.

- ? Where do you think the Israelites got all these fine metals and materials to give Moses? *Allow answers.*

Remember how the Israelites asked the Egyptians for jewelry and clothing after the tenth plague before they left? It's likely that these things the Egyptians gave them were used here for the tabernacle.

Now the people were ready to work: they had the instructions God gave Moses and they had all the materials they needed. They built the fence for the tabernacle area, the tent of meeting, and all the furnishings labeled on your Class Notes. Then they made clothing for Aaron and his sons.

It took them nearly a year to complete everything, but they did all God instructed. Let's read what happened when Moses and all the people finally finished the work.

### Exodus 40:34–35

- ? Who will read Exodus 40:34–35? *Assign a reader.*

 Slide #16

- ? What covered the tent of meeting? *The cloud.*

This cloud, the pillar of cloud, represented the Lord's presence. And God placed it over the tent of meeting, right in the middle of the people's camp!

- ? What filled the tabernacle? *The glory of the Lord.*

The word "tabernacle" here refers to the tent inside the tabernacle area. God's glory was so fearful and awesome that even Moses could not enter the tent because of it! God used the cloud over the tent of meeting to show the people when to travel and when to camp. When the pillar of cloud lifted, the people packed up and followed it. When the pillar of cloud descended, the people stopped and set up camp.

- ? Let's go back to our Class Notes. Who will read and answer #7? *Assign a reader. Priests. Have students complete #7.*

 Slide #17

- ? And #8? What did God send to the tent of meeting? *Assign a reader. Glory. Have students complete #8.*

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## ***The Picture of Christ***

Many people who read the Bible skip the instructions we looked at today. We just looked at a few verses, but God gave many chapters full of instructions.

- ? Why do you think some people don't read these instructions? *Allow answers. They are boring. They are hard to read. They were for the Israelites.*

*Refer to the instruction book from a toy set or model you showed in the Introduction.*

Most of us don't like to sit down and read instruction manuals. But when we want to build something, we want instructions to help us. That's what God gave Moses and the Israelites. He gave a lot of detail because the tabernacle was important: it was the center of their worship!

- ? Did you know that the tabernacle and its furnishings actually point to Jesus? *Yes/no.*

People who don't read about the tabernacle can miss some neat pictures of Jesus.

- ? For example, Jesus said he was the light of the world. Which item in the tabernacle gave light? *The golden lampstand.*

- ? Jesus said he was the bread of life. Which item in the tabernacle had bread? *The table of showbread.*

That's right. Jesus brought the light of salvation to the world when he came, and he is our bread of life. But I want us to look at something important that changed when Jesus came. It has to do with #1 in the courtyard.

- ? What item is that? *Bronze altar.*

Right. The priests had to sacrifice animals, day after day, year after year, to cover the people's sins. But those sacrifices couldn't take away their sin for good.

### **Hebrews 10:11–14**

 Slides #18–19

- ? *Refer to the Books of the Bible Poster.* Turn in your Bibles to Hebrews in the New Testament. It's the book after the Apostle Paul's letters to Timothy, Titus, and Philemon. Who will read Hebrews 10:11–14? *Assign readers.*

- ? What does Hebrews 10:11 tell us the priests did? *Offered sacrifices daily.*

- ? And what did Christ do? *He offered for all time a single sacrifice for sins.*

- ? What single sacrifice is this verse talking about? *Jesus' death on the cross.*

- ? After that sacrifice, where did Jesus go? *He was raised, ascended into heaven, and sat down at the right hand of God.*



Verse 14 tells us that Jesus' sacrifice—his offering—was perfect. It was a perfect sacrifice because he was sinless and perfect. By his one offering of himself on the cross, Jesus was perfecting all who would believe in him and trust him to forgive their sins and give them eternal life.

The sacrifices of animals in the Old Testament reminded the people of their sinfulness, their need for forgiveness, and their need for a Savior. The Israelites were given a picture of what Christ would do when he came. Animal sacrifices covered the peoples' sin but could never take it away completely. But when Christ offered himself as the perfect and final sacrifice for sin, his sacrifice was able to cleanse us from all unrighteousness.

- ? Let's finish our Class Notes. Who will read #9 and tell us what the Israelites offered as temporary coverings for their sin? *Assign a reader. Sacrifices. Have students complete #9.*
- ? And #10, how many times did Jesus have to be sacrificed? *Assign a reader. Once. Have students complete #10.*

 Slide #20

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## **Application**

*Refer to the Lesson Theme Poster.* God chose to dwell among the Israelites. He gave instructions to Moses for building the tabernacle and its furnishings. Then Moses asked the people to give materials for all they were commanded to build. The people brought more than enough, and all the skilled workers completed the work.

 Slide #21

Many things God instructed the people to do pointed to Jesus. God reminded the people of their sins and the punishment of death through the sacrificial system. But he did that so they would look ahead to when Jesus the Messiah would come. Jesus would end the animal sacrifices by his one perfect sacrifice.

Many people don't want to believe in the God of the Old Testament. They think he is mean and unfair. A lot of people don't like the idea of all of those animals being sacrificed over and over, day after day. Because they don't understand God, they say that it can't be true because God would never do that. What these people don't understand is that God is the same today as he was way back then when he told the Israelites to sacrifice the animals.

*Refer to the Attributes of God Poster.* He demanded the sacrifices because of their sin. You see, God is holy, and he hates sin. In fact, God was being merciful to the people by demanding animal sacrifices. He could have just destroyed all of them for their sin right then and there. He would have been perfectly just to do that. But instead he gave them a picture of who was to come. God already knew that in his mercy and grace, he would send the only one who could offer a perfect sacrifice for sin—Jesus Christ.

God's plan of redemption is perfect. And God is perfect in all he does—even if it doesn't look right or fair to us. God is God, and we are not!



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

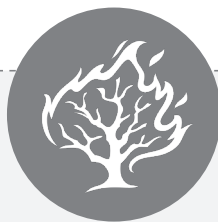
- Thank God for the tabernacle and how it points to Jesus Christ.
- Ask God for help to make worshipping him the most important thing in our lives.

- ▶ Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



## Lesson Review

*We all learn best with review and repetition! We encourage you to play a lesson review game.*



# Unit Review

*A review of Lessons 51–59.*

## *Come On In*

Students will review the material they have been learning with a Come On In Game.

## *Memory Verse*

Students will take turns quoting the memory verses. You may want to offer prizes or treats to students who can recite them without help. You will start a new verse next week.

## *Lesson Theme Poster Review*

You will give a quick overview of Lessons 51–59 using the Lesson Theme Posters.

## *Review Game*

**Bible Standoff:** Students will be divided into two teams. Two students will “standoff” across from each other to answer a review question and earn points for their team.

# Lesson Preparation

## **Come On In**

Choose a Come On In Game and print/gather necessary items.

- Board Game
- Card Keep
- Crazy Dice Board Game
- Oh No

## **Memory Verse**

Bring prizes or treats for students who can recite the verses.  
Play the memory verse songs to review the verses with your students.

## **Lesson Theme Poster Review**

Gather the Lesson Theme Posters from Lessons 51–59.

## **Review Game—Bible Standoff**

Print one copy of the Review Questions.  
Bring the following:

- Lesson Theme Posters 51–59
- Deck of numbered cards or numbers written on index cards to use for scoring
- Optional: small rewards

## **Go to Prayer**

Dear God, thank you for my students and all they have learned. Please help them obey your commands. May they recognize their sin and need for Jesus. May they not grumble and complain like the Israelites but turn to you for all their needs. Continue to help them learn more about your marvelous attributes and to love you more each day.

# Optional Supplements

## **Hands-On Activities**

Choose a favorite or skipped activity from any of the previous nine lessons.

## **PowerPoint**

You may want to use the PowerPoint presentation provided to enhance your teaching.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 60*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

We recommend the following order for churches using a **large group/small group** format:

### **Large Group**

Lesson Theme Poster Review

### **Small Group**

Come On In  
Memory Verse  
Review Game  
Optional Activity  
Group Prayer



## Come On In

As students arrive, direct them to the activity you chose for today.

 Slide #1



## Memory Verse

Let's start today by reviewing the memory verses. Then we'll see who can recite them. Review verses using the Memory Verse Posters or the songs.

Who would like to try saying the verses without any help? Allow students to recite the verses individually. Award prizes or treats to students who can say them without help.

➤ After all the students arrive, pray with them before beginning the lesson.

**Isaiah 41:10** Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

 Slides #2–3

**Exodus 20:1–3** And God spoke all these words, saying, "I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me."



## Lesson Theme Poster Review

All right! Let's see how well you remember the last nine lessons! We're going to play a game afterwards, so you'll want to listen carefully.

### Lesson 51

In the book of Exodus, the descendants of Jacob, or Israel, were living in Egypt. God blessed them with big families. A pharaoh who didn't know about Joseph came to power, and he made the Israelites his slaves. He was worried because there were so many of them—he didn't want them to take over the country!

➤ Refer to the Exodus to Malachi Timeline Poster as you review.

Show Lesson 51 Theme Poster. In this lesson we saw how God protected Moses as a baby and as a grown man. God had a special plan for Moses and the Israelites. Moses' parents hid him for the first three months of his life because Pharaoh commanded that all the Hebrew baby boys be killed. Then his mother made a basket and placed him in it on the Nile River.

 Slide #4

? Who found Moses in his basket and felt sorry for him? *Pharaoh's daughter, the princess.*

The princess adopted Moses, and he was raised as a prince!

? After 40 years in the palace, Moses wanted to see how his own people, the Israelite slaves, were doing. When Moses saw an Egyptian beating a slave, what did he do? *He killed the Egyptian and hid the body in the sand.*

But Pharaoh found out what happened and wanted to kill Moses. Moses had to flee to the land of Midian.

In Midian, Moses helped the daughters of a priest, and he joined their family. God never left Moses, and He never leaves us, either. God is our protector. Even during scary situations, like Moses running for his life, God was watching over him.

## **Lesson 52**

 Slide #5

*Show Lesson 52 Theme Poster.* One day when Moses was caring for flocks on a mountain in Midian, God spoke to him from a burning bush. God told Moses to take off his sandals because he was standing on holy ground. God was watching the Israelites suffer in Egypt, and he cared about them. God told Moses that he wanted him to return to Egypt and lead the Israelites out of slavery.

Moses was worried about this calling. He doubted that he could do what God wanted. He wanted to know the name he should give for God and what to tell people who didn't believe that God had sent him. God gave him the name "I AM WHO I AM" to tell the Israelites. This name showed several of God's attributes.

- ? *Refer to the Attributes of God Poster.* Who will read the definitions of independent, eternal, and immutable from the Attributes of God Poster for us? Assign readers. *Independent: has no need of anything outside of himself. Eternal: always was and always will be. Immutable: will never change.*

The name I AM showed all these attributes. God wanted the Israelites to know that he hadn't forgotten about them. He would keep his promise to deliver them and give them the land promised to Abraham, Isaac, and Jacob.

- ? Then God gave Moses three miraculous signs to show the Israelites. What were those signs? Two are on the Lesson Theme Poster. *Staff changed into snake, hand covered in leprosy, and water turned into blood.*

God promised to go with Moses and his brother, Aaron, when they spoke to the people and to Pharaoh. Finally, Moses obeyed and returned to Egypt. He and Aaron shared the signs and message from God with the Israelite leaders, who were glad that God cared about them and had sent a deliverer.

## **Lesson 53**

 Slide #6

*Show Lesson 53 Theme Poster.* In this lesson, God showed his power over Egypt's false gods. When Moses and Aaron appeared before Pharaoh and delivered the message from God to let the Israelites go, Pharaoh said he didn't know or believe in their God. Aaron threw down his staff, and it turned into a snake! But Pharaoh's magicians also threw down their staffs, and theirs turned into snakes, too!

- ? What did Aaron’s snake do to the magicians’ snakes? *His snake ate the other snakes.*

But Pharaoh wasn’t impressed. He wouldn’t let the people go.

Then God showed his power over the false gods that the Egyptians worshipped using nine plagues, or judgments. God turned the water to blood, which killed the fish and made the water unfit to drink. He sent frogs, gnats, and flies. Next, the Egyptians lost their livestock to a terrible disease. Then they got painful boils. God showed mercy by warning them about the coming hailstorm, and some Egyptians heeded Moses’ warning and brought their servants and animals inside. Those who didn’t listen to the warning lost their servants and animals.

After these plagues, Pharaoh would ask Moses to pray and ask God to stop the punishment. But then he would harden his heart and refuse to obey God’s command to let the Israelites go. The plague of the locusts came and destroyed the food crops. For the ninth plague, God sent darkness that could be felt for three days. But the Israelites had light in Goshen.

- ? After these nine plagues, did Pharaoh let the people go? *No.*

It would take something even worse to make Pharaoh obey. He needed to learn that God is the only true God.

## **Lesson 54**

The tenth and final plague was the death of the firstborn.

- ? *Show the Lesson 54 Theme Poster.* But God designed a special way to protect the Israelites from this plague. What did the Israelites do to protect their homes? *They sacrificed a perfect lamb and spread its blood on their doorposts.*

 Slide #7

When God saw the blood on the doorposts, he passed over their houses, and their firstborn were spared. To remind the people of this night, God created a yearly holiday called the Passover, which the people were to celebrate with a special meal. The meal included roast lamb, unleavened bread, and bitter herbs. They ate the meal wearing travel clothes to remind them how they would leave Egypt in a hurry.

At midnight, the Lord went through the land of Egypt and killed all the firstborn sons and livestock of any family that didn’t have blood on the doorposts of their home. That was a night of great sadness in Egypt. Even Pharaoh lost his firstborn son!

- ? What did Pharaoh finally do after the tenth plague? *He said the Israelites could go.*

The perfect lamb that the Israelites sacrificed for Passover was a picture of Jesus, the perfect Lamb who would come to take away the sin of the world. Just like the blood of the spotless lambs protected the Israelites from death that night in Egypt, Jesus’ blood saves us from eternal death. Because of Jesus, we can have eternal life in heaven.

## Lesson 55

After the tenth plague, the Egyptians wanted the Israelites to leave—fast!

- ? What do we call it when many people are leaving at the same time? It's the name of the second book in the Bible. *Exodus*.

The Israelites asked the Egyptians for jewelry and clothing, and the Egyptians gave it to them before they left. This fulfilled God's promise to bring Abraham's descendants out of slavery with great possessions. They had been slaves for hundreds of years, but they were leaving their bondage behind.

God led Moses and the Israelites through the wilderness with a pillar of cloud by day and a pillar of fire by night. They traveled to the Red Sea. But Pharaoh changed his mind about letting them go and chased them with his army.

- ? What miracle did God perform to save his people? *He parted the Red Sea.*

*Show the Lesson 55 Theme Poster.* God parted the waters so that the Israelites could cross through the sea on dry land with all their animals and possessions. Then God caused the parted waters to return to their place, and all the Egyptians were drowned. The Israelites were saved! No longer did they need to fear Pharaoh and his army; they would never return to slavery in Egypt. They sang and praised God for saving them.

 Slide #8

## Lesson 56

Soon after seeing God deliver them in such a mighty way, the Israelites began to question God's plan and complain to Moses about food. They wanted bread and meat like they'd had in Egypt. God met their needs by providing manna and quail. The quail came one night, and God provided manna for 40 years!

*Show the Lesson 56 Theme Poster.* Manna was the white, honey-flavored food that appeared with the dew in the morning. *Manna* means "What is it?" That's what the Israelites asked when God first sent it. Moses explained that it was the bread from God for them.

 Slide #9

Water was another problem in the wilderness. God wanted the people to trust him and come to him with their needs, but they grumbled to Moses instead. Moses, however, went straight to the Lord and asked for help. The first time the Israelites complained about water at Marah, Moses threw a log into the water to turn it sweet. The next time they needed water, Moses struck a rock with his staff and water poured out.

Another test that came in the wilderness was the battle against the Amalekites. It was the Israelites' first battle, and God used Moses to give the Israelites victory over the Amalekites.

- ? What did Moses have to do to help the Israelites win? *Hold up his staff/hands.*



Aaron and Hur helped Moses keep his hands up until the end of the day, and God gave the Israelites the victory.

## **Lesson 57**

The Israelites eventually traveled to Mount Sinai and camped there. That's where God gave them the Ten Commandments. Although no one could keep these laws perfectly, they helped the people understand their sin and their need for the promised Savior, Jesus. But by obeying these commands, the people could live with proper respect for God and for each other.

- ? Show the Lesson 57 Theme Poster. Let's review the Ten Commandments that God gave. Use each picture and the Ten Commandments Poster to briefly review each command and what it means.

 Slide #10

## **Lesson 58**

Moses went up Mount Sinai to receive more laws and instructions from God, but the Israelites got impatient waiting for him to come down. They came to Aaron and told him to make an idol they could worship. Aaron took their gold rings and made a golden calf. The people gave this calf the credit for delivering them from Egypt. They broke God's commands to worship only him and to not make an idol or bow to it. Moses pleaded with God to spare the people even though they had sinned. God showed mercy and let them live.

Show the Lesson 58 Theme Poster. Moses rushed down the mountain to find the people worshipping the golden calf. He was furious and threw down the stone tablets with the Ten Commandments. The tablets broke. Moses burned the golden calf and ground it into powder and made the people drink it.

 Slide #11

Moses returned to the mountain to confess the people's sin of idolatry. God was merciful to forgive their sin and keep them as his people, but he still punished them with a plague.

## **Lesson 59**

Show the Lesson 59 Theme Poster. God chose to dwell among the Israelites. He gave instructions to Moses for the tabernacle and its furnishings. The tabernacle complex was in the center of the camp, surrounded by a fence. There were six items in the tabernacle: two in the courtyard and four in the tent of meeting.

 Slide #12

In the courtyard, the bronze altar was where the priests offered the animal sacrifices to cover the people's sin. The bronze basin was used by the priests for washing. Inside the tent of meeting were two rooms. The holy place contained the golden lampstand, the table of showbread, and the altar of incense. The most holy place, where only the high priest went once a year, contained the ark of the covenant.

- ? What was inside the ark of the covenant? Stone tablets with the Ten Commandments.

That's right! The ark of the covenant and the other furnishings were also made to be packed up and carried. They had rings for poles so the Levites could carry them from place to place along the journey to the Promised Land.

- ? The Levites were called to help with the tabernacle and its furnishings, but only priests could enter the tent. Who was the first high priest? *Aaron.*

Aaron was the high priest, and his sons and their descendants were also priests. They were the ones who sacrificed animals on the bronze altar and served the Lord in the tent of meeting.

- ? What did the continual animal sacrifices that the priests made on the altar point to? *The final, perfect sacrifice of Jesus.*

God reminded the people of their sins and the punishment of death through the sacrificial system. But he did that so they would look forward to the coming of the Messiah, Jesus, who would end the animal sacrifices.



## Group Prayer Time

*Be sure to pray with your students and take requests if time allows.*

- Thank God for his mighty acts to deliver the Israelites from slavery and provide for them in the wilderness.
- Pray that we will be like Moses and run to God with any problem.

🖥 Slides #13–37



## Review Game—Bible Standoff

*We encourage you to play the following review game.*

### Materials

*Review Questions*

*Lesson Theme Posters*

*Deck of numbered cards or numbers written on index cards to use for scoring*

*Optional: small rewards*

### Instructions

*Print one copy of the Review Questions. Place Lesson Theme Posters where students can see them.*

*Divide the class into two teams. Arrange two rows of chairs facing each other. Have Team 1 sit in one row of chairs across from Team 2.*

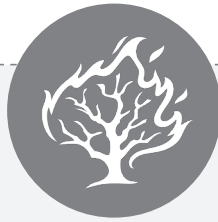
*Ask the first review question to the two students in the first seats. Students can refer to the Lesson Theme Posters or other classroom posters for the answers. Some answers they may just have to know!*

*The first student to stand and answer correctly will draw a card from the deck. If the first student to stand answers incorrectly, the other student may answer and draw a card if correct. Students will keep their cards until the end of the game. The card value represents points. If using playing cards, face cards are 10 and jokers are 20.*

*After the first question has been answered, tell both players to move to the end seat in their row. All the other players will scoot one seat up. Ask the two new players in the first seats the next question. Repeat the same as before until all questions have been asked.*

*Keep the game moving by having students switch seats quickly. Ask the questions as the players walk back to the end of their row. At the end of the game, teams will add up their cards to see who wins.*





# Appendix

## *Come On In Games*

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Choose one of these games for students to play at the beginning of class.

## *Memory Verse Games*

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Choose one of these games to practice the memory verse with your class.

## *Lesson Review Games*

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Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources within each Lesson: *Come On In*, *Memory Verse*, and *Lesson Review*.

# Come On In Games

These games are intended for students to play with minimal teacher supervision as they arrive.

All games use the Question Cards in the Teacher Digital Resources to help your students learn or review the

Attributes of God, the Ten Commandments, or the books of the Old or New Testament. We recommend focusing on one set of cards then gradually adding more as students master them.

---

## Board Game

Students answer questions and make their way to the finish on the Game Board.

### Materials

- Question Cards
- Game Board (provided in the Teacher Kit)
- Dice or spinner
- Buttons or other small items as game pieces for each team

### Instructions

Print and cut out one or more sets of Question Cards. Shuffle the cards and place them facedown by the Game Board.

Divide students into teams, or allow them to play individually. Select game pieces and place at Start. Highest number rolled or spun goes first.

Students will be read a question card by the team/student on their right. If they answer correctly, they will roll or spin and move that number of spaces on the Game Board. If they do not know or do not answer correctly, they do not roll or spin to move ahead. Alternate between teams/students as long as time permits, repeating questions if necessary. Follow the directions on the spaces to move ahead, fall back, or switch places with another team/student. The first team/student to make it all the way to the Finish wins.

---

## Card Keep

Students answer questions and keep the cards they answer correctly.

### Materials

- Question Cards

### Instructions

Print and cut out one or more sets of Question Cards. Shuffle the cards and place them facedown in a pile.

Students will be read a question card by the team/student on their right. If they answer correctly, they keep the card. If they answer incorrectly, give the answer and return the card to the bottom of the pile. Continue asking and answering questions until all the cards are collected. Count up cards at the end. The student with the most cards wins.

Reshuffle the cards and play again as time allows.

---

# Crazy Dice Board Game

Watch out for those crazy dice as students make their way along the Game Board!

## Materials

- Question Cards
- Game Board (provided in the Teacher Kit)
- Two dice
- Buttons or other small items as game pieces for each team

## Instructions

Print and cut out one or more sets of Question Cards. Shuffle the cards and place them facedown by the Game Board.

Divide students into teams, or allow them to play individually. Select game pieces and place at Start. Have teams/students roll the dice. Highest number goes first.

Students will be read a question card by the team/student on their right. If they do not know or do not answer correctly, they do not roll. If they answer correctly, they will roll the dice and follow the instructions below according to their roll.

If students roll:

- 2 jump one space ahead of the nearest game piece
- 3 move back 3 spaces
- 4 move to the nearest space with the #4 in it (14, 34, 64)
- 5 move to share the same space as the nearest game piece
- 6 move to the closest “switch places” space and trade places with another team/student
- 7 move ahead 7
- 8 move back 4 spaces
- 9 move ahead 9
- 10 move ahead to the next multiple of 10 space (10, 20, 30, 70, etc.)
- 11 move back 1 space
- 12 move ahead 12 spaces

Follow the directions on the board to move ahead, fall back, or switch places with another team. Alternate between teams/students as long as time permits, repeating questions if necessary. The first team/student to make it all the way to the Finish wins.

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# Oh No

Not every roll of the dice is good! Answer the question, roll the dice, and be prepared to say, “Oh no!”

## Materials

- Question Cards
- Two dice
- Paper or board for keeping score

## Instructions

Print and cut out one or more sets of Question Cards. Shuffle the cards and place them facedown in a pile.

Divide the students into teams or let them play individually. Students will be read a question card by the team/student

on their right. If they answer correctly, they will roll the dice to determine their points. If they do not answer correctly, play moves to the next player or other team. Keep track of scores. (Note: no student/team can have less than 0 points.)

Numbers aren’t always a winner! If students roll:

- 2 or 3 give 5 points to the student/team on your left
- 4 take 5 points from the student/team on your right
- 5–10 add the total number on the dice to your score
- 11 subtract 10 points from your score
- 12 double your score

# Memory Verse Games

Allow students to refer to the Memory Verse Poster during the games. You may want to cover it up after a few weeks for more of a challenge.

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## Down the Line

Say your part of the verse while passing the spoon—under your left leg with your right hand, that is!

### Materials

- Passing Cards
- Cotton ball
- Plastic spoon
- Container

### Instructions

Print and cut out one set of the Passing Cards and put them into a container. Have the students line up facing you. Put a cotton ball into the plastic spoon and give it to the student on one end of the line.

Draw a card from the container. The students must pass the spoon from one end of the line and back again according to what the card says, keeping the cotton ball on the spoon (without touching it). For example, they may have to pass the spoon with their left hand or under their right leg! As they pass the spoon, they each must say the next word in the memory verse. If the cotton ball falls or someone says the wrong word, you may have the students start the verse over. Repeat with a new card until the verse has been recited several times.

Try using a larger spoon and balancing a small orange or boiled egg on it!

---

## Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

### Materials

- Strips of paper
- Plastic Easter eggs

### Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to their table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

---

## Look Behind You

“What does mine say?” “Turn around!” “You go here.” Students help each other get in the right order according to the cards on their backs in this crazy group game.

### Materials

- Index cards
- Masking tape

### Instructions

Write one or two words from the memory verse on each index card. Tape cards onto students’ backs. Students will work together to put themselves in order according to the memory verse. Once they think they are standing in order, check the verse by reading the words out loud according to how they are standing.

If you have more cards than students, tape more than one card in the proper order on some students. Repeat the game so all students get to participate.



---

## Now You See It

Start out with all the words, erase them one by one. Can you still say the verse?

### Materials

- White board
- Marker and eraser for white board

### Instructions

Write the memory verse on the board. Recite the verse together. Choose a student to come up to the board and erase one or two words at a time. Have the class recite the entire verse each time another word is erased. Continue erasing words and reciting until all of the words are gone. Then ask students to try reciting the whole verse without any words left on the board.

---

## Popcorn

Students “pop” up as they say their part of the memory verse. Start out slowly and see how fast you can go!

### Materials

None

### Instructions

Have students squat down in a circle. Begin by saying the first word in the memory verse. As you go around the circle,

have each student take turns “popping” up as they say the next word then squat back down. Repeat.

You may want to divide the class into two groups. Have the first group pop up and say the first word then squat back down. Then the second group pops up saying the next word and squats back down and so on until the verse is completed. Repeat—going faster and faster!

---

## Review Card Relay

“On your mark, get set, go!” Teams will race to put the memory verse cards in order.

### Materials

- Index cards
- Tape or poster putty

### Instructions

Write one or two words from the memory verse on each index card. Make one set for each team. Divide the class

into teams. Randomly lay out each set of cards facedown on the floor—one set for each team. Put a piece of poster putty or tape on each one.

Have teams line up away from the cards. When the relay begins, the first student in each line will race to the cards, pick one up, and put it on the wall or board. As the relay continues, students will put each card on the board in the proper order. They may need to rearrange the cards to fit others.

When finished, have the class read the verse aloud together.

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## Stack Em Up

Teams of two will stack the cups in the right order. Add a timer or make it a race!

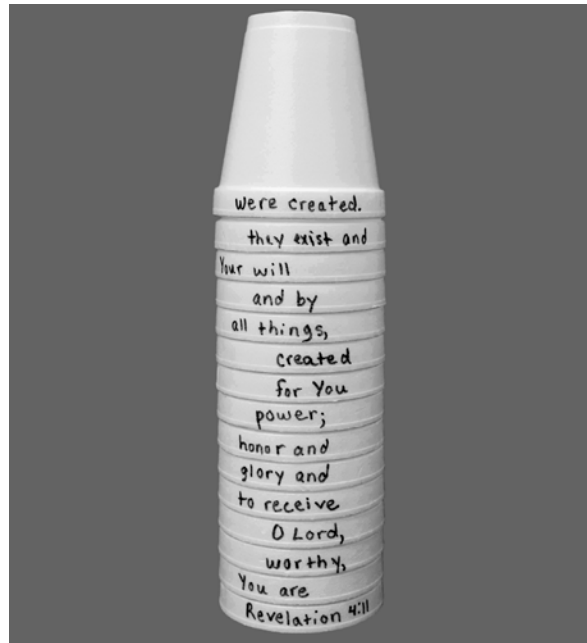
### Materials

- Colored markers
- Styrofoam or plastic cups with the memory verse written on them for each team
- Optional: timer

### Instructions

Turn each cup upside down so the stack will have a wide base. On the rim of each cup, write one or two words from the memory verse, including the reference. Make sure the words show when the next cup is stacked on top of it. (See picture at right.)

Mix up the cups and have teams stack them up in the correct order. Have teams race against each other or time them as they stack the cups in the correct order.



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## Your Turn

Students recite the verse taking turns back and forth. Will they remember their parts?

### Materials

- Optional: timer

### Instructions

Pair the students together. Have each pair stand back to back. Allow pairs to take turns reciting the verse. One

student begins with the first word of the memory verse. Then the other student must say the next word. Keep going back and forth until the verse is completed. If a student makes a mistake or can't remember the right word, allow another pair to try.

After everyone has had a turn, mix up the pairs and repeat. Have students race against a timer for an extra challenge.

# Lesson Review Games

These games are written for team play; however, they can easily be adapted for smaller classes.

Allow students to refer to the Lesson Theme Poster during the games.

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## Bible Baseball

Ready to run the bases? Students answer questions, roll the die, and make their way around the bases to earn points for their team.

### Materials

- Review Questions
- Masking tape or chairs for bases
- One die

### Instructions

Print one copy of the Review Questions. Set up three bases, home plate, and the pitcher's mound using masking tape or chairs arranged in a diamond with the pitcher's mound in the middle.

Divide the class into two teams. Have the first team line up at home plate. The other team may wait in their seats or stand along the "sideline."

The student at bat will roll the die to determine the "hit" based on the list below (which you may want to write on the board for easy reference). A walk means he can go to first base without answering a question. A foul ball means to roll again. Three foul balls in a row is a strike!

- 1=single
- 2=double
- 3=triple
- 4=home run
- 5=walk
- 6=foul ball

Once the hit is determined (#1–4), ask a review question from the pitcher's mound. If the student answers correctly, he can advance around the bases according to his roll. If he answers incorrectly, it is a strike for his team, and he goes to the back of the line. After three strikes, a team is out. Unless they strike out, allow all team members to come to bat once and then switch teams at bat.

Remember that the hits will move any team members who are already on base. For example, if a student is on second base and the next teammate rolls a double and answers a question correctly, the student on second goes to home plate and scores a run for the team while the batter goes to second base.

Keep the game moving by having students roll quickly when they come to bat and "run" the bases for each correct answer. Keep track of strikes and runs for each team. Play for a set number of innings or as time allows, repeating questions as necessary.

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## Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

### Materials

- Review Questions
- Scissors or knife
- Medium-sized cardboard box
- Four beanbags
- Masking tape

### Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each circle with a point

number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

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## Draw Dice

Teams will answer questions and roll the dice to complete a simple drawing to win. Who will finish their drawing first?

### Materials

- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- Two dice, numbered cards, or numbers 1–6 written on strips of paper

### Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team one die and a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

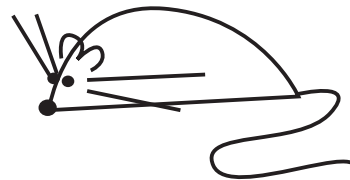
Ask the first team a question from the lesson. If they answer correctly, have them roll the die or draw a card.

To begin drawing their mouse, each team must wait until they roll a six. They will then draw the mouse's body on

their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll or draw.

They can draw according to the numbers below:

- 6 = body
- 5 = nose
- 4 = whiskers
- 3 = eyes
- 2 = ears
- 1 = tail



Continue giving each team a turn to answer a question, roll the die, or draw a number card. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

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## Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

### Materials

- Review Questions
- Masking tape
- Red and black paper circles or other markers for each team

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

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## Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

### Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less

depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

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## Pick a Point

Answer the questions correctly to earn the right to pick a point.

### Materials

- Review Questions
- Cup or basket
- Small paper strips

### Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper

to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Total points at the end and declare a winner.

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## Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

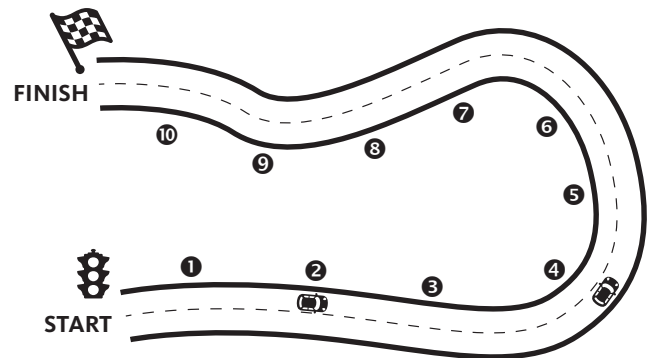
### Materials

- Review Questions
- Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty
- White board or chalk-board
- Markers/chalk

### Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label “Start” and “Finish” (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

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## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

### Materials

- Review Questions
- One beanbag
- A deck of numbered cards, or numbers and “wild” written on index cards
- Masking tape
- Two baskets or containers for cards

### Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Add more cards to the grid as necessary. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Total each team's points to declare a winner.

