



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 was 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 get through 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 instructions, scripted lesson, activity instructions, etc. The tenth lesson of each unit is a review lesson.

Each lesson contains two lesson scripts—one for older students (5–7 year olds) and one for preschoolers (3–4 year olds). Choose the one that best fits your class.

Student Take Home Sheets—Sample set of nine full-color, two-page take home sheets with an activity, memory verse practice, review section, and a link to download the Justin & Jessie coloring sheet.

Lesson Flip Chart—A 20 x 15 full-color, wire-bound chart to complement the Teacher Guide. It is designed to use during the Lesson Time. It contains the K–1st script for each lesson in the unit, an illustration summarizing the main points of each lesson, a prayer page, memory verse page, and a song page with lyrics of each song in the unit.

Justin & Jessie Stories—A set of nine 11 x 17 two-sided posters with a short story on one side and a full-color picture on the other. The adventures of Justin and Jessie show how the truths learned in the lesson can apply to real life.

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
- Game Board
- Exodus to Malachi Timeline

Optional Resources

You may purchase these additional resources 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, measuring 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.

Teacher Digital Resources

When you purchased Answers Bible Curriculum, you received access to a digital library that contains items such as coloring sheets, game and activity instructions, lesson illustrations, video clips, review questions, etc. 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 your resources at **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 or by calling 800-778-3390.

Original Songs

We have created original memory verse songs and songs relating to the lessons.

- Access the music at **MyAnswers.com/abc-resources** using the **Songs Code** inside the back cover of this Teacher Guide.
- CDs of the songs are available for purchase at AnswersBookstore.com to give to students and families.

Teacher Lesson

Our vision for the preschool class is that the time they spend in church should be time you, as the teacher, are intentionally pointing them to the truths of God, Jesus Christ, and the Bible. They can be taught the truth, and they can enjoy learning about God!

We have designed these lessons so that they are easy to teach and provide everything needed to successfully guide your students. Here is a breakdown of what is included in each lesson and how to get the most out of it as you prepare and teach.

Lesson Overview

Lesson Focus—Each lesson has a short statement summarizing the content 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.

Memory Verse—Students will work on memorizing one passage per unit. Our hope is that this will enable the students to really learn these Scriptures 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 at the end of the year!

Lesson Preparation

At the beginning of each lesson there are two sections that will help you prepare.

Lesson Preparation Chart—This chart shows you everything you will need for each week's lesson. Be sure to consult this chart several days before class so you can gather any supplies and print materials from the Teacher Digital Resources.

All the activity suggestions may be used for Pre-K or K–1st grade. However, those marked with an * are specifically recommended for Pre-K students.

Optional Supplements—Each lesson includes optional hands-on activities. Be sure to plan ahead and gather any necessary items for

the activities you choose, then incorporate them into the lesson wherever you think they fit best. Some lessons also have video clips, which should be previewed and shown when appropriate during class.

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 need multiple copies for students.

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 the luxury of a full hour for Sunday school, while others may have only 20 minutes of teaching time. We have planned our lessons to take about 30–40 minutes total. Of course, this will vary greatly depending on your individual style, class size, student maturity level, etc.

If you finish the lesson before your time is up we recommend you play another game, review the previous memory verses, use the Flip Chart to review, or sing additional songs.

Come On In

The Come On In activity is something for the students to do while they are arriving. The intent is to promote order as soon as the students enter the room by providing specific assignments.

Our vision is that the teacher would be at the door greeting the students and their parents while classroom assistants engage the students in the activity and meaningful conversation centered on what was taught last week, what will be taught this week, or just personal greetings. Interaction with the students is key during this time.

There are several options for the Come On In activity.

Come On In Game—There are a number of games you can choose from for the students to play. These games use the Books of the Bible Flashcards printed from the Teacher Digital Resources or available in color as an additional purchase.

Activity Sheet—Each lesson includes an activity sheet from the previous lesson that you can print out for the students to complete as you review with them.

Music/Play—Set out play dough, puzzles, blocks, etc. for students to play with while they listen to music from the lessons.

Lesson Time

This is the main teaching part of the lesson. The lesson script is written in a Say-Ask format and appears both in the Teacher Guide and on the Flip Chart (K-1st version).

Lesson Time should follow the simple outline as presented in the Teacher Guide. Each lesson includes the sections below.

Prayer—This time is designed to present students with simple concepts about prayer and to encourage them to pray. We suggest bringing in a special stuffed animal—a prayer bear—or other object to pass around the circle. Students will get to pray when it's their turn to hold the prayer bear.

There is a Prayer Page in the Flip Chart that reviews four specific types of prayers from the ACTS prayer acronym—Adoration, Confession, Thanksgiving, and Supplication.

Bible Truths—Each lesson includes four simple questions about God and the Bible. This will set up a routine for your students, and the repetition of questions will solidify the truths in their minds.

Bible Treasure Hunt—This simple activity, intended to be repeated weekly, is designed to generate excitement and enthusiasm as you open God's Word for the lesson. Before class, you will hide your Bible somewhere in the room then use different methods from week

to week to keep the students excited about hunting for the greatest treasure—the Bible.

Lesson Script—There are two scripts in the main part of each lesson, one for Pre-K students (3-4 year olds) and one for K-1st students (5-7 year olds). Choose the lesson script that is best suited to the children in your class.

It is vitally important that your students review the things they have been taught, so the script begins with a review of previous lessons. The Lesson Flip Chart illustrations are the best way to review the important points you covered. You may also want to show teaching aids from the previous week or activity sheets the students may have worked on.

As you teach, we highly recommend you open your Bible and read the Scripture verses from your Bible. Make much of the fact that this is God's Word and they are learning it just like the rest of the family in church. We have presented very simple questions for you to ask from the text. If they listen, your students will be able to answer the questions.

Lesson Review Game

Review the lesson with your students by playing a fun game. These can be found in the Teacher Digital Resources or in the Appendix at the back of this Teacher Guide.

Story Time

During this application time, you will read a short story about two children named Justin and Jessie and have a brief discussion to help the students apply the lesson to their own lives. The story text can be found on the back of the Justin and Jessie Posters in your Teacher Kit or printed from the Teacher Digital Resources.

Memory Verse Game

Choose a Memory Verse Game from the Teacher Digital Resources or in the Appendix at the back of this Teacher Guide.

In addition to the game, use the Memory Verse page at the back of the Flip Chart to help the students practice reciting the verse each week. The verse has been presented with some of

the words illustrated so that pre-readers can associate the pictures with the words and quickly memorize them. Be sure to explain the verse to your students then say each word and point at each picture several times. Allow students to look at this page during the game.

Song Time

These songs will get the students up and moving while reinforcing biblical truths. Feel free to make up hand motions or add clapping or instruments to any of the songs. Song lyrics are on the Song Sheet at the end of each lesson in this Teacher Guide. The lyrics for all the songs in the unit are also found on the Song Time Lyrics Page in the Flip Chart.

- Access the music at [MyAnswers.com/abc-resources](https://www.MyAnswers.com/abc-resources) using the **Songs Code** inside the back cover of this Teacher Guide.

- Extra songs to the tunes of popular nursery rhymes are found in the Additional Songs List.

Group Prayer

We encourage you to pray with your students before they are dismissed. If time allows, you may want to take prayer requests from your students.

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 review of the lesson and family discussion. A sample set comes in the Teacher Kit. Additional sheets are available for purchase from [AnswersBookstore.com](https://www.AnswersBookstore.com).

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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.
 - 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 understanding to the Lord through prayer. There is no specific prayer that should be prayed. En-

courage 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

Lesson 51	God Protects Moses	Exodus 1:8–9, 2:5–6, 2:10, 2:12
Lesson 52	God Calls Moses	Exodus 3:14, 4:1–9
Lesson 53	God Displays His Power	Exodus 7:10–12, 7:20, 8:3–4, 8:16
Lesson 54	God Sends the Final Plague	Exodus 12:7–8, 12:13, 12:29–30; John 1:29
Lesson 55	God Parts the Red Sea	Exodus 12:35–36, 13:21–22, 14:6–8
Lesson 56	God Provides in the Wilderness	Exodus 16:4, 16:14–15, 17:5–6
Lesson 57	God Gives the Ten Commandments	Exodus 20:1–3, 20:7–8, 20:12–13, 20:15
Lesson 58	God Punishes Idolatry	Exodus 32:1–4, 32:24
Lesson 59	God Dwells Among His People	Exodus 25:8–9
Lesson 60	Unit Review	



God Protects Moses

God protected Moses from Pharaoh.

Lesson Focus

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

Key Passages

Exodus 1:8–9, 2:5–6, 2:10, 2:12

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> "Little Baby Moses" | <input type="checkbox"/> "Exodus 20:1-3" |
|--|--|

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes.

Suggestions with an asterisk (*) are specifically recommended for Pre-K.



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.

Optional Supplements

Hands-On Activities

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

- **Moses Maze**
Students will complete a maze worksheet.
- **Baby Moses Relay***
Students will race in teams to save baby Moses from the Nile River.

Video Clips

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

- **Baby Moses (1:55)**

Notes

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!¹ 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.

1 Mitchell, Elizabeth. “Doesn’t Egyptian Chronology Prove That the Bible Is Unreliable?” 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.

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of adoration and tell God we love him and praise him.

I'll start. Dear God, you are an awesome God. I love you because . . .
(insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? What word means God is all-powerful? *Omnipotent.*
- ? What does it mean that God is sovereign? *God is in control of everything.*
- ? What promise is told all through the Old Testament? *A Savior would come.*
- ? Who saves sinners from the punishment of sin? *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K–1st Lesson continues next. Go to page 20 for the Pre-K Lesson.



K–1st Lesson

Review

- ? We're going to start today by thinking way back. Who remembers the new name God gave to Jacob after they wrestled each other? *Israel.*
- Then we talked about how Israel and his family all moved to Egypt and lived there for many years.
- ? Why did Joseph want them to move to Egypt? *So he could take care of them during the famine.*
- ? Do you remember what Israel did for his sons before he died? *Blessed them.*
- ? Yes. He gave each of them a blessing. But Judah got a special blessing that included a promise that the Savior would be born as part of his family. Who is the Savior? *Jesus.*

That's right. Jesus is the *Savior* because only he can *save* us from our sins.

After Israel blessed his sons, many years went by. Joseph and all his brothers grew old and died. But their children grew up and got married and had more children, and then they had more children. Remember how God promised to make Abraham, Isaac, and Jacob's family into a great nation? Well, that was happening. After many years there were thousands of people in the family, and they were called the Israelites after Jacob's new name, Israel.

The Israelites Multiply and Become Slaves

The Israelites lived happily in Egypt for many years until something changed their lives.

Exodus 1:8–9

? Refer to the Books of the Bible Poster. Let's find out what happened in the book of Exodus, the second book in the Bible. Who has the Bible? Please bring it up. Have the student bring up the Bible and open it to the sticky note. Read Exodus 1:8–9.

? What happened in Egypt? They got a new king.

That's right. But this king didn't know about Joseph and how he had helped so many people. This pharaoh was evil and didn't like the Israelites, so today whenever you hear me say "pharaoh," you can say "boo!" and give him a thumbs down. But whenever I say "God," you can do a thumbs up and say "yay!"

Let's try it. Pharaoh (pause for "boo" and thumbs down) did not know God (pause for "yay" and thumbs up). Pharaoh was afraid that the Israelites might take over his country, so he decided to do something really mean to them.

Show the Lesson Flip Chart. Pharaoh made all the Israelites into slaves! They had to work hard making bricks and building cities and working in the fields. The Egyptians treated them harshly, and they couldn't escape!

► Continue the lesson, pausing for "boo" and thumbs down at the word "pharaoh" and "yay" and thumbs up at the word "God."

► As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

God Protects Moses

Pharaoh was afraid that the Israelite baby boys would grow up to be soldiers and fight against him, so he made a new law that said the baby boys must be thrown into the river. This was terrible! Babies thrown into the river would die!

But even though Pharaoh came up with this evil plan, God was still in control. We're going to read how God protected a special baby boy. When I say "baby," you can do the motion like you're cradling a baby in your arms. Let's try that. Have students practice cradling motion.

During this time there was an Israelite family in Egypt that had a baby boy, but his mother would NOT let him be thrown into the river. Instead, she hid her baby.

? Does anyone know what babies do a lot that makes them hard to hide? Cry.

Yes! If an Egyptian heard him crying, the baby would be thrown into the river. When his mother knew she couldn't hide him anymore, she came up with a plan.

She made a small basket that would protect her baby and laid him inside. Then she set the basket in the water by the tall reeds that grew at the edge of the river and told her daughter to keep watch over the basket as it floated there.

► Continue the lesson, pausing for the cradling motion at the word "baby."

Exodus 2:5

Let's keep reading to see how God took care of this baby. Listen to this.

Read Exodus 2:5.

- ? Who came to the river? *Pharaoh's daughter.*

Refer to the Lesson Flip Chart. Pharaoh's daughter, the princess of Egypt, came to the river with her maids. She saw the basket floating by the reeds and told her maid, "Go get that little basket over there."

Exodus 2:6

Listen to what happened next. *Read Exodus 2:6.*

- ? What did the baby do when she opened the basket? *He wept/cried.*

When the princess opened the basket, the baby started to cry, and she felt sorry for him.

- ? Who was keeping watch over the basket? *The baby's sister.*

Right. The baby's sister, Miriam, was watching. She told Pharaoh's daughter that she could find someone to take care of the baby for her. The princess agreed, so Miriam ran to get her mother—and her mother got to take the baby back home! She didn't need to hide him anymore. The princess even paid her to take care of the baby until he grew older! Isn't that amazing? God worked all this out perfectly!

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

Moses Becomes a Prince

- ? So, who is this baby we're talking about? Do you know his name?

Allow guesses.

Exodus 2:10

Listen to this verse so you can tell me his name. *Read Exodus 2:10.*

- ? What name did the princess give the baby? *Moses.*

Refer to the Lesson Flip Chart. Yes. She named him Moses and adopted him as her son, and he grew up in the palace in Egypt.

Since Pharaoh's daughter was a princess, Moses became a prince. As a prince, he would have had to learn a lot of things like math, writing, and music. And he would also have to know how to fight like a soldier and learn to ride a horse and use a sword and a bow and arrow.

- ? How many of you think that sounds like fun? *Show of hands.*

Living as a prince may sound pretty neat, but Moses knew he was an Israelite, not an Egyptian. The Israelites were forced to work for the Egyptians and do whatever they said. They weren't free to go where they wanted or to do what they wanted for their own families.

- ? Moses lived as a prince in the palace for 40 years. But how do you think he felt when he saw how the Egyptians treated his people, the Israelites? Allow discussion.

Moses Flees to Midian

The Bible tells us how Moses felt! One day he wanted to find out what was happening to the Israelites. When he went out, he saw an Egyptian beating an Israelite slave. Moses was very upset that his people were treated so badly.

Exodus 2:12

Listen to what he did. *Read Exodus 2:12.*

- ? What did Moses do to the Egyptian man? *He killed him and hid him in the sand!*

Moses hoped no one else would find out. But the next day he went out again to his people. This time he saw two Israelite men fighting. When he tried to break up the fight, one of the men asked if Moses was going to kill him like he had killed the Egyptian the day before!

Refer to the Lesson Flip Chart. Uh oh! No one was supposed to know about that! When the slave said this, Moses was afraid. Then when Pharaoh found out, he wanted to kill Moses. So Moses ran for his life and fled to the land of Midian.

In Midian, Moses met a man named Reuel, who invited him to stay with his family. He agreed to stay with them and work as a shepherd. He married one of Reuel's daughters, named Zipporah, and they had a son named Gershom.

God protected Moses when he was a baby and when he was grown up. Moses' life suddenly 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 God had a plan for Moses. We'll see in our next lesson just what that plan was.

Continue with the Lesson Review Game on page 23.



Pre-K Lesson

Review

We talked about how Joseph told his father, Jacob, and his family to move to Egypt. They lived there for many years, and Jacob gave each of his sons a blessing. Judah got a special blessing that included a promise that Jesus would be part of his family someday.

After Jacob died, many years went by, and Joseph and all his brothers grew old and died. But their children grew up and got married and had more children—and they had more children. After many years, there were thousands of people in the family, and they were called the Israelites.

The Israelites Multiply and Become Slaves

The Israelites lived happily in Egypt for many years until something changed their lives.

Exodus 1:8

- ? Let's find out what happened in the book of Exodus. Who has the Bible? Please bring it up. *Have the student bring up the Bible and open it to the sticky note. Read Exodus 1:8.*

- ? What happened in Egypt? *They got a new king.*

That's right. But this king didn't know about Joseph and how he had helped so many people. This pharaoh was evil and didn't like the Israelites, so today whenever you hear me say "pharaoh," you can say "boo!" and give him a thumbs down. But whenever I say "God," you can do a thumbs up and say "yay!"

Let's try it. Pharaoh (*pause for "boo" and thumbs down*) did not know God (*pause for "yay" and thumbs up*). He was afraid that the Israelites might take over his country. So he decided to do something really mean to them.

Show the Lesson Flip Chart. Pharaoh made all the Israelites into slaves! They had to work hard making bricks and building cities and working in the fields. The Egyptians treated them badly, and they couldn't escape!

► Continue the lesson, pausing for "boo" and thumbs down at the word "pharaoh" and "yay" and thumbs up at the word "God."

► As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

God Protects Moses

Pharaoh was afraid of the Israelites because there were so many of them, so he made a new law that said the baby boys must be thrown into the river. This was terrible! Babies thrown into the river would die!

But we're going to read how God protected a special baby boy. Now whenever you hear me say "baby," do the motion like you're cradling the baby in your arms. Let's try that. *Have students practice cradling motion with arms folded in front of them.*

During this time, an Israelite baby boy was born, but his mother would NOT let him be thrown into the river. At first, she hid him, but when she knew she couldn't hide him anymore, she came up with a plan.

► Continue the lesson, pausing for the cradling motion at the word "baby."

The mother laid her baby in a basket and put him in the water by the tall plants that grew at the edge of the river. Then she told her daughter to keep watch over the basket as it floated there.

- ? Refer to the Lesson Flip Chart. Soon Pharaoh's daughter, the princess of Egypt, came to the river with her maids. Can you guess what she found there? Allow guesses. *The basket floating in the water.*

Exodus 2:6

The princess found the basket! God's Word tells us what happened next.

Read Exodus 2:6.

- ? What did the baby do when she opened the basket? *He wept/cried.*

When the princess opened the basket, the baby started to cry, and she felt sorry for him.

- ? Who was keeping watch over the basket? *The baby's sister.*

Right. The baby's sister was watching. And she told Pharaoh's daughter that she could find someone to take care of the baby for her. The princess said "okay," so the girl ran to get her mother. God worked all this out perfectly! The baby's own mother got to take him home and care for him until he grew older!

Moses Becomes a Prince

- ? So, who is this baby we're talking about? Do you know his name?
Allow guesses.

Exodus 2:10

Listen to this verse so you can tell me his name. *Read Exodus 2:10.*

- ? What name did the princess give the baby? *Moses.*

Refer to the Lesson Flip Chart. Yes. She named him Moses and adopted him as her son, and he grew up as a prince in Egypt. As a prince, Moses would have had to learn a lot of things like math, writing, and music. And he would also have to know how to fight like a soldier and learn to ride a horse and use a sword and a bow and arrow.

- ? How many of you think that sounds like fun? *Show of hands.*

Living as a prince may sound fun, but Moses knew he was an Israelite, not an Egyptian. The Israelites were slaves, so they were forced to work for the Egyptians and do whatever they said.

► Reread the verses as necessary so the students can hear the answers straight from God's Word!

Moses Flees to Midian

Moses lived as a prince for 40 years, but one day he wanted to find out what was happening to the Israelites. When he went out, he saw an Egyptian beating an Israelite slave. Moses was very upset that his people were treated so badly.

Exodus 2:12

Listen to what he did. *Read Exodus 2:12.*

- ?** What did Moses do to the Egyptian man? *He killed him and hid him in the sand!*

Refer to the Lesson Flip Chart. Yes. But Pharaoh found out and wanted to kill Moses. So Moses ran for his life to the land of Midian.

In Midian, Moses met a man named Reuel who invited him to stay with his family. So Moses lived with them and worked as a shepherd. He married one of Reuel's daughters and started a family of his own.

God protected Moses when he was a baby and when he was grown up. Moses' life suddenly changed a lot. He went from being a prince in a palace to being a shepherd in the wilderness! But God had a plan for Moses. We'll see in our next lesson just what that plan was.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ?** Do you remember what happened in our last Justin & Jessie story? *Allow discussion.*

Justin's and Jessie's parents blessed each of them with a new Bible. The kids would be starting school soon, and their parents wanted them to read the Bible so they would always know what the truth is, no matter what they heard from others. The Bible is the only book that is God's true Word.

What do you think our story will be about today? Let's find out. *Read the story as you show the picture.*

- ?** Wow! That was an exciting story. How many of you have ever had something like that happen? *Show of hands.*

God protected Justin and his mom and Ellie. He made sure they had a place to stop the car and even worked out a ride for Justin to get to school on time. God is able to protect us and work things out for good.

Our lesson showed how God did that for baby Moses, too. It was a scary thing for Moses' mother to put her baby in the river, but God watched over him and led him to the place where the princess would find him. God promises to watch over his children. We can trust God when we're scared and call on him anytime.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It's time for the memory verse song. Teach the words then sing the song together once or twice.

Little Baby Moses

God protected Moses when his mother had to put him in the Nile River. It was very dangerous, but God took care of him. Today we're going to learn a new song about Moses. *Teach the words and sing the song a few times.*

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

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

Be sure to pray with your students before you dismiss them.

- 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.

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

Little Baby Moses

There was a little baby
from a Hebrew family.
His mother had to hide him
to save him from the king.

She wove a special basket
to keep the baby dry.
Then set him in the river
with his sister standing by.

His name was Moses.
He was drawn from the water.
Moses!
How did this come about?
Moses!
He was drawn from the water.
Moses!
Well, God had worked it out!

The daughter of the Pharaoh
Spied the floating basket.
How great was her excitement
when she saw the Hebrew in it.

The princess kept the baby
and raised him as her own.
This kid was adopted!
And here’s how he was known . . .

His name was Moses.
He was drawn from the water.
Moses!
How did this come about?
Moses!
He was drawn from the water.
Moses!
Well, God had worked it out!
(Repeat)



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 3:14, 4:1-9

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |

Gather the following for the Signs for Moses Skit:

- | | |
|---|--|
| <input type="checkbox"/> Print two copies of the Signs for Moses Skit, one for you and an assistant | <input type="checkbox"/> Rubber snake |
| <input type="checkbox"/> Robe for Moses | <input type="checkbox"/> Talcum powder |
| <input type="checkbox"/> Broom handle/walking stick | <input type="checkbox"/> One pitcher with water |
| | <input type="checkbox"/> One pitcher with red powdered drink mix in the bottom |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

☐ “Little Baby Moses”

☐ “Exodus 20:1–3”

☐ “God Calls You”

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

Optional Supplements

Hands-On Activities

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

- Burning Bush Craft

Students will complete a picture of the burning bush using tissue paper.

- Moses Beanbag Toss*

Students will toss a beanbag and tell about pictures from the lesson.

Notes

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

Upon hearing his calling, Moses had doubts, questions, and concerns, which God patiently addressed. Moses’ first response was, “Who am I that I should go to Pharaoh?” (Exodus 3:11). God promised to be with him. Then Moses asked what name for God he should give the Israelites. God answered, “I AM WHO I AM.” Moses’ next concern was how to respond if the Israelites wouldn’t believe God appeared to him and sent him. God then gave Moses three signs to demonstrate God’s power and authority for his calling. God changed Moses’ staff into a serpent, turned his hand leprous and then clean again, and told him how he would change water from the river into blood (Exodus 4:2–9). After these signs, Moses protested that he was a poor speaker and asked God to send someone else. God was angry with Moses, yet he promised to prepare Moses’ brother, Aaron, and to teach them both what to say (Exodus 4:10–17). Then Moses obeyed, asked his father-in-law for permission to leave, took up his wife and sons, and returned to Egypt. Aaron met him, and the brothers gathered the elders of Israel and presented God’s message of deliverance along with the miraculous signs. The elders believed and worshipped God when they heard that he cared about their affliction (Exodus 4:29–31).

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.

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of confession and tell God we're sorry for our sins.

I'll start. Dear God, I'm sorry for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? What word means God is all-powerful? *Omnipotent.*
- ? What does it mean that God is sovereign? *God is in control of everything.*
- ? What promise is told all through the Old Testament? *A Savior would come.*
- ? Who saves sinners from the punishment of sin? *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K–1st Lesson continues next. Go to page 36 for the Pre-K Lesson.



K–1st Lesson

Review

Refer to Lesson 51 Flip Chart. In our last lesson, we saw that Pharaoh was afraid of the Israelites, so he forced them to be his slaves. Then he ordered that all the baby boys be thrown into the Nile River.

- ? We learned how God protected baby Moses. When Moses' mother put him in a basket in the river, who did God lead the basket to? Who found the baby? *He led the basket to Pharaoh's daughter, the princess.*

That's right! The princess of Egypt found the basket and decided to adopt Moses. So he grew up as a prince in the palace.

When Moses was 40 years old, he killed an Egyptian who was beating an Israelite slave. When Pharaoh found out, Moses had to run away. God protected Moses this time, too, and led him to a kind family where he met and married a woman named Zipporah.

We're going to start off today with a quick game. Everyone stand up. We're going to play this really fast. I'll tell you to do something, and you have to obey and do it. Ready? *Give the students several commands, such as pat your head, rub your tummy, hop on one foot, turn around, etc. Do the motions with the students.*

- ? Good job obeying. Those were pretty easy things to do, weren't they? But what if I told you to do something that was really hard, and you didn't think you could do it? Like if I said, "Touch the ceiling." Could you do it? *Allow discussion.*

You would need help, wouldn't you? You could do it if an adult lifted you up or if you had a ladder. Today we're going to talk about something very difficult that God told Moses to do. Moses knew he couldn't do it on his own. God would have to help him. Let's find out if Moses obeyed.

God Calls Moses

Remember, Moses was taking care of his father-in-law's flock of sheep, leading them out in the desert. One day as he looked around, he spotted something amazing! He saw a bush burning with fire—only it wasn't burning up!

- ? What usually happens when wood is on fire? *Allow answers.*

It turns black and ends up in a pile of ashes, right? Well, that was not happening to this bush. So Moses decided he was going to investigate this strange bush.

- ? Who do you think was making the bush do this? *God.*

Show the Lesson Flip Chart. When God saw that Moses came closer to see the bush, he spoke to Moses, calling his name, "Moses, Moses!" Moses heard God and said, "Here I am."

Then God told him to remove his sandals because the ground was holy since God was there. Back in Moses' time, taking off your shoes was a sign of respect. So Moses took off his sandals.

God explained to Moses why he came to talk to him. God had heard the cry of the Israelites in Egypt. He knew they were being treated harshly as slaves. And now it was time to set them free. So God was going to send Moses to tell Pharaoh, the king, to let the Israelites go.

- ? How many of you think this would be an easy job to do? *Show of hands.*

- ? How many of you think Pharaoh would just say, "Sure, I'll let all my slaves go"? *Show of hands.*

Moses knew Pharaoh wouldn't just let the Israelites go. This was going to be a scary job. Moses would have to stand up to Pharaoh.

Moses wasn't too sure about this plan. He didn't feel like he was the right man for the job. He was afraid, and he told God about his worries. First, Moses knew he would have to prove to the Israelites that it was really God who sent him. So he asked what he should say when the Israelites wanted to know God's name.

Exodus 3:14

- ? What is God's name? Let's read God's answer in Exodus 3:14. Who has the Bible? Please bring it up. *Make this a special time as the student brings the Bible and opens it to where the sticky note is. Read Exodus 3:14.*

- ? Did you hear it? What name did God tell him to use? *I AM WHO I AM.*

God told Moses to say that God's name is I AM WHO I AM. That seems like an interesting name, doesn't it? But this name means that God is who he is, and he never changes. It means God is eternal; nothing was here before God, yet he has always been here. This can be hard for us to understand, but God said it in his Word, so we know it's true!

► Reread the verses as necessary so the students can hear the answers straight from God's Word!

Moses Objects to the Call

Even after God told Moses his name, Moses was still worried that the Israelites wouldn't believe that God had really appeared to him.

Exodus 4:1–9

Follow the Signs for Moses Skit, which covers Exodus 4:1–9, then continue the lesson below.

► Have the Signs for Moses Skit printed for you and an assistant and props ready.

- ? *Refer to the Flip Chart. 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 his staff.*

That sign should get the Israelites' attention! The snake sure scared Moses!

- ? *What was the second sign God gave to Moses? His hand became covered with leprosy and then was healed.*

No one knew how to cure leprosy or what caused it. But God made leprosy appear on Moses' hand and then healed it!

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

Moses should have had lots of courage now; he could do signs from the all-powerful God. But, Moses still had another problem—he didn't think he was a very good speaker. God assured Moses that he would be with him and help him know what to say.

But Moses was still scared. He said, "Oh, my Lord, please send someone else." Do you think that's what God wanted to hear? Moses wanted God to send someone else. He didn't want to do this job.

- ? *Was Moses trusting God and being obedient? No!*

Uh oh! Now God was angry with Moses. He wasn't obeying very fast, was he? But God was patient, too. He told Moses he would send Aaron, Moses' brother, to help him do the talking. God also said he would give them the right words to say and teach them what to do. Moses didn't have to do this big job on his own—God would help him.

Moses Obeys the Call

- ? *So, raise your hand if you think Moses obeyed. Show of hands.*

- ? *How many of you think Moses still did not obey? Show of hands.*

At first Moses let his fears get in the way of being obedient, but he finally obeyed God. He packed up his wife and two sons and started back to Egypt. Then just as God promised, Aaron came to meet Moses on the way, and they went to the Israelite leaders to show them the signs from God and tell them that God promised to rescue them from slavery. The

Israelites believed and worshipped God. They were glad to hear that God cared about them and would soon rescue them.

In the next lesson, we'll find out what Pharaoh does when Moses tells him that God wants the Israelites to leave Egypt.

Continue with the Lesson Review Game on page 38.



Pre-K Lesson

Review

Refer to Lesson 51 Flip Chart. In our last lesson, we saw that Pharaoh was afraid of the Israelites, so he forced them to be his slaves. Then he ordered that all the baby boys be thrown into the Nile River.

- ? But God protected baby Moses. When Moses' mother put him in a basket in the river, who did God lead the basket to? Who found the baby? *He led the basket to Pharaoh's daughter, the princess.*

That's right! The princess of Egypt found Moses and adopted him. He grew up as a prince in the palace.

When Moses was 40 years old, he killed an Egyptian who was beating an Israelite slave. Pharaoh found out, and Moses had to run away. But God protected Moses again and led him to a kind family.

We're going to start off with a quick game. Everyone stand up. We're going to play this really fast. I'll tell you to do something, and you have to obey and do it. Ready? *Give the students several commands, such as pat your head, rub your tummy, hop on one foot, turn around, etc. Do the motions with the students.*

- ? Good job obeying. Those were pretty easy things to do, weren't they? But what if I told you to do something that was really hard, and you didn't think you could do it? Like if I said, "Touch the ceiling." Could you do it? *Allow discussion.*

You would need help, wouldn't you? You could do it if an adult lifted you up or if you had a ladder. Today we're going to talk about something very difficult that God told Moses to do. Moses knew he couldn't do it on his own. God would have to help him. Let's find out if Moses obeyed.

God Calls Moses

Remember, Moses was leading sheep and goats out in the desert. One day as he looked around, he spotted something amazing! He saw a bush burning with fire—only it wasn't burning up!

- ? What usually happens when wood is on fire? *Allow answers.*

It turns black and ends up in a pile of ashes, right? Well, that was not happening to this bush. So Moses decided he was going to go see this strange bush.

- ? Who do you think was making the bush do this? *God.*

Show the Lesson Flip Chart. That's right! As Moses came closer to see the bush, God spoke to him, "Moses, Moses!" Moses heard God and said, "Here I am."

Then God told him to take off his sandals. Back in Moses' time, taking off your shoes was a sign of respect.

God explained to Moses why he came to talk to him. God had heard the cry of the Israelites in Egypt. He knew they were being treated harshly as slaves. So God was going to send Moses to tell Pharaoh, the king, to set the Israelites free.

- ? How many of you think this would be an easy job to do? *Show of hands.*
- ? How many of you think Pharaoh would just say, "Sure, I'll let all my slaves go"? *Show of hands.*

Moses knew Pharaoh wouldn't just let the Israelites go. This was going to be a scary job. Moses would have to stand up to Pharaoh.

Moses Objects to the Call

But Moses didn't feel like he was the right man for the job. He was afraid, and he told God about his worries. Moses thought that the Israelites wouldn't believe that God had really appeared to him and wouldn't listen to him.

- ? Let's see what God gave Moses so the people would believe him. Who has the Bible? Please bring it up. *Make this a special time as the student brings the Bible and opens it to where the sticky note is.*

Exodus 4:1–9

Follow the Signs for Moses Skit, which covers Exodus 4:1–9, then continue the lesson below.

- ? *Refer to the Flip Chart.* Okay! Let's see how well you were paying attention. What was the first sign God gave Moses to show the Israelites? What happened to Moses' staff? *It became a serpent (snake) and then turned back into a his staff.*
- ? What was the second sign God gave to Moses? What happened to his hand? *It was covered with leprosy and then was healed.*
- ? And what was the third sign? What happened to the water? *It became blood when it was poured onto the land.*

► Have the Signs for Moses Skit printed for you and an assistant and props ready.

Moses should have had lots of courage now; he could do signs from the all-powerful God. But, Moses still had another problem—he didn't think he was a very good speaker. God promised Moses that he would be with him and help him know what to say.

- ? But Moses was still scared. He said, “Oh, my Lord, please send someone else.” Do you think that’s what God wanted to hear? *No!*

Uh oh! Now God was angry with Moses. He wasn't obeying very fast, was he? But God was patient, too. He told Moses he would send Aaron, Moses' brother, to help him do the talking. Moses didn't have to do this big job on his own—God would help him.

Moses Obeyes the Call

- ? So, who thinks Moses obeyed? Raise your hand. *Show of hands.*
- ? How many of you think Moses still did not obey? *Show of hands.*

At first Moses let his fear get in the way of obeying, but he finally obeyed God. Aaron came to meet Moses, and they went to the Israelite leaders to show them the signs from God and tell them that God promised to rescue them from slavery. The Israelites believed and worshipped God. They were glad to hear that God cared about them and would soon rescue them.

In the next lesson, we'll find out what Pharaoh does when Moses tells him that God wants the Israelites to leave Egypt.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

God protected Justin when the tire popped on the way to school. God even worked out a ride for Justin to get to school on time. We saw how God is able to protect us and work things out for good.

Let's read our story for today. *Read the story as you show the picture.*

- ? Justin and Jessie's class put on a special program for their parents. What were some of the funny things that went wrong? *The map fell on Jessie's head when she poked it, the students held the letter w upside down in the word "welcome," Alex made the hands on the clock go backward.*

- ❓ What helped Justin do his part? *Knowing that God was with him.*

Justin knew that God was with him and would help him. Justin was able to tell everyone what they were learning about God. Once he started speaking, he felt better and got more confident, too. Just like Justin and Moses, we must remember that God is with us to help us do things we might be scared to do on our own.

Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”

Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It’s time for the memory verse song. Review the words and then sing the song together once or twice.

Little Baby Moses

Let’s sing that song about how God protected Moses when his mother had to put him in the Nile River. Review the words and sing the song once or twice.

God Calls You

God had a job for Moses to do. But Moses didn’t really want to obey. When God calls you to do something, it’s important to obey him. Let’s sing a song about that. Teach the words and sing the song a few times.

Sing other class favorites or songs from the Additional Songs list as time allows.

Group Prayer

Be sure to pray with your students before you dismiss them.

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

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

Song Sheet

Exodus 20:1–3

Exodus 20:1–3
And God spoke all these words,
saying,

“I am the LORD your God,
who brought you out, brought
you out
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods
before me.”

“You shall have no other gods
before me.”

“I am the LORD your God,
who brought you out, brought
you out
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods
before me.”

“You shall have no other gods
before me.”

“I am the LORD your God.”

“I am the LORD your God.”

Little Baby Moses

There was a little baby
from a Hebrew family.
His mother had to hide him
to save him from the king.

She wove a special basket
to keep the baby dry.
Then set him in the river
with his sister standing by.

His name was Moses.

He was drawn from the water.
Moses!

How did this come about?
Moses!

He was drawn from the water.
Moses!

Well, God had worked it out!

The daughter of the Pharaoh
Spied the floating basket.
How great was her excitement
when she saw the Hebrew in it.

The princess kept the baby
and raised him as her own.
This kid was adopted!
And here’s how he was
known . . .

His name was Moses.

He was drawn from the water.
Moses!

How did this come about?
Moses!

He was drawn from the water.
Moses!

Well, God had worked it out!

(Repeat)

God Calls You

God calls you to obey.
God calls you to obey.
So I’ll say, “Okay, okay!”
I’ll obey today!

God wants you to trust him.
God wants you to trust him.
So I’ll trust. I must, I must!
Trust you, Lord, today!

(Repeat)

Even when you don’t really
want to,
Even when it’s hard to obey,
I’ll still say, “Okay, okay!”
I’ll obey today!

Even when you don’t
understand it,
Even when you don’t see a way,
I’ll still trust. I must, I must!
Trust you, Lord, today!

Trust you, Lord, today!
Trust you, Lord, today!



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. With each plague, God showed his omnipotence.

Key Passages

Exodus 7:10–12, 7:20, 8:3–4, 8:16

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Fly swatter |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Flashlight |
| <input type="checkbox"/> Stuffed animal for prayer time | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> "God Calls You" | <input type="checkbox"/> "Exodus 20:1-3" |
| <input type="checkbox"/> "God Is Omnipotent" | |

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



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 other false gods. Give my students soft hearts to listen to you and obey you.

Optional Supplements

Hands-On Activities

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

- Guess the Plague Game*

You will give clues to the students to see if they can guess each plague in this charade-style game.

- God's Power Matching Game*

Students will flip cards over to match pictures from the lesson.

Notes

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.

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of thanksgiving and tell God thank you for something.

I'll start. Dear God, thank you so much for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K–1st Lesson continues next. Go to page 50 for the Pre-K Lesson.



K–1st Lesson

Review

Refer to the Exodus to Malachi Timeline. We've learned how God protected Moses when he was a baby and then when he was grown up and had to run away from Egypt. Moses lived in Midian for 40 years until God called to him from a burning bush.

Refer to the Lesson 52 Flip Chart. God knew the Israelites were being treated badly as slaves, and it was time for Moses to lead them out of Egypt to the land God had promised to them. Moses was worried that he wasn't the right man for the job. So God gave him some signs to show the Israelites.

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

Now Moses and his brother, Aaron, have to go before Pharaoh, the king of Egypt, and give him God's message to let his people go. Will Pharaoh listen and obey? Let's find out!

God's Power Over Satan's Power

First, Moses and Aaron went to Pharaoh and told him God's command to let the Israelites go. Pharaoh got angry! But God had a plan to show his great power to Pharaoh and all the Egyptians. They would see that he is the one true God who is greater than any of the false gods they worshipped. God would show them that only he is omnipotent.

- ?** What does omnipotent mean? *God is all-powerful.*

That's right. God is all-powerful. He is the Creator of all things and can do whatever he wants.

Exodus 7:10–12

? Let's look at the first sign of God's power. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. I'm going to read Exodus 7:10–12. Read the verses.*

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

? What happened when Aaron threw down his staff? God changed it into something. *Exodus 7:10. It turned into a serpent.*

Yes! It became a big snake, or serpent.

? But what happened when Pharaoh's magicians threw down their staffs? *Their staffs also turned into serpents.*

The magicians' staffs turned into snakes, too! It might have been some kind of magic trick, or the magicians could have been using Satan's power to do it.

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

? So who is more powerful, God or Satan? *God.*

When Pharaoh saw this, his heart grew hard and stubborn. He didn't believe God was omnipotent. He would not obey and let the Israelites go.

But this was just the beginning. God was going to send ten terrible plagues to punish him and the Egyptians for how they had treated the Israelites so harshly as slaves and wouldn't set them free.

The First Nine Plagues

What were these plagues like? Let's find out!

Exodus 7:20

For the first plague, God told Moses and Aaron to go to the Nile River, which was a big, important river in Egypt. Listen to what happened. *Read Exodus 7:20.*

? What happened to the water when Aaron hit it with his staff? *It turned to blood.*

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

Yes! All the fish died, and the river stank. Eww!

Show the Lesson Flip Chart. This first plague showed the Egyptians that God had power over the water in Egypt. Seven days later, Moses told Pharaoh to let the Israelites go, or God would send another plague.

? Do you think Pharaoh obeyed? *No.*

► As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Exodus 8:3–4

No, Pharaoh did not obey. So God sent the second plague. *Read Exodus 8:3–4.*

- ? *Refer to the Flip Chart. What was the second plague? Frogs everywhere.*

Frogs came up out of the river! They hopped everywhere—in the people’s houses, on their beds, in their kitchens, in the ovens, and in their mixing bowls. Yuck! Pharaoh had to ask Moses to ask God to take the frogs away.

So the next day, God caused the frogs to stop coming out of the river, and they all died. Can you imagine how bad all those dead frogs smelled?

The people probably had to plug their noses. *Have students pinch their noses.* There were so many dead frogs that the people gathered them in piles, and the land stank! Ick!

- ? Do you think Pharaoh let the Israelites go yet? *No!*

Exodus 8:16

God knew Pharaoh’s heart was hard and stubborn, so he sent another plague. *Read Exodus 8:16.*

- ? What was the third plague that God sent? *Gnats.*

Gnats are small flies that usually fly all together in a bunch called a swarm. God turned the dust of the ground into gnats, and there were gnats all over everyone—even on the animals. Can you imagine how itchy that would be to have tiny gnats crawling all over you, getting in your hair, and flying around your face? *Have students scratch imaginary itches.*

- ? But did Pharaoh obey God after the gnats came? *No.*

Even after these plagues, Pharaoh didn’t change his mind, so God continued to send more plagues.

- ? *Show fly swatter and pretend to swat at flies. Here’s a clue for the next plague. What do you think it was? Allow guesses.*

The next plague was flies—millions of them all over the place. They’re hard to swat and very pesky. Imagine a SWARM of flies in your house—a whole bunch! That would be awful. They’d fly around your face and buzz in your ears. It would even be hard to eat because the flies would land in your food. Yuck! *Have students swat imaginary flies.*

But there was something different this time. God sent swarms of flies on Egypt, but he did not send ANY flies where the Israelites lived. From now on God only sent plagues on the Egyptians, not on his people, the Israelites.

After the flies came, Pharaoh still would not let the Israelites go, so God sent more plagues.

Refer to the Flip Chart. God made the Egyptians’ animals get sick and die. Then he caused painful sores called boils to break out on the Egyptians and their animals. Ouch!

Pharaoh still would not obey. So God sent the seventh plague, a terrible storm with thunder, fire, and balls of ice called hail.

Pharaoh still would not obey the Lord, even after Moses and Aaron warned him about the next plague! The next morning, God sent locusts. Locusts are like grasshoppers. The Bible says there were so many locusts that they covered the ground and flew into the houses. They chomped up every bit of fruit and every green leaf left after the hailstorm.

But, believe it or not, Pharaoh still would not let the Israelites go. So God sent another plague.

- ? *Turn out the lights and turn on the flashlight. Here's a clue. Who thinks they know what the ninth plague was? When do we need to use flashlights? Allow guesses.*

The ninth plague was darkness—even during the day! Can you imagine being in complete darkness for three whole days? The Bible says it was so dark they couldn't even see each other. They didn't have flashlights or electric lights like we do now. During those three days of darkness, the Egyptians couldn't do any work outside. They had to stay in their houses!

- ? *But, can you guess who DID have light? Allow guesses.*

The Bible says the Israelites had light!

In each of these plagues, God showed that only he is omnipotent. But even after the darkness, Pharaoh still would not believe and obey God's command to let the Israelites go free. Pharaoh got angry and told Moses to go away.

But this wasn't over yet. God was going to send one last plague on Pharaoh and Egypt. This plague would be so terrible that Pharaoh would tell the Israelites to get out of Egypt. And we'll find out all about it in our next lesson.

Continue with the Lesson Review Game on page 53.



Pre-K Lesson

Review

Refer to the Exodus to Malachi Timeline. We've learned how God protected Moses when he was a baby and then when he was grown up and had to run away from Egypt. Moses lived in Midian for 40 years until God called to him from a burning bush.

Refer to Lesson 52 Flip Chart. Moses lived in Midian for 40 years until God called to him from a burning bush. God knew the Israelites were being treated badly as slaves, and it was time for Moses to lead them out of Egypt to the land God had promised to them. Moses was worried that

he wasn't the right man for the job. So God gave him some signs to show the Israelites.

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

Now Moses and his brother, Aaron, have to go before Pharaoh, the king of Egypt, and give him God's message to let his people go. Will Pharaoh listen and obey? Let's find out!

God's Power Over Satan's Power

When Moses and Aaron told Pharaoh God's command to let the Israelites go free, Pharaoh got angry and wouldn't listen! But God had a plan to show his great power to Pharaoh and all the Egyptians. They would see that he is the one true God who is greater than any of the false gods they worshipped. They would see that God is omnipotent.

- ? What does omnipotent mean? *God is all-powerful.*

That's right. God is all-powerful. He is the Creator of all things and can do whatever he wants.

Exodus 7:10

- ? Let's look at the first sign of God's power. Who has the Bible? Please bring it up. *Have the student bring up the Bible and open it to the sticky note. I'm going to read from the book of Exodus. Read Exodus 7:10.*
- ? What happened when Aaron threw down his staff in front of Pharaoh? God changed it into something. *It turned into a serpent.*

Yes! It became a big snake, or serpent. But when Pharaoh's magicians threw down their staffs, they also turned into snakes. This might have been some kind of magic trick, or the magicians could have been using Satan's power to do it.

- ? Who is more powerful, God or Satan? *God.*

Exodus 7:12

That's right. Listen to what Aaron's snake did to the others. *Read Exodus 7:12.*

- ? What did Aaron's snake do? *Swallowed up the others!*

When Pharaoh saw this, his heart grew hard and stubborn. He didn't believe God was omnipotent. He would not obey and let the Israelites go. So God was going to send ten terrible plagues to show his power and punish Pharaoh and the Egyptians for treating the Israelites so badly as slaves and for not setting them free.

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

The First Nine Plagues

- As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Show the Lesson Flip Chart. What were these plagues like? They were terrible punishments from God. For the first plague, God told Aaron to go to the river and hit the water with his staff, and all the water turned into blood!

- ? What do you think happened to the fish that were in the river? *They died.*

Yes! All the fish died, and the river stank. Eww!

- ? Do you think Pharaoh obeyed God? *No.*

No, Pharaoh did not obey. So God sent the second plague.

- ? *Refer to the Flip Chart.* Look at this picture. What was the second plague? *Frogs.*

Frogs came up out of the river! They jumped around everywhere—in the people's bedrooms, on their beds, in their kitchens, in the ovens, and in their mixing bowls. Yuck!

The next day, all the frogs died. Can you imagine how bad all those dead frogs smelled? The people probably had to plug their noses. *Have students pinch their noses.* There were so many dead frogs that the people gathered them in piles, and the land stank! Ick!

- ? Do you think Pharaoh let the Israelites go yet? *No!*

God knew Pharaoh's heart was hard and stubborn, so he sent another plague. God told Aaron to hit the ground with his staff, and God turned the dust on the ground into gnats! Gnats are small bugs that usually fly together in a bunch called a swarm.

There were gnats all over everyone—even on the animals. Think how itchy that would be to have tiny gnats crawling all over you, getting in your hair, and flying around your face. *Have students scratch imaginary itches.*

- ? But did Pharaoh obey God? *No.*

- ? *Show fly swatter.* Here's a clue for the next plague. What do you think it was? *Allow guesses.*

The next plague was flies—millions of them all over the place. They're hard to swat and very pesky. Imagine a SWARM of flies in your house—a whole bunch! They'd fly around your face and buzz in your ears. It would even be hard to eat because the flies would land in your food. Ick! *Have students swat imaginary flies.*

After the flies came, Pharaoh still would not let the Israelites go, so God sent more plagues.

Refer to the Lesson Flip Chart. God made some of the Egyptians' animals get sick and die. Then he caused painful sores, called boils, to break out on the Egyptians and their animals. Ouch!

Pharaoh still would not obey, so God sent the seventh plague on Egypt. It was a terrible storm with thunder, fire, and balls of ice called hail.

The next plague was locusts, which are like grasshoppers. God sent millions of these bugs! They chomped up every bit of fruit and every green leaf that was left after the hailstorm.

But Pharaoh still would not let the Israelites go. So God sent another plague.

- ? *Turn out the lights and turn on the flashlight. Here's a clue. Who thinks they know what the ninth plague was? Allow guesses.*

The ninth plague was darkness—even during the day! Can you imagine being in complete darkness for three whole days? They didn't have flashlights or electric lights like we do now. The Egyptians couldn't do any work outside. They had to stay in their houses!

Remember that in each of these plagues, God was showing his great power. But Pharaoh still would not obey God's command to let the Israelites go. God was going to send one last plague that would be so terrible Pharaoh would tell the Israelites to get out of Egypt. We'll find out all about it in our next lesson.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

In the last story, God helped Justin when he was given the job of speaking in front of everyone at parents' night. He was afraid and very nervous. But once he started talking, he did fine.

What do you think our story will be about today? Let's find out. *Read the story as you show the picture.*

- ? Jessie and Emily were on a camping trip. How many of you have ever been camping or slept in a tent? *Show of hands.*
- ? Were the things that happened to Jessie and Emily really plagues? *No!*

No. They knew that the plagues God sent to punish Pharaoh and the Egyptians were much worse than anything they could imagine. The dead fish, flies, hail, and frog at their campsite weren't like the terrible plagues that God sent to punish the Egyptians, so the girls were still able to have fun and enjoy their time at the lake.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Now let’s sing the memory verse song! Review the words and then sing the song together once or twice.

God Calls You

God called Moses to do an important job. Even though it was scary to go to Pharaoh, Moses still obeyed. Let’s sing the song about obedience. *Review the words and sing the song once or twice.*

God Is Omnipotent

As God sent all the plagues on Egypt, he showed the Egyptians that he is more powerful than any of their false gods. God is all-powerful. Let’s sing “God Is Omnipotent.” *Teach the words and sing the song a few times.*

Sing other class favorites or songs from the Additional Songs list as time allows.

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



Group Prayer

Be sure to pray with your students before you dismiss them.

- Thank God for showing how he cares for his people.
- Praise God for his omnipotence.

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Calls You

God calls you to obey.

God calls you to obey.

So I'll say, “Okay, okay!”

I'll obey today!

God wants you to trust Him.

God wants you to trust Him.

So I'll trust. I must, I must!

Trust You, Lord, today!

(Repeat)

Even when you don't really want to,

Even when it's hard to obey,

I'll still say, “Okay, okay!”

I'll obey today!

Even when you don't understand it,

Even when you don't see a way,

I'll still trust. I must, I must!

Trust You, Lord, today!

Trust You, Lord, today!

Trust You, Lord, today!

God Is Omnipotent

God is om-ni-po-tent.

God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

That's a really big word! Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Greater than great! Om-ni-po-tent.

Is that what you're saying? Is that what you
meant?

Stronger than strong! Om-ni-po-tent.

Is that what you're saying? Is that what you
meant?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

One more thing . . . om-ni-po-tent.

Could that be me? Or a queen or a president?

Who is like that? Give me a hint!

Only our God is om-ni-po-tent!

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Only our God is om-ni-po-tent!

Only our God is om-ni-po-tent!



God Sends the Final Plague

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

Lesson Focus

God instituted the Passover to protect the Israelites from the final plague and to remind them of his power. The Passover foreshadowed Jesus as the spotless Lamb whose blood saves us from our sins.

Key Passages

Exodus 12:7–8, 12:13, 12:29–30; John 1:29

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |

Bring the following to be used in the lesson:

- | | |
|---|---|
| <input type="checkbox"/> Yeast roll or bread | <input type="checkbox"/> Bitter chocolate for students to taste |
| <input type="checkbox"/> Matzah crackers | |
| <input type="checkbox"/> Dried or fresh herbs | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> "God Calls You" | <input type="checkbox"/> "Exodus 20:1-3" |
| <input type="checkbox"/> "God Is Omnipotent" | |

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Optional Supplements

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

- Students will place markers on the pictures to complete a row and get a “bingo.”

- Students will race to “paint” the doorposts and lintel of their team’s door.

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 their first-

born 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).

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

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.



Come On In

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

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of supplication and ask God for help with something.

I'll start. Dear God, thank you for all you do. Would you please . . . *(insert personal prayer here)*.

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K-1st Lesson continues next. Go to page 66 for the Pre-K Lesson.



K-1st Lesson

Review

In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They told him that God wanted him to let the Israelites go. But Pharaoh's heart was hard. He stubbornly refused to obey the Lord. Pharaoh had been mistreating the Israelites as slaves for years, so God sent plagues as punishment on Pharaoh and the Egyptian people.

Refer to Lesson 53 Flip Chart. Let's see how many of the plagues you remember. *Call on different students to name the plagues.*

- ?** What did Pharaoh say after each plague? Would he let the Israelites go? *No!* Right! After the ninth plague of darkness, Pharaoh got angry and said he would kill Moses if he saw his face again! But God had one more plague he would send before Pharaoh would finally listen.

A Special Meal

Remember that God protected the Israelites from many of the plagues so far. The tenth plague would be worse than any of the other plagues. But God would protect his people from this plague, too, if they obeyed his instructions.

First, God told each family to choose a lamb. But it couldn't be just any lamb; it had to be a perfect, spotless lamb. There couldn't be anything wrong with it. Then the Israelites were told that they should kill their lambs at twilight—just as the sun set.

Exodus 12:7–8

? Let's read what God told them to do next. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 12:7. Read the verse.*

► As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

? What were the people supposed to do with the blood of the lamb? **Where would they put it?** *They put it on the two doorposts and on the lintel of their houses.*

? Show the Lesson Flip Chart. **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.)*

? Now listen to the next verse and tell me how they were supposed to cook the lamb. *Read Exodus 12:8. Roasted on the fire.*

Yes. They were going to have a very special meal of roasted lamb and other foods that would remind them of this night when God rescued them from Egypt.

? What else would they eat with the lamb? *Reread verse 8. Unleavened bread and bitter herbs.*

? What is unleavened bread? *Allow answers.*

► Have examples of bread/roll, matzah, herbs, and bitter chocolate ready.

Show example of yeast roll or bread. Look at this roll/bread. It's puffy, isn't it? That's because it has yeast in it. Yeast is a leaven—it makes dough rise and puff up so the rolls or bread come out nice and soft.

One important thing about making bread with leaven is that it can take a long time for it to make the dough rise.

? Show example of matzah. This bread is called matzah. Do you think it has yeast like the roll/bread? *No.*

We call this *unleavened* bread. It doesn't have yeast in it, so it comes out flat.

God wanted the Israelites to be ready to go in a hurry right after the tenth plague. They wouldn't have time for their dough to rise. So God told them to eat unleavened bread at this meal as a reminder of how quickly they would be leaving Egypt.

Show examples of herbs. Allow students to smell them. The other food they were instructed to eat with the bread and lamb was bitter herbs. Herbs are plants that we use to add flavor to food, such as parsley, basil, dill, and lots of others. These all make foods taste good.

? But the Bible says they ate bitter herbs. What does bitter mean? *Allow discussion.*

Allow students to taste the bitter chocolate. Maybe you've tasted something bitter like bitter chocolate, which is very dark chocolate that doesn't have much sugar. Bitter foods by themselves don't taste very good. God

wanted the Israelites to eat bitter herbs to remind them of their bitter, hard lives as slaves in Egypt.

They were also told to eat quickly and be ready to go with their belts fastened, shoes on, and staff in hand. They would be leaving Egypt very soon.

The Tenth Plague

God called this special meal the Passover meal. Let's find out why.

The last plague was about to come. God explained that he would strike down the firstborn son in every family in Egypt to punish them and to show them that he was the one true God who was more powerful than any of the false gods they worshipped.

Exodus 12:13

Now remember, we want to figure out why God called this special meal the Passover. Listen carefully for clue words as I read Exodus 12:13.

Read the verse.

- ? *Refer to the Flip Chart.* Tell me again what the Israelites were supposed to do with the lamb's blood before they roasted the lamb? *Put it on the lintel and doorposts of their homes.*
- ? How would the blood from the lambs protect the Israelites? Did you hear the clue words? What would God do when he saw the blood on the doorposts? *Reread verse 13. He would pass over that house and no plague would come on that family; he would not kill the firstborn there.*

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

This is where the name Passover comes from because God "passed over" the houses protected by the blood of a lamb.

- ? In Egypt, the people worshipped Pharaoh as a god. Is that true? Was Pharaoh a god? *No!*

This last plague would prove that Pharaoh had no power against the one true God. Let's read what happened when God sent the tenth plague.

Exodus 12:29–30

Listen to this. *Read Exodus 12:29–30.*

- ? What time did this plague happen? *Midnight.*
- ? Who died in this plague? *All the firstborn sons and firstborn livestock of Egypt.*

Firstborn means the oldest child in a family—the one who was born first.

When God sent the last plague, it didn't matter if you were a prince or a prisoner—all the firstborn sons died, including Pharaoh's son. The Egyptians woke up and cried over their dead. This plague was horrible!

- ? What do you think Pharaoh did this time? Raise your hand if you think he let the Israelites go. *Show of hands.*
- ? Now raise your hand if you think his heart got hard and stubborn again and he said no. *Show of hands.*

If you said he let the Israelites go, you were right! Pharaoh finally obeyed God and let the people go. He called Moses to him and said, “Get out of here! Take all your people and flocks, and go now!”

At last, the Israelites were free to leave Egypt. They were no longer slaves!

The Lamb of God

God told the Israelites to eat the Passover meal every year to remind them of how God miraculously saved his people and brought them out of slavery in Egypt. But the Passover was also a picture of another perfect Lamb.

John 1:29

Refer to the Books of the Bible Poster. I’m going to turn to the book of John in the New Testament. This verse is about a man who knew Jesus. His name was John the Baptist. Listen to what he said about Jesus. *Read John 1:29.*

- ? What did John say when he saw Jesus coming? *Behold, the Lamb of God.*

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. The Passover lambs the Israelites chose had to be perfect, too, didn’t they? In the Old Testament, God made a way to save the Israelites by putting the blood of the perfect lambs on the doorposts. Then in the New Testament, God sent Jesus, the Lamb of God, to take away sin.

Refer to the Flip Chart. Just as lambs’ blood was spread on the doorposts to save the Israelites, Jesus’ blood was shed on the cross to save us from the punishment for our sins.

The Passover we studied today really happened. It was also a picture of what God was planning to do to save his children many years later and give them eternal life through Jesus Christ.

Continue with the Lesson Review Game on page 69.



Pre-K Lesson

Review

- ? In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They told him that God wanted him to let the Israelites go. Did Pharaoh listen and let the people go? *No.*

Pharaoh's heart was hard, and he would not obey the Lord. He had been mistreating the Israelites as slaves for years, so God sent plagues as punishment on Pharaoh and his people, the Egyptians.

Refer to Lesson 53 Flip Chart. Let's see how many of the plagues you remember. Call on different students to name the plagues.

- ? What did Pharaoh say after each plague? Would he let the Israelites go? *No!*

After God sent nine plagues, Pharaoh got angry and said he would kill Moses if he saw him again! But God had one more plague he would send before Pharaoh would finally listen.

A Special Meal

The last plague would be worse than any of the others. But God would protect his people from this plague, too, if they obeyed his instructions.

Exodus 12:7

First, God told each family to choose a lamb. It had to be a perfect, spotless lamb—there couldn't be anything wrong with it. Then they would kill the lamb and cook it for a special meal on this important night.

- ? Let's read what else God told them to do. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 12:7. Read the verse.*
- ? What were the people told to do with the blood of the lamb? What were they supposed to put it on? *They put it on the two doorposts and on the lintel of their houses.*

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

Show the Lesson Flip Chart. Right. Each family spread the blood around the door of their house.

Exodus 12:8

Now listen to the next verse and tell me how they were supposed to cook the lamb. *Read Exodus 12:8.*

- ? Did they bake it, fry it, or roast it? *Roasted it on the fire.*

Yes. They were going to have a very special meal of roasted lamb and other foods that would remind them of this night when God would rescue them from Egypt.

- ? What else would they eat with the lamb? Listen again. *Reread verse 8. Unleavened bread and bitter herbs.*

Show example of yeast roll or bread. What is unleavened bread? Look at this roll/bread. It's puffy isn't? That's because it has leaven in it. Leaven makes dough rise and puff up so the rolls or bread come out nice and soft.

► Have examples of bread/roll, matzah, herbs, and bitter chocolate ready.

Show example of matzah. Now look at this bread. It's called matzah. We call this unleavened bread. It doesn't have any leaven, so it comes out flat.

Making bread with leaven can take a long time. But God wanted the Israelites to be ready to go in a hurry right after the tenth plague happened. They wouldn't have time for the leaven to make their dough rise and puff up. So God told them to eat unleavened bread at this meal to remind them that they would be leaving Egypt very quickly.

Show examples of herbs. Allow students to smell them. The other food they were told to eat with the bread and lamb was bitter herbs. Herbs are plants that we add to foods to make them taste good.

- ? But the Bible says the Israelites ate bitter herbs. What does bitter mean?
Allow discussion.

Allow students to taste the bitter chocolate. Maybe you've tasted something bitter like this bitter chocolate, which is very dark chocolate that doesn't have much sugar. Bitter things by themselves don't usually taste too good. God wanted the Israelites to eat bitter herbs with their meal to remind them of their bitter, hard lives as slaves in Egypt.

The Tenth Plague

Refer to the Flip Chart. When the last plague came that night, God would strike down the firstborn son of every family in Egypt—the oldest child in each family would die, including Pharaoh's son. But when God saw the blood on the doorposts of the Israelites' houses, he would pass over them and not kill the firstborn there. This is where the name Passover comes from because God "passed over" the houses that were protected by the blood of a lamb. Say that name with me: Passover.

That night, the plague came and all the firstborn sons in Egypt died. The Egyptians woke up and cried over their dead. This plague was absolutely horrible, even worse than the other nine plagues!

- ? What do you think Pharaoh did this time? Raise your hand if you think he let the people go. *Show of hands.*
- ? Now raise your hand if you think his heart got hard and stubborn again and he said no. *Show of hands.*

If you said he let the Israelites go, you were right! Pharaoh finally obeyed God and let the people go. He called Moses to him and said, "Get out of here! Take all your people and flocks, and go now!" Finally, the Israelites were free to leave Egypt!

The Lamb of God

God told the Israelites to eat a Passover meal every year to remind them of how he kept his promise to bring his people out of slavery in Egypt. But the Passover was also a picture of another perfect Lamb.

John 1:29

Refer to the Books of the Bible Poster. I'm going to read from the book of John in the New Testament. This verse is about a man who knew Jesus. His name was John the Baptist. Listen to what he said about Jesus. Read John 1:29.

? What did John call Jesus? *The Lamb of God.*

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. The Passover lambs the Israelites chose had to be perfect, too, didn't they?

Refer to the Flip Chart. Just as lambs' blood was spread on the doorposts to save the people from the plague, Jesus' blood was shed on the cross when he died to save sinners from the punishment for their sin. He made a way for us to be saved and forgiven of our sins when we trust in him.

The Passover we studied today really happened. It is also a picture of what God was planning to do to save his children many years later and give them eternal life through Jesus Christ.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

? Do you remember what happened in our last story? *Allow discussion.*

? Jessie and Emily went camping and experienced some things that reminded them of the plagues of Egypt. Do you remember what those things were?

Allow answers. Dead fish on the shore, flies at dinner, frog in the sleeping bag, darkness after lights were out, and hail during the night.

The girls knew these things weren't nearly as bad as the real plagues God brought on Egypt, but they did remind Jessie and Emily of what really happened in the Bible.

What do you think our story will be about today? Let's find out. *Read the story as you show the picture.*

? Oh no! Justin's first day of swimming lessons was pretty scary when he went under the water. Why did that happen to Justin? *Because he didn't wait to listen to instructions.*

Right. Justin was tired of being told all the rules. He just wanted to swim. But he didn't wait for instructions so he could learn the right way to do it.

Sometimes it's easy for us to get tired of being told what to do or how to do things. But rules and instructions are very important—for everyone—kids and adults! They help to keep us from doing things that are wrong, and they help to keep us safe. We heard from the Bible how God gave instructions to the Israelites so they would be safe from the plague of death. If they had decided not to obey God's commands to put the blood on the doorposts, they would have lost their firstborn sons.

God's Word says that those who listen to instruction are wise. It's smart to listen, and it shows God that we love him when we obey.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It's time for the memory verse song. Review the words and then sing the song together once or twice.

God Calls You

God gave special instructions to the Israelites for the Passover. They needed to obey so they could be kept safe during the plague. God calls each of us to obey him, too. Let's sing “God Calls You.” *Review the words and sing the song once or twice.*

God Is Omnipotent

God sent ten plagues on Egypt, and each one showed the Egyptians that he is the one true, omnipotent God. Let's sing about that. *Review the words and sing the song once or twice.*

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

Be sure to pray with your students before you dismiss them.

- Thank God for the reminders in the Bible about his protection and salvation.
- Ask God for faith to trust in him and obey.

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

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Calls You

God calls you to obey.

God calls you to obey.

So I'll say, “Okay, okay!”

I'll obey today!

God wants you to trust him.

God wants you to trust him.

So I'll trust. I must, I must!

Trust you, Lord, today!

(Repeat)

Even when you don't really want to,

Even when it's hard to obey,

I'll still say, “Okay, okay!”

I'll obey today!

Even when you don't understand it,

Even when you don't see a way,

I'll still trust. I must, I must!

Trust you, Lord, today!

Trust you, Lord, today!

Trust you, Lord, today!

God Is Omnipotent

God is om-ni-po-tent.

God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

That's a really big word! Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Greater than great! Om-ni-po-tent.

Is that what you're saying? Is that what you meant?

Stronger than strong! Om-ni-po-tent.

Is that what you're saying? Is that what you meant?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

One more thing . . . om-ni-po-tent.

Could that be me? Or a queen or a president?

Who is like that? Give me a hint!

Only our God is om-ni-po-tent!

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Only our God is om-ni-po-tent!

Only our God is om-ni-po-tent!



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 a great miracle, God rescued his people by parting the waters of the Red Sea so the Israelites could walk through on dry ground. But he closed the waters over the Egyptian army, destroying them completely.

Key Passages

Exodus 12:35–36, 13:21–22, 14:6–8

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |

Print one set of Lesson Illustrations and one Red Sea Role Play Script.

Gather the following for the Red Sea Role Play:

- | | |
|--|---|
| <input type="checkbox"/> Broomstick for Moses' staff | <input type="checkbox"/> Two robes |
| <input type="checkbox"/> Toy sword | <input type="checkbox"/> Blue tablecloths or sheets |
| <input type="checkbox"/> Paper crown | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- ☐ “God Calls You”
- ☐ “God Is Omnipotent”

☐ “Exodus 20:1–3”

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

Optional Supplements

Hands-On Activities

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

- God Leads Craft*

Students will assemble puppet-style pillars of cloud and fire.

- Praise Tambourine*

Students will make and decorate paper plate tambourines. Make these before Song Time then let the students use them as they sing.

Notes

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.

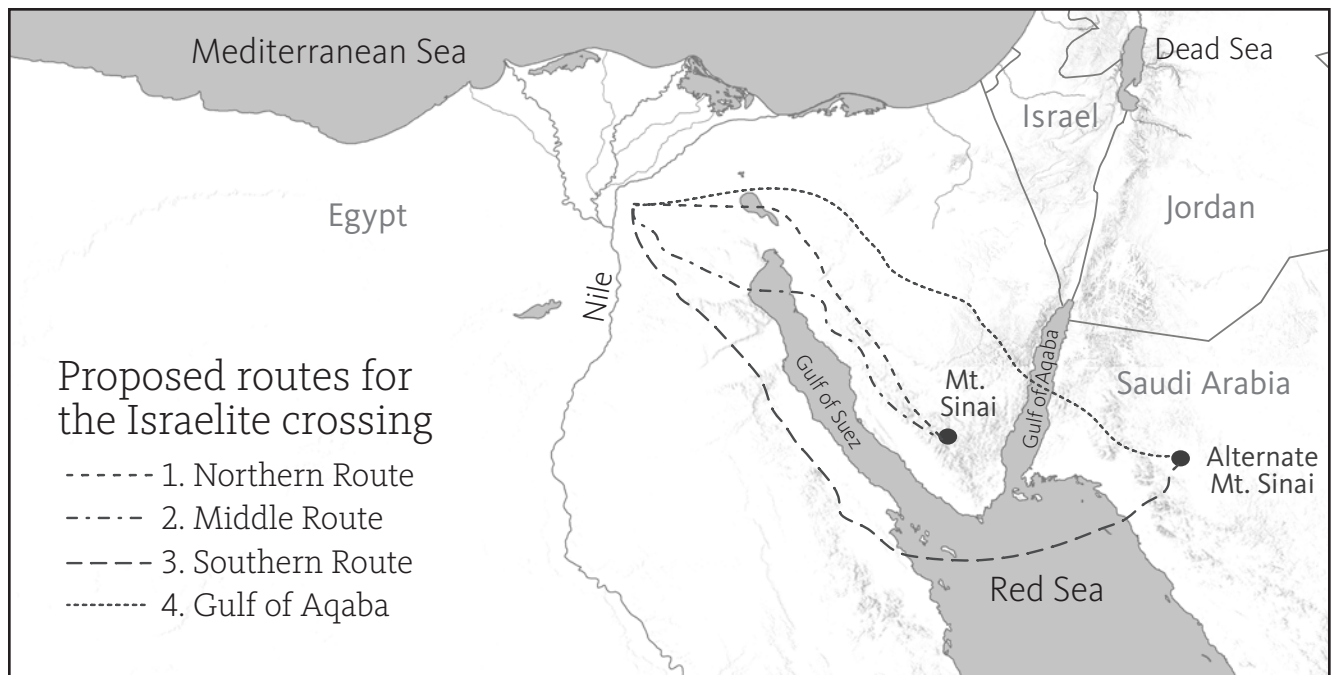
Historical/Apologetics Background

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.

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of thanksgiving and tell God thank you.

I'll start. Dear God, thank you for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? What word means God is all-powerful? *Omnipotent.*
- ? What does it mean that God is sovereign? *God is in control of everything.*
- ? What promise is told all through the Old Testament? *A Savior would come.*
- ? Who saves sinners from the punishment of sin? *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K–1st Lesson continues next. Go to page 81 for the Pre-K Lesson.



K–1st Lesson

Review

Refer to Lesson 53 Flip Chart. We've learned about nine terrible plagues God sent on the Egyptians as punishment for their sin. But Pharaoh was stubborn and would not let the Israelites go, so God sent a tenth plague.

- ? What happened during the tenth plague? *The firstborn of all Egyptian families and animals died.*
- ? *Refer to Lesson 54 Flip Chart.* How did God protect the Israelites from this plague? What did he tell them to do? *Kill lambs and spread the blood on their doorposts.*

When God saw blood on the doorposts, he would pass over their homes without harming their firstborn.

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

God Provides Possessions

- ? How many of you remember Abraham? *Show of hands.*

Abraham was the great-great-grandfather of the Israelites—they were his descendants. Many years before the Israelites became slaves in Egypt, God told Abraham that they would be slaves. But God also promised that he would set them free and take them to a land they could call their own, the Promised Land of Canaan. God also said that when the Israelites were free to leave Egypt, they would come out with great possessions—lots of gold and silver jewelry and beautiful clothes.

But if they were slaves, how would they get all those nice things? Let's find out how God kept that part of his promise!

Exodus 12:35–36

- Reread the verses as necessary so the students can hear the answers straight from God's Word.

- ? Who has the Bible? Please bring it up. *Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 12:35–36. Read the verses.*
- ? What did the Israelites ask the Egyptians for? *Silver and gold jewelry and clothing.*
- ? And what did the Egyptians do when the Israelites asked for jewelry and clothing? *They let them have what they asked for!*

Moses told the people to ask the Egyptians for jewelry and clothing. God caused the Egyptians to give them all they asked for. After all the horrible plagues, the Egyptians didn't want the Israelites around anymore. They gave the Israelites whatever they asked for so they would hurry up and leave. This was another miracle that shows how God kept his promise and provided everything they needed as he led them out of slavery.

God Leads His People

God led the Israelites out of Egypt with their families, their flocks of sheep and herds of goats, and all the nice things they got from the Egyptians. And they left in such a hurry that they didn't even have time to let their bread dough rise, so they carried it with them!

Exodus 13:21–22

But how did the Israelites know which way they were supposed to go out there in the wilderness? Listen and see if you can figure out how God led them. *Read Exodus 13:21–22.*

- ? Who went before them to lead them? *The Lord.*
- ? By day, the Lord went before them in what? *A pillar of cloud.*
- ? And at night, the Lord went in a pillar of what? *Fire.*

Show Lesson Illustrations #1 and #2. God used a pillar of cloud during the day and a pillar of fire at night to guide the Israelites. All they had to do was follow it! And it never left them. God was faithful to stay with his people and show them the way.

Meanwhile, back in Egypt, Pharaoh thought about what had just happened. And he soon changed his mind about letting the Israelites go!

- ? Why do you think Pharaoh and his people were sorry they let the Israelites go? *Allow discussion. They lost all their slaves!*
- ? They just 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? So what would Pharaoh do now? Any guesses? *Allow guesses.*

Exodus 14:6–8

Let's find out! *Read Exodus 14:6–8.*

- ? What did they decide to do? *Chase after the Israelites to get them back.*

Show Lesson Illustration #3. That's right! Pharaoh got his army and his chariots and raced after the Israelites. He had over 600 chariots with fast horses. Pharaoh's army was fast and powerful! Uh oh! They could easily catch up to the Israelites.

God Parts the Red Sea

- ? After the Israelites left Egypt, they walked toward the Red Sea. But it wasn't long before they looked back, and who did they see chasing them? *Pharaoh and his army of chariots and horses!*

Oh no! Now they were trapped! Behind them Pharaoh's army was coming fast, but in front of them was the Red Sea! What would they do? They couldn't swim across all that water. And they had no boat that could carry them all across. Would they be captured and taken back to Egypt to become slaves again?

Exodus 14 tells us what happened, and we're going to act it out together.

Follow the Red Sea Role Play Script then continue with the lesson.

Show the Lesson Flip Chart. Once again, God showed his omnipotence and his faithfulness to keep his promises. He protected the Israelites and led them to safety THROUGH the Red Sea. And you know what? The God who saved them back then is the same God we worship now. He hasn't changed; he is still all-powerful and faithful to keep his promises and to lead those who trust in him.

► Have the Red Sea Role Play Script printed and props ready.

Continue with the Lesson Review Game on page 83.



Pre-K Lesson

Review

Refer to Lesson 53 Flip Chart. We've learned about nine terrible plagues God sent on Egypt as punishment for sin. But Pharaoh was stubborn and would not let the Israelites go, so God sent a tenth plague.

- ? What happened during the tenth plague? *The firstborn of all Egyptian families and animals died.*
- ? *Refer to Lesson 54 Flip Chart. How did God protect the Israelites from this plague? What did he tell them to do? Kill lambs and spread the blood on their doorposts.*

When God saw blood on the doorposts, he would pass over their homes without harming their firstborn.

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

God Leads His People

The Egyptians wanted the Israelites to leave their country quickly because of the plagues God had sent. God even made them give the Israelites gifts of jewelry and clothes before they left.

Then God led the Israelites out of Egypt with their families, all their animals, and the gifts from the Egyptians. They left in such a hurry that they didn't even have time to let their bread dough rise, so they carried it with them!

Exodus 13:21–22

- ? But how did the Israelites know which way they were supposed to go out there in the wilderness? Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Listen and see if you can figure out how God led them. Read Exodus 13:21–22.*

- ? Who went before them to lead them? *The Lord.*

- ? By day, the Lord went before them in what? *A pillar of cloud.*

- ? And at night, the Lord went in a pillar of what? *Fire.*

Show Lesson Illustrations #1 and #2. God used a pillar of cloud during the day and a pillar of fire at night to guide the Israelites. All they had to do was follow it! God was faithful to stay with his people and show them the way.

Meanwhile, back in Egypt, Pharaoh thought about what had just happened. And he was sorry he let the Israelites go. He just lost all his slaves! Who would make all their bricks, work in the fields, and build their cities now that the Israelites were gone?

- ? So what would Pharaoh do now? Any guesses? *Allow guesses.*

Show Lesson Illustration #3. Pharaoh got his army and his chariots and raced after the Israelites. Uh oh!

God Parts the Red Sea

- ? When the Israelites left Egypt, they marched toward the Red Sea. But when they looked back, who did they see chasing them? *Pharaoh and his army of chariots and horses!*

Oh no! Now they were trapped! Behind them, Pharaoh was coming fast, but in front of them was a huge sea called the Red Sea! What would they

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

do? They couldn't swim across all that water. And they had no boats. Would they be captured and taken back to Egypt to be slaves again?

Exodus 14 tells us what happened, and we're going to act it out together.

Follow the Red Sea Role Play Script then continue with the lesson.

Show the Lesson Flip Chart. Once again, God showed his power. He protected the Israelites and led them safely through the Red Sea. And you know what? The God who saved them back then is the same God we worship now. He hasn't changed; he is still faithful to lead those who trust in him.

► Have the Red Sea Role Play Script printed and props ready.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

? Do you remember what happened in our last story? *Allow discussion.*

Justin and Jessie went swimming with their class. But Justin didn't want to listen to the rules or the teacher's instructions and ended up going under the water when he wasn't ready. He learned to wait for instructions and follow the rules, didn't he?

? What did Justin learn about rules and instructions? Why should we follow them? *They keep us safe. They help us.*

Let's see what the kids are doing in today's story. *Read the story as you show the picture.*

? Matt was really worried about Penny, wasn't he? But what did Justin's dad remind the kids to do before they went out to look for the puppy? *Pray for help.*

? Yes. They prayed that God would help them. And just like in our story, when things like that happen to us, who can we always go to for help? *God.*

That's right. God is omnipotent and omniscient—he is all-powerful, and he knows all things. The Bible tells us about some of the great things God has done, like helping the Israelites at the Red Sea when Moses prayed for help. And remember, God in the Bible is the very same God we worship now. He hasn't changed one bit. He will always be the same, so we can always trust him and pray to him when we need help, too.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

- If you made the Praise Tambourines in the Hands-On Activities, this is a great time to use them!

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It’s time for the memory verse song. Review the words and then sing the song together once or twice.

God Calls You

God led the Israelites out of Egypt to follow him and obey. God wants us to follow and obey him, too. Let’s sing about that. *Review the words and sing the song once or twice.*

God Is Omnipotent

God showed his great power again! He opened up the Red Sea and made a dry path right through it to rescue the Israelites. Let’s sing about his power. *Review the words and sing the song a few times.*

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

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

Be sure to pray with your students before you dismiss them.

- Thank God for his great power and faithfulness.
- Ask God for faith to trust in him and go to him for help.

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Calls You

God calls you to obey.

God calls you to obey.

So I'll say, “Okay, okay!”

I'll obey today!

God wants you to trust him.

God wants you to trust him.

So I'll trust. I must, I must!

Trust you, Lord, today!

(Repeat)

Even when you don't really want to,

Even when it's hard to obey,

I'll still say, “Okay, okay!”

I'll obey today!

Even when you don't understand it,

Even when you don't see a way,

I'll still trust. I must, I must!

Trust you, Lord, today!

Trust you, Lord, today!

Trust you, Lord, today!

God Is Omnipotent

God is om-ni-po-tent.

God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

That's a really big word! Om-ni-po-tent.

Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Greater than great! Om-ni-po-tent.

Is that what you're saying? Is that what you meant?

Stronger than strong! Om-ni-po-tent.

Is that what you're saying? Is that what you meant?

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

One more thing . . . om-ni-po-tent.

Could that be me? Or a queen or a president?

Who is like that? Give me a hint!

Only our God is om-ni-po-tent!

All powerful—Mighty and strong!

Unstoppable—All the day long!

(Repeat)

Only our God is om-ni-po-tent!

Only our God is om-ni-po-tent!



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 in the mornings and water from a rock! God also provided protection from enemies. But the Israelites would easily forget his blessings and grumble and complain.

Key Passages

Exodus 16:4, 16:14–15, 17:5–6

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |

Print one What Is It? Game instructions.

Bring the following for the What Is It? Game:

- | | |
|---|--|
| <input type="checkbox"/> Three or four blindfolds | <input type="checkbox"/> Small samples of foods with variety of tastes and textures (e.g., mini marshmallows, applesauce, cheese crackers, candies, banana, apple, etc.) |
| <input type="checkbox"/> Spoons or toothpicks | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

☐ “God Calls You”

☐ “Exodus 20:1–3”

☐ “God Is Omnipotent”

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

Optional Supplements

Hands-On Activities

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

- Collect the Manna*

Students will race to pick up as much “manna” for their team as they can—using only one hand.

- God Provides Dot Art*

Students will color pictures and add paint or sticker dots for manna and water.

Video Clips

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

- Abraham Review (2:08)

Notes

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.



Come On In

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

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of adoration and praise God for his greatness.

I'll start. Dear God, I love and praise you because you are . . . *(insert personal prayer here).*

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose one volunteer to pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today. Ready? Set! Go!*

K–1st Lesson continues next. Go to page 96 for the Pre-K Lesson.



K–1st Lesson

Review

Refer to the Exodus to Malachi Timeline. We've learned a lot about Moses and how God protected him when he was a baby and then when he was grown up and had to run away from Egypt. Then 40 years later, God called to Moses from a burning bush and sent him to free the Israelites from slavery. God showed his great omnipotence by sending ten plagues. And finally, Pharaoh said the Israelites could leave Egypt.

In the last lesson, we saw how God brought the Israelites out of Egypt. But Pharaoh decided he wanted his slaves back. So he gathered his great army and chariots and chased after the Israelites.

- ?** *Refer to Lesson 55 Flip Chart. What did God do to save the Israelites when they were trapped at the Red Sea? God parted the Red Sea so the Israelites walked through to the other side on dry ground.*

That's right! God caused the water to stand up on both sides like walls of water. The Israelites and all their animals walked safely to the other side on dry ground.

- ?** *What happened when the Egyptians tried to follow the Israelites into the Red Sea? The wheels on their chariots got clogged and wouldn't work right. God caused the water to return to its place, drowning the Egyptian army.*

The Israelites wouldn't have to fear the Egyptians anymore! God rescued them! The people were so happy, they sang a song of praise to God.

Today, we're going to start with a game called "What Is It?" I need some brave volunteers! *Follow the instructions and script for the What Is It? Game then continue with the lesson.*

► Have the What Is It? Game instructions printed and food samples prepared.

God Provided Manna

After the Israelites crossed the Red Sea, they traveled through the wilderness on their way to the land of Canaan. Other people were living there, but God wanted the Israelites to have it. Now that they were free from Egypt, the Israelites were going there to claim the Promised Land and make it their own.

- ? Can you guess how many people were probably in the group of Israelites? *Allow guesses.*

There could have been about 2 million people in all. That's a very large group of people and animals, and they all needed food and water on their journey. About a month after the Israelites left Egypt, all the bread they brought with them was gone, and the Israelites started to grumble and complain. They became so hungry and angry that they said Moses and Aaron brought them into the wilderness to die.

- ? Was that true? Did Moses bring them this far just to let them die? *No!*

No. God had rescued the Israelites from a terrible life as slaves, and he had chosen Moses to lead them to the Promised Land. But they had already forgotten that God was faithful and would take care of them. God heard their complaints and told Moses what he would do.

Exodus 16:4

- ? Let's see how God provided food for the Israelites. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 16:4. Read the verse.*
- ? What did God say he was about to do? Rain what from heaven for them? *Bread.*

Yes! God said the next morning he would send bread for the people to eat—right out there in the wilderness.

Exodus 16:14–15

Listen to what happened the next morning. This is in Exodus 16:14 and 15. *Read the verses.*

- ? God caused a dew to cover the ground in the morning. What is dew? *Allow answers.*

Have you ever been outside in the morning and noticed that the grass was wet, even when it didn't rain? When wetness from the air settles on the grass during the night, it's called dew.

Show the Lesson Flip Chart. When the dew dried out, the Israelites saw a white, flake-like food lying all over the ground—sort of like very thin crackers.

- ? What did the Israelites ask when they found this unusual food? *Reread verse 15. What is it?*

They had never seen bread like this before. Moses told them it was bread from the Lord. They called this special bread *manna*, which is a Hebrew word that means, “What is it?”

God provided food for the Israelites, but he also gave them some rules to follow. Each morning, they were commanded to collect just enough manna for the day. Then when the sun got hot, what was left on the ground melted away. But some people disobeyed and collected extra, and the next day, the manna got worms in it and stank. Eww!

You see, they needed to learn to trust and obey God and remember that he would be faithful to provide for them each day.

God Provided Water

- ? Well, God provided food for the Israelites, but what else does a person need to survive in the wilderness? *Allow guesses.*

All people and animals need to have water to drink. Out in the wilderness, there wasn't a lot of water around, but God was able to provide water for them in amazing, miraculous ways. Let's find out about one way God did that.

Exodus 17:5–6

We'll read about one time when the people were so thirsty, they became angry at Moses and were ready to throw stones at him! Moses prayed and asked God what he should do. Listen to God's answer. *Read Exodus 17:5–6.*

- ? What did God tell Moses to do with his staff? *Strike the rock with his staff.*
- ? What would happen when Moses obeyed God? *Water would come out of the rock!*

Refer to the Flip Chart. God made water come out of a rock! That's really awesome! God faithfully provided for the Israelites when they grumbled for food and water.

- ? Do you think God knew they needed these things? *Yes!*
- ? Of course! God is our Creator; he knows what we need. But is God pleased when we grumble and complain? *No.*

God commands us in his Word to do all things without grumbling or arguing.

- ? How many of you have ever grumbled or complained or argued about something? *Show of hands.*

Like the Israelites, we can forget how much God gives to us and does for us. But when we complain and argue, it's selfish and shows that we're not trusting in God and who he is. We need to remember that God is faithful and powerful.

God Provided Protection

Refer to the Flip Chart. So we've learned that God led the Israelites in the wilderness and that he provided food and water for them. God also gave them protection from their enemies. There were a lot of other people living in the land, and they did not want the Israelites around. Some people who were called Amalekites came out to fight against the Israelites.

The Israelites were not soldiers, so they really needed God's help to win this battle! And God told Moses what to do to help them win. Moses chose Joshua to gather the fighting men and go to battle against the Amalekites while Moses went to the top of a nearby hill with Aaron and another man named Hur where they could see the fight.

The battle began. Whenever Moses held up his hands with his staff, the Israelites started winning. Everyone hold up your hands and say, "Yay!" *Have students raise hands straight up and say, "Yay!"*

But whenever Moses lowered his hands, the Amalekites started winning the fight! Everyone put your hands down and say, "Boo!" *Have students lower hands and say, "Boo!"*

Moses raised his hands again. *Have students raise hands up and say, "Yay!"*

But Moses' arms got tired, and he couldn't keep them up. So Aaron and Hur got a stone for Moses to sit on. But even sitting down, it was too hard for Moses to keep his staff raised up. *Have students lower hands and say, "Boo!"*

So Aaron and Hur stood on each side of Moses and held up his arms! *Have students raise hands straight up and say, "Yay!"*

Refer to the Flip Chart. With their help, Moses' arms stayed up until the end of the day, and Joshua and the Israelites beat the Amalekites! Yay! God was in control of the battle, and he helped the Israelites win.

God provided for all the needs of the Israelites. He made sure they had food, water, and protection from enemies. God is faithful. He knows exactly what we need, and we can trust him to provide for us, too.

Continue with the Lesson Review Game on page 99.



Pre-K Lesson

Review

Refer to the Exodus to Malachi Timeline. We've learned a lot about how God protected Moses when he was a baby and then when he was grown up and ran away from Egypt. Then 40 years later, God called to Moses from a burning bush and sent him to free the Israelites from slavery. God showed his great omnipotence by sending ten plagues. And finally, Pharaoh said the Israelites could leave Egypt.

In the last lesson, we saw how God brought the Israelites out of Egypt. They were free at last! But Pharaoh wanted his slaves back. So he gathered his great army and chariots and chased after the Israelites.

- ? *Refer to Lesson 55 Flip Chart. What did God do to save the Israelites when they were trapped at the Red Sea? God parted the Red Sea so the Israelites walked through to the other side on dry ground.*

When Moses held out his staff over the sea, God caused the water to stand up on both sides like walls of water. The Israelites and all their animals walked safely to the other side.

- ? *What happened when the Egyptians tried to follow the Israelites into the Red Sea? The wheels on their chariots got clogged and wouldn't work right. God caused the water to return to its place, drowning the Egyptian army.*

The people were so happy they sang a song of praise to God.

Today, we're going to start with a game called "What Is It?" I need some brave volunteers! *Follow the instructions and script for the What Is It? Game then continue with the lesson.*

► Have the What Is It? Game instructions printed and food samples prepared.

God Provided Manna

After the Israelites crossed the Red Sea, they traveled through the wilderness on their way to the land of Canaan. Soon all the bread they brought with them was gone, and the Israelites were hungry. There was nothing for them to eat out there, and they started to grumble and complain.

The Israelites had already forgotten that God was faithful and would take care of them. God heard their complaints and told Moses what he would do.

Exodus 16:4

- ? *Let's see how God provided food for the Israelites. Who has the Bible? Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 16:4. Read the verse.*
- ? *What did God say he was about to do? Rain what from heaven for them? Bread.*

Show the Lesson Flip Chart. Yes! God said he would send bread for the people to eat—right out there in the wilderness. The next morning, the Israelites saw a flake-like food lying all over the ground—like very thin crackers.

They all asked each other, "What is it?" Moses said it was bread from the Lord. So they called it *manna*, which is a word that means, "What is it?" Say that word with me: manna.

God Provided Water

- ? What else does a person need besides food? *Allow guesses.*

All people and animals need to have water to drink. Out in the wilderness, there wasn't a lot of water around, but God was able to provide water for them in amazing ways. Let's find out about one way God did that.

Exodus 17:6

We'll read about one time when the people were so thirsty, they became angry at Moses and were ready to throw stones at him! Moses prayed and asked God what he should do. Listen to God's answer. *Read Exodus 17:6.*

- ? God told Moses to take his staff to a certain rock. What did God tell Moses to do to the rock? *Strike the rock with his staff.*

- ? What did God say would happen when Moses struck the rock? *Water would come out of the rock!*

Refer to the Flip Chart. God made water come out of a rock! That's really awesome! God faithfully provided for the Israelites—even when they grumbled about food and water.

- ? But is God pleased when we grumble and complain? *No.*

God commands us in his Word to do all things without grumbling or arguing. Instead, we should be thankful and pray when we need help.

God Provided Protection

So we've learned that God provided food and water for the Israelites. God also gave them protection from enemies. Some people who were called Amalekites came out to fight against the Israelites.

The Israelites were not soldiers, so they really needed God's help to win this battle! God told Moses what to do to help them win. Moses chose Joshua to gather the men and go to fight against the Amalekites while Moses went to the top of a nearby hill with Aaron and another man named Hur.

During the battle, whenever Moses held up his hands with his staff, the Israelites started winning. Everyone hold up your hands and say, "Yay!" *Have students raise hands straight up and say, "Yay!"*

But whenever Moses lowered his hands, the Amalekites started winning the fight! Everyone put your hands down and say, "Boo!" *Have students lower hands and say, "Boo!"*

Moses raised his hands up again. *Have students raise hands straight up and say, "Yay!"*

Refer to the Flip Chart. But Moses' arms got tired, and he couldn't keep them up. Aaron and Hur got a stone for Moses to sit on. But even sitting down, it was too hard for Moses to keep his staff raised up. *Have students lower hands and say, "Boo!"*

So Aaron and Hur stood on each side of Moses and held up his arms! With their help, Moses' arms stayed up, and Joshua and the Israelites beat the Amalekites! God was in control of the battle, and he helped the Israelites win. *Have students raise hands and say, "Yay!"*

God provided everything the Israelites needed. He made sure they had food, water, and protection from enemies. God is faithful. He knows exactly what we need, and we can trust him to provide for us, too.

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

Matt was surprised but also thankful that God answered their prayer and helped them find his new dog.

Let's read our story for today. *Read the story as you show the picture.*

Uh oh! Justin was not being very thankful, was he? Instead, he complained about his food and drink. And to make matters worse, Ellie was copying him and complaining, too!

- ? What does God think when we grumble and complain about things we don't like? *Allow discussion.*

When we complain about the food we're given or things that happen, it's like we're telling God we don't trust him to provide for us or take care of us. We saw in our lesson today that the Israelites saw God do great miracles. But they still had a hard time trusting God and would soon start grumbling again.

The Bible says that it is a sin to grumble and complain. We should be thankful for all the good things and food God gives us—even when it's not our favorite. And when we have a problem, instead of grumbling about it, we need to ask God for his help and trust him to work things out for our good.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Now let’s sing the memory verse song. Review the words then sing the song together.

God Calls You

God calls us to obey without getting angry or complaining. Let’s sing about obeying God. *Review the words and sing the song once or twice.*

God Is Omnipotent

God used his great power to provide for the Israelites. Let’s sing about his power. *Review the words then sing the song.*

Sing other class favorites or songs from the Additional Songs list as time allows.

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



Group Prayer

Be sure to pray with your students before you dismiss them.

- Thank God for taking care of us and our needs.
- Ask God to help us obey without grumbling or arguing.

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Calls You

God calls you to obey.
God calls you to obey.
So I’ll say, “Okay, okay!”
I’ll obey today!

God wants you to trust him.
God wants you to trust him.
So I’ll trust. I must, I must!
Trust you, Lord, today!

(Repeat)

Even when you don’t really want to,
Even when it’s hard to obey,
I’ll still say, “Okay, okay!”
I’ll obey today!

Even when you don’t understand it,
Even when you don’t see a way,
I’ll still trust. I must, I must!
Trust you, Lord, today!

Trust you, Lord, today!
Trust you, Lord, today!

God Is Omnipotent

God is om-ni-po-tent.

God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?
That’s a really big word! Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!
Unstoppable—All the day long!

(Repeat)

Greater than great! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?
Stronger than strong! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?

All powerful—Mighty and strong!
Unstoppable—All the day long!

(Repeat)

One more thing . . . om-ni-po-tent.
Could that be me? Or a queen or a president?
Who is like that? Give me a hint!
Only our God is om-ni-po-tent!

All powerful—Mighty and strong!
Unstoppable—All the day long!

(Repeat)

Only our God is om-ni-po-tent!
Only our God is om-ni-po-tent!



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 (and us) how they should relate to him and to each other. Because no one can keep the Ten Commandments perfectly, these commands also show us our sin and need for a Savior—Jesus.

Key Passages

Exodus 20:1–3, 20:7–8, 20:12–13, 20:15

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*

Lesson Time

You will need the following items:

- | | |
|---|--|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Small clock or wristwatch |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Photo of a family or a couple |
| <input type="checkbox"/> Stuffed animal for prayer time | <input type="checkbox"/> Baby toy, sock, or bonnet |
| <input type="checkbox"/> 10 paper bags numbered 1–10 | <input type="checkbox"/> Ring (play or real) |
| <input type="checkbox"/> Blue ribbon or small trophy | <input type="checkbox"/> Wallet or money |
| <input type="checkbox"/> Small figurine | <input type="checkbox"/> Bible |
| <input type="checkbox"/> Lipstick or lip balm | <input type="checkbox"/> Small wrapped present |

Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |

Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.

Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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

Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> “God Calls You” | <input type="checkbox"/> “Exodus 20:1–3” |
|--|--|

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Optional Supplements

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

- ## Notes

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 9:6–17).
- 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.

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of confession and tell God we're sorry.

I'll start. Dear God, I'm sorry for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K-1st Lesson continues next. Go to page 113 for the Pre-K Lesson.



K-1st Lesson

Review

Refer to Lesson 56 Flip Chart. God rescued the Israelites from Egypt. He split the Red Sea so they could walk through it, and he led them with a pillar of cloud and fire. Even after this great miracle, the Israelites grumbled and complained when they got hungry and thirsty. But God was merciful to them and gave them manna to eat and water to drink.

After three months of traveling in the wilderness, the Israelites came to Mount Sinai where God spoke to them and gave them ten important commands. We call these the Ten Commandments.

The First Four Commandments

Put the following objects that represent the commandments into each numbered bag for the students to reveal as you teach: #1 blue ribbon or trophy, #2 figurine, #3 lipstick or lip balm, #4 clock or wristwatch, #5 photo of a family or couple, #6 baby toy, sock, or bonnet, #7 ring (real or play), #8 wallet or money, #9 Bible, #10 small wrapped present.

Even though God first gave these commandments to the Israelites, they are also important for us. The first four commands tell God's people how they should treat God. Let's take a look at them now.

Exodus 20:1-3

Turn to the Flip Chart Memory Verse Page. Our memory verse has the first command! Let's say it together. *Read the verse together.*

- ❓ Can you find the part that is the first commandment? It starts with the word "you." *You shall have no other gods before me.*
- ❓ That's the first commandment. Who will show us what's inside the first bag? *Choose a student to reveal the item in bag #1.*

➤ Set out the numbered bags with the Ten Commandments objects hidden inside.

- Point out the number shape in each picture on the Flip Chart as you teach the lesson.

? What does this ribbon/trophy remind you of? *Allow discussion.*

A ribbon or trophy like this is given to someone in first place.

Show the Lesson Flip Chart. See the number one here? It reminds us that God should always have first place in our lives; nothing should be more important to us than him.

There are lots of things we may put first instead of God—like watching TV, playing sports or video games, or playing with friends. These things aren't bad—unless we spend so much time doing them that we forget about God. We should always put God first.

? Let's move on to the second commandment. Who will look inside bag #2 for us? *Choose a student.*

This little statue is just a decoration, but today we'll use it to remind us of some statues called idols that people make and bow down to. God's second commandment says we should never make any idols to worship or pray to.

Refer to the Flip Chart. This girl is singing and worshipping God. Do you see the #2 shape? That reminds us of the second commandment to never worship an idol or a statue. We should worship only God.

Exodus 20:7

? Let's read the next commandment from Exodus 20:7. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Read the verse.*

? What did it say? You shall not take whose name in vain? *You shall not take the name of the Lord your God in vain.*

That means the words we say should never dishonor God or his name—that includes using God's name as a swear word or just saying it when we're excited about something. God doesn't want us to use his name that way.

? Who wants to show us what's in bag #3? *Choose a student.*

? What do you do with lipstick/lip balm? *Put it on your lips.*

Refer to the Flip Chart. Look at these big lips. Do you see the number three? This lipstick and these lips remind us of the third commandment to honor God with our words.

Exodus 20:8

Now listen to the fourth commandment. *Read Exodus 20:8.*

? What is the fourth commandment? What day should we remember? *Remember the Sabbath day, to keep it holy.*

God wants us to work six days and rest on the seventh day like he did at creation. Here, you may choose to teach your denomination's application of this command.

Refer to the Flip Chart. See the number four? Going to church is a great way to rest from all the other things we do during the week and take time for God. At church, we can spend time learning about God, worshipping him, and thanking him for all he's done for us.

- ? What do you think is in the fourth bag? Who will open it for us? *Choose a student.*
- ? What does a clock do for us? *Tells us the time.*

Yes. A clock/watch reminds us that we should take time for God.

The Last Six Commandments

The next six commandments tell us how to live right and how to treat other people.

Exodus 20:12

Listen to the fifth commandment. *Read Exodus 20:12.*

- ? Who does the fifth commandment tell us to honor? *Honor your father and your mother.*
- ? Will someone look in bag #5 for us? *Choose a student.*

Here's a picture of a mom and a dad (or family) to remind us to honor our own moms and dads.

- ? What is a big way you can honor your parents when they tell you to do something? It starts with the letter o! *Obey them.*

Refer to the Flip Chart. Right! God wants us to obey our parents and listen to them. Here's a mom and a dad. They are sitting in the shape of a 5 to help us remember the fifth commandment—honor and obey your parents.

Exodus 20:13

- ? What is the sixth commandment? *Read Exodus 20:13. You shall not what? You shall not murder.*
- ? Who wants to open bag #6? *Choose a student.*

This baby toy/sock/bonnet reminds us that God gives us life. God says in the sixth commandment that no person should ever take someone's life by killing them. This is murder.

Refer to the Flip Chart. See the six here around the mother and her baby? God has created us special in his image, so we should respect all human life.

- ? Shall we look in bag #7 now? *Choose a student.*
- ? A ring! What does this remind you of? *Allow answers.*
- ? *Refer to the Flip Chart.* Hey! Our picture has a ring, too. What is happening in this picture shaped like the number seven? *Allow answers.*

This reminds us that God designed marriage to be one man and one woman for life. When they get married, God wants a husband and wife to love each other and never leave them for someone else. This is the seventh commandment, to obey God's design for marriage.

Exodus 20:15

? And what's the eighth command? *Read Exodus 20:15. You shall not steal.*

? What could be in bag #8? *Choose a student.*

This wallet/money reminds us that we should never steal.

? *Refer to the Flip Chart.* Do you see how the boy and his thought are shaped like an 8? What is the boy thinking about? *Stealing money.*

Yes. But he knows it's wrong, so there's a big X through that idea. He knows God wants us to respect other people's things.

Let's move on to the ninth commandment. It says we should not bear false witness against our neighbor.

? What does false mean? *Not true.*

? So, if you say something that is false, what are you doing? *Lying.*

Refer to the Flip Chart. Right. The ninth command says we should never lie. See this boy in the number 9? He's painting a line through the word "lies." He knows it's wrong to lie, so he's crossing it out.

? Who will look in bag #9? *Choose a student.*

It's a Bible! God never lies; his Word is always true—and he wants our words to be true, too.

Sometimes we may not want to tell the whole truth. We might think, "It's not a big lie, just a little fib." Or we may try to be sneaky and cover up part of the truth.

? But does that still count as a lie? *Yes!*

Yes. God wants us to tell the truth—always.

? There's one more commandment we need to talk about. Who wants to see what's in the last bag? *Choose a student.*

? Ooh! How many of you like presents? *Show of hands.*

Most people enjoy getting presents. But when we see something someone else has and feel like we want it so bad that we can't be happy without it, that's called coveting. In the tenth commandment, God says we should not covet. He wants us to be happy and content with what we have and not go around wishing we had what another person has.

? *Refer to the Flip Chart.* See this girl in the number ten picture? She's holding a small gift. Do you think she's coveting the boy's huge gift? Is she mad because she wants the big gift this boy has? *Allow discussion.*

They both look like they are happy with what they've been given, don't they? And that's what the tenth commandment should remind us of—to be happy and content with what we have.

Why Did God Give the Ten Commandments?

God put the Ten Commandments in his Word, so we (and the Israelites) could understand how to treat God, how to treat others, and to learn that we need Jesus. You see, we can't obey all these commands all the time because we are sinners.

Refer to the Flip Chart. If we tell a lie, we're breaking the ninth commandment. If we disobey our mom or dad, we're breaking the fifth commandment!

- ?** Who was the only person that could obey all of these commandments?
Jesus!

Jesus was the only one who ever obeyed all of God's laws perfectly. That's why he could take the punishment for our sins when he died on the cross. And when we turn to Jesus and believe in him, we are made right with God. That's the good news about Jesus, and it begins by understanding the Ten Commandments!

Continue with the Lesson Review Game on page 117.



Pre-K Lesson

Review

Refer to Lesson 56 Flip Chart. God rescued the Israelites from Egypt. He split the Red Sea so they could walk through it, and he led them with a pillar of cloud and fire. But even after these miracles, the Israelites grumbled about food and water. But God was merciful and gave them manna to eat and water to drink.

After three months of traveling in the wilderness, the Israelites came to Mount Sinai. God gave them ten important commands. We call these the Ten Commandments.

The First Four Commandments

Put the following objects that represent the commandments into each numbered bag for the students to reveal as you continue the lesson: #1 blue ribbon or trophy, #2 figurine, #3 lipstick or lip balm, #4 clock or wristwatch, #5 photo of a family or couple, #6 baby toy, sock, or bonnet, #7 ring (real or play), #8 wallet or money, #9 Bible, #10 small wrapped present.

- Set out the numbered bags with the Ten Commandments objects hidden inside.

Even though God first gave these commandments to the Israelites, they are also important for us. The first four commands told them how they should treat God.

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Our memory verse has the first commandment! Let's say it together. Read the verse together.

- ? You shall have no other what before me? *No other gods.*
- ? That's the first commandment. Who wants to look inside the first bag? *Choose a student to reveal the item.*

A ribbon or trophy like this is given to someone in first place.

Show the Lesson Flip Chart. See the number one here? It reminds us that God should always have first place in our lives. Nothing should be more important to us than him. We should always put God first.

- ? How about the second commandment? Who will open bag #2? *Choose a student.*

This little statue is just a decoration, but today we'll use it to remind us of some statues called idols that people bow down to. God's second commandment says we should never worship idols, only the one true God.

Refer to the Flip Chart. This girl is worshipping God. Do you see the shape of the number 2? That reminds us that this is the second commandment. We should never worship an idol or a statue. We should worship only God.

Exodus 20:7

- ? Let's read the next commandment in Exodus 20:7. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Read the verse.*

- ? What did it say? You shall not take whose name in vain? *The Lord your God.*

That means the words we say should never dishonor God or his name—that includes using his name as a swear word or just saying it when we're excited about something. God doesn't want us to use his name that way.

- ? Who wants to show us what's in bag #3? *Choose a student.*

- ? Where do we put lipstick/lip balm? *On the lips.*

Refer to the Flip Chart. Do you see the number three here on these big lips? These remind us of the third commandment to honor God with our words.

Exodus 20:8

Listen to the fourth commandment. *Read Exodus 20:8.*

- ? What day should we remember? *Remember the Sabbath day, to keep it holy.*
- ? Who wants to open the fourth bag? *Choose a student.*
- ? What does a clock do for us? *Tells us the time.*

► Point out the number shape in each picture on the Flip Chart as you teach the lesson.

Yes. A clock reminds us that we should take time for God. God wants us to work six days and rest on the seventh day like he did at creation.

Refer to the Flip Chart. See the church with the number four? Going to church is a great way to rest from all the other things we do and to take time to worship God. Here, you may choose to teach your denomination's application of this command.

The Last Six Commandments

The next six commandments tell us how to live right and how to treat other people.

- ? Will someone come and look in bag #5? *Choose a student.*

Here's a picture of a mom and a dad (or family) to remind us of commandment number five—honor your father and your mother.

- ? What is a big way you can honor your parents when they ask you to do something? It starts with the letter o! *Obey them.*

Refer to the Flip Chart. Right! Here's a mom and a dad sitting in the shape of a 5 to help us remember the fifth commandment—obey your parents.

- ? Who wants to open bag #6? *Choose a student.*

This baby toy/sock/bonnet reminds us that God gives us life. God says that no person should ever take someone's life by killing them. This is murder.

Refer to the Flip Chart. See the six here around the mother and her baby? God has created us special in his image, so we should respect all human life.

- ? Shall we look in bag #7 now? *Choose a student.*

- ? *Refer to the Flip Chart. Hey! Our picture has a ring, too. What is happening in this picture shaped like the number seven? Allow answers.*

This reminds us that God wants a husband and wife to love each other and never leave for someone else. God wants us to obey his design for marriage.

Exodus 20:15

Listen to the eighth commandment. *Read Exodus 20:15.*

- ? What are we not supposed to do? *Steal.*

- ? What could be in bag #8? *Choose a student.*

This wallet/money reminds us that the eighth commandment says we should never steal.

- ? *Refer to the Flip Chart. Do you see how the boy and his thought are shaped like an 8? What is the boy thinking about? Stealing money.*

Yes. But he knows it's wrong, so there's a big X through that idea. He knows God wants us to respect other people's things.

The ninth commandment says we should not bear false witness against our neighbor. That means we should not lie.

Refer to the Flip Chart. See this boy in the number 9? He's painting a line through the word "lies" because he knows it's always wrong to lie.

? Who will look in bag #9? *Choose a student.*

It's a Bible! This reminds us that God never lies; his Word is always true. He wants us to tell the truth, too.

? There's one more commandment we need to talk about. Who wants to see what's in the last bag? *Choose a student.*

? Ooh! How many of you like presents? *Show of hands.*

It's fun to get presents. But when we see something someone else has and feel like we want it so bad that we can't be happy without it, that's called coveting. In the tenth commandment, God says we should not covet.

? *Refer to the Flip Chart.* See this girl in the number ten picture? She's holding a small gift. Do you think she's coveting the boy's huge gift? Is she mad because she wants the big gift this boy has? *Allow discussion.*

They both look like they are happy with what they've been given, don't they? And that's what the tenth commandment should remind us of—to be happy and content with what we have.

Why Did God Give the Ten Commandments?

God put the Ten Commandments in his Word, so we (and the Israelites) could understand how to treat God, how to treat others, and to learn that we need Jesus. We can't keep all these commands on our own because we are sinners.

? Who was the only person that could obey all of these commandments?
Jesus!

Jesus was the only one who ever obeyed all of God's laws perfectly. That's why he could take the punishment for our sins when he died on the cross. And when we turn to Jesus and believe in him, we are made right with God. That's the good news about Jesus, and it begins by understanding the Ten Commandments!

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

Justin was grumbling and complaining about his food, wasn't he? He didn't want veggies and dip for a snack. He wanted cookies! Later, his dad reminded him that when we complain, it's like telling God we don't think he's doing a good job.

- ? Is that what we should tell God? *No!*

What do you think our story will be about today? Let's find out. *Read the story as you show the picture.*

- ? Justin sure had a crazy dream, didn't he? What was the problem? What was everyone in his dream doing? *Coveting.*

Right. His whole family was coveting something that someone else had. They didn't have a good reason for needing it; they just wanted it. Justin's mom wasn't going to cook anything until she got her new kitchen. His dad was going to use all their money for a car. And Ellie was howling and crying because she wanted all the crayons. Wow! That would've been awful if it were real and not just a dream.

In real life, God knows that we need instructions to understand how to treat him and the people around us. It's important for us to obey God's commands because we are sinners and it's easy for us to covet, steal, and lie. And we don't always put God first or take time for him, either. Sadly, we can't obey God on our own. But when we put our trust in Jesus to save us from our sin, we can grow to love and obey God more each day.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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."



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Let's see who knows our memory verse song! Review the words and then sing the song together once or twice.

God Calls You

God calls us to obey his commands from his Word. Let's sing about obeying God. *Review the words and sing the song once or twice.*

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

Be sure to pray with your students before you dismiss them.

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

- **Thank God for giving us the Ten Commandments so we can see that we need Jesus.**
- **Ask God to help us be obedient and treat him and others the way he commands.**

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Calls You

God calls you to obey.

God calls you to obey.

So I'll say, “Okay, okay!”

I'll obey today!

God wants you to trust him.

God wants you to trust him.

So I'll trust. I must, I must!

Trust you, Lord, today!

(Repeat)

Even when you don't really want to,

Even when it's hard to obey,

I'll still say, “Okay, okay!”

I'll obey today!

Even when you don't understand it,

Even when you don't see a way,

I'll still trust. I must, I must!

Trust you, Lord, today!

Trust you, Lord, today!

Trust you, Lord, today!



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 ready to destroy them because of their sin. But Moses interceded, and God showed mercy.

Key Passages

Exodus 32:1–4, 32:24

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|--|---|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Stuffed animal for prayer time |
| <input type="checkbox"/> Bible | |

Print one copy of the Statues Game instructions.



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> "God Calls You" | <input type="checkbox"/> "Exodus 20:1-3" |
| <input type="checkbox"/> "God Is Omnipotent" | |

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Optional Supplements

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

- Students who are tagged must be touched by “Mercy” to rejoin the game.

- Students will hide an object from the student with the blindfold, and then see if he can guess who took it.

Notes

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)!



Come On In

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

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of thanksgiving and tell God thank you.

I'll start. Dear God, thank you for . . . *(insert personal prayer here).*

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K-1st Lesson continues next. Go to page 130 for the Pre-K Lesson.



K-1st Lesson

Review

- ? Refer to the Lesson 57 Flip Chart. In our last lesson, we learned about some special laws that God gave Moses to teach the people how to treat God and each other. What are those laws called? *The Ten Commandments.*

Right. The first four commandments teach how to worship God. Let's see if you remember what those are. *Point to each picture on the Flip Chart and review the first four commandments.*

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 Flip Chart.*

After God spoke to the Israelites and told them to keep the Ten Commandments, he called Moses to come up to the top of Mount Sinai. God was going to explain some other laws the Israelites needed to know, and God was going to write down the Ten Commandments on stone tablets with his own finger so the people could keep these commands with them.

The Israelites Sin

So, Moses took Joshua with him and climbed up the mountain. While Joshua waited partway, Moses continued up, up, up to the top of the mountain. Moses stayed up there talking with God for 40 days! That's a long time! So the Israelites started wondering, "What's happened to Moses?" "Is he dead?" "Is he ever going to come back?" They couldn't go looking for him, since God had said they were not allowed on the mountain.

Exodus 32:1

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

? Let's find out what the Israelites did in Exodus 32:1. Who has the Bible? *Have the student bring up the Bible and open it to the sticky note. Read the verse.*

? Who did the Israelites say brought them out of the land of Egypt? *Moses.*

? Was that true? Was it Moses who caused the ten plagues in Egypt and split the Red Sea so they could cross? *No.*

? Who really rescued them from Pharaoh in Egypt? *God did!*

That's right. Moses led the people, but it was God who rescued them with all the miracles. But the Israelites already forgot about God.

? What did the Israelites tell Aaron to do? What did they want him to make? *Make us gods who shall go before us.*

Uh oh! They were pretty mixed up. First, they said Moses did things only God could do, and now they wanted Aaron to make an idol to lead them instead of God.

? Do you think that pleased God? *No!*

? *Refer to the Lesson 57 Flip Chart.* Look at the Ten Commandments again. The people already forgot some of these. What was number one? *Put God first.*

? And what was number two? *Worship only God. Do not make idols.*

Right. But they told Aaron to make an idol for them to worship.

Remember, Aaron was Moses' brother, who had helped Moses speak to Pharaoh and lead the people, so he should have known this was very wrong.

Exodus 32:2–4

Let's find out what Aaron did. *Read Exodus 32:2–4. Stop before the second sentence in verse 4.*

? What did Aaron ask the people to give him? *Rings of gold.*

And the people did what he asked. They took off their gold rings and brought them to Aaron.

? *Show the Lesson Flip Chart.* What did Aaron make with this gold? *A golden calf.*

? What is a calf? *A young cow or bull.*

? Young bulls are strong, and the people wanted to worship a strong god. But this was just a statue made out of gold. Could it do anything for them? *No!*

Aaron just made it out of gold earrings! How could it lead the people? This was all wrong. But the people thought it was great. Listen to what they said about the golden calf. *Read the last part of verse 4. These are your gods, who brought you up out of the land of Egypt!*

? Let's think about what's happening here. What are the people doing? *Making and worshipping an idol. Saying the idol—not God— brought them out of Egypt.*

Wow! The Israelites already broke the first two commandments God told them to follow! They weren't worshipping God—they were worshipping a statue of a cow!

- ? Would this idol help them? What can a statue do? *Allow discussion.*

Statues can't do anything, can they? Someone has to make them out of stone or clay or metal. But that's all they are.

Let's play a game called "Statues." *Follow the instructions for the Statues Game then continue with the lesson.*

► Have one copy of the Statues Game instructions printed for your use.

Statues can't do anything except stand there. Worshipping a statue or idol is wrong. And it doesn't make any sense. They don't have any power to do anything. But God is omnipotent. He CAN do anything, and we should worship only him.

It was foolish of the Israelites to think that something Aaron made out of their gold had the power to save them from Pharaoh and part the Red Sea, but that's what they said. They ate and drank and celebrated their new false god. They were out of control! They were mixing worship of the true God with idol worship. This was a terrible sin.

Meanwhile, up on Mount Sinai, God knew what the people were doing down below. And he told Moses he was going to destroy the Israelites! They were stubborn and disobedient and deserved to be punished for their sin.

But Moses loved the Israelite people, so he prayed for mercy. This was an important prayer because God was ready to wipe them out! But God listened to Moses and did not destroy the Israelites even though he would have been just to punish them this way. But God showed mercy instead.

Moses Comes Back

Refer to the Lesson Flip Chart. 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 God wrote on those stone tablets? *The Ten Commandments.*

When Moses got back to the camp and saw the golden calf and the people dancing around, he was furious! He threw down the stone tablets and broke them. Moses burned the golden calf and ground it into powder. He sprinkled the powder in the water and made the people drink it. Then later, God punished them with a plague.

But the people weren't the only ones in trouble. Moses had left Aaron in charge. He asked Aaron what happened that caused him to do such a sinful thing and make this idol. But Aaron didn't want to take the blame, so he said the people made him do it.

Exodus 32:24

Listen to what Aaron said. *Read Exodus 32:24.*

- ? What did he say happened? *He said the people gave him their gold; he threw it into the fire, and a calf came out.*

Aaron's story was not the whole truth. He made it sound like the gold turned into a calf by itself and popped out of the fire! Ta-da! Just like that.

But we already read a verse that says, "he fashioned the gold with a graving tool to make the golden calf." Aaron took time to shape the gold into this idol, didn't he? Aaron didn't want to take responsibility for his sin and confess it. But he had the choice to say no when the people told him to make the idol, so he couldn't blame them for what he had done.

Aaron and the Israelites were all guilty of sin against God. But Moses prayed for them, and God listened. They could have been wiped out because of their sin, but God chose to show mercy.

Continue with the Lesson Review Game on page 133.



Pre-K Lesson

Review

- ? Refer to the Lesson 57 Flip Chart. In our last lesson, we learned about some special laws that God gave Moses to teach the people how to treat God and each other. What are those laws called? *The Ten Commandments.*

Right. The first four commandments teach how to worship God. Let's see if you remember what those are. *Point to each picture on the Flip Chart and review the first four commandments.*

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 Flip Chart.*

After God spoke to the people and told them to keep the Ten Commandments, he called Moses to come up to the top of Mount Sinai. God was going to explain some other laws the Israelites needed to know, and God was going to write down the Ten Commandments on stone tablets with his own finger so they could keep these commands with them.

The Israelites Sin

So, Moses climbed up the mountain and stayed for 40 days, talking with God! Forty days is a long time! The Israelites started wondering, "What's happened to Moses?" "Is he dead?" "Is he ever going to come back?" They couldn't go looking for him since God said they were not allowed on the mountain.

Exodus 32:1

? Let's find out what the Israelites did in Exodus 32:1. Who has the Bible?
Have the student bring up the Bible and open it to the sticky note. Read the verse.

? Who did the Israelites say brought them out of the land of Egypt? *Moses.*

? Was that true? Was it Moses who caused the ten plagues in Egypt and split the Red Sea so they could cross? *No.*

? Who really rescued them from Egypt? *God did!*

That's right. Moses led the people, but it was God who rescued them with all the miracles. They had already forgotten about God and his commandments.

? What did the Israelites tell Aaron to do? What did they want him to make? *Make us gods who shall go before us.*

Uh oh! They were pretty mixed up. First, they said Moses did things only God could do, and now they wanted Aaron to make an idol to lead them instead of God.

? Do you think this pleased God? *No!*

? *Refer to the Lesson 57 Flip Chart. Look back at the Ten Commandments again. What was number one? Put God first.*

? Were they doing that? *No.*

? And what was commandment number two? *Worship only God. Do not make idols.*

Right. But they told Aaron to make an idol for them to worship. Remember, Aaron was Moses' brother, who had helped Moses speak to Pharaoh and lead the people, so he should have known this was very wrong.

Exodus 32:2–3

Let's find out what Aaron did. *Read Exodus 32:2–3.*

? What did Aaron ask the people to give him? *Rings of gold.*

The people did what he asked. They took off their gold rings and brought them to Aaron. Then he took the gold and made it into a statue of a calf. A calf is a young bull or cow.

Show the Lesson Flip Chart. Aaron made an idol, and the people started to worship it! They said it was their god, but it was just a statue made out of gold. This was all wrong. But the people thought it was great. They danced and sang and worshipped the golden calf.

This was terrible! The Israelites already broke the first two commandments God told them to follow! They weren't worshipping God—they were worshipping a statue of a cow!

? Would this idol help them like the true God? What can a statue do?
Allow discussion.

► Reread the verses as necessary so the students can hear the answers straight from God's Word.

- Have one copy of the Statues Game instructions printed for your use.

Statues can't do anything, can they? Someone has to make them out of stone or clay or metal. But that's all they are. They don't have any real power.

Let's play a game called "Statues." *Follow the instructions for the Statues Game then continue with the lesson.*

Worshipping a statue or idol is wrong. And it doesn't make any sense. Statues can't do anything. But God can. He is omnipotent, and we should worship him alone.

Moses Comes Back

Meanwhile, up on Mount Sinai, God knew the people were worshipping an idol down below. He told Moses he was going to destroy the Israelites because they were disobedient and deserved to be punished for their sin. But Moses prayed for them, and God listened and showed mercy instead of wiping them out like they deserved.

Refer to the Lesson Flip Chart. Moses' prayer saved the Israelites from death, but they were still in big trouble! He hurried down the mountain with the two stone tablets in his hand.

- ? Who remembers what God wrote on those stone tablets? *The Ten Commandments.*

When Moses got back to the camp and saw the golden calf and the people dancing around—he was furious! He threw down the stone tablets and broke them. Then later, God punished them with a plague.

But the people weren't the only ones in trouble. Moses had left Aaron in charge. He asked Aaron what happened, but Aaron blamed the people for what he had done.

Exodus 32:24

Listen to what Aaron said. *Read Exodus 32:24.*

Aaron told Moses the Israelites gave him their gold, and he threw it into the fire.

- ? Then what did he say happened, what came out of the fire? *The calf came out.*
- ? Was this true? Is that what happened? *No!*

Aaron's story was not the whole truth. He made it sound like the gold turned into a calf by itself and popped out of the fire! Ta-da! Just like that. But the Bible tells us that Aaron took time to shape the gold into this idol. He made it—he just didn't want to get in trouble for it.

Aaron and the Israelites were all guilty of sin against God. But Moses prayed for them, and God listened. They could have been wiped out because of their sin, but God chose to show mercy.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

Justin had a bad dream about his family coveting other people's things. It helped him understand that coveting is wrong and can lead to big problems. God knew that, which is why he included the command not to covet in the Ten Commandments. Instead, God wants us to be happy and content with what we have.

What do you think our story will be about today? Let's find out. *Read the story as you show the picture.*

We may not bow to a statue and worship it the way the Israelites did, but there are many things we could make into an idol if we're not careful.

- ? What was Jeremy's idol? *Soccer.*

Yes. Jeremy was so excited about playing soccer and becoming a superstar that he forgot about other important things. He didn't pay attention to his schoolwork and ended up working on it all day Saturday. When he was playing a game with his family, he and Emily lost because he was thinking about soccer instead. And Jeremy really learned his lesson when he crashed into the bush and got tangled up instead of getting ready for church on Sunday morning.

God wants us to be careful that we don't allow anything to become an idol. Idols tangle us up—we start to forget about important things, like paying attention to our family and our responsibilities. But most of all, we start to forget about God and how important he is.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It's time for the memory verse song. Review the words and then sing the song together once or twice.

God Is Omnipotent

We learned today that the idol Aaron made out of gold earrings couldn't do anything. But the one true God can do anything! Let's sing about our omnipotent God. *Review the words and sing the song together.*

God Calls You

God calls us to obey his commands. Let's sing about obeying him. *Review the words and sing the song once or twice.*

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

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

Be sure to pray with your students before you dismiss them.

- **Thank God for his mercy even when we deserve to be punished.**
- **Ask God to help us not let anything become an idol but to worship only him.**

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”

“You shall have no other gods before me.”

“I am the LORD your God.”

“I am the LORD your God.”

God Is Omnipotent

God is om-ni-po-tent.

God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?
That’s a really big word! Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!
Unstoppable—All the day long!

(Repeat)

Greater than great! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?
Stronger than strong! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?

All powerful—Mighty and strong!
Unstoppable—All the day long!

(Repeat)

One more thing . . . om-ni-po-tent.
Could that be me? Or a queen or a president?
Who is like that? Give me a hint!
Only our God is om-ni-po-tent!

All powerful—mighty and strong!
Unstoppable—All the day long!

(Repeat)

Only our God is om-ni-po-tent!
Only our God is om-ni-po-tent!

God Calls You

God calls you to obey.
God calls you to obey.
So I’ll say, “Okay, okay!”
I’ll obey today!

God wants you to trust him.
God wants you to trust him.
So I’ll trust. I must, I must!
Trust you, Lord, today!

(Repeat)

Even when you don’t really want to,
Even when it’s hard to obey,
I’ll still say, “Okay, okay!”
I’ll obey today!

Even when you don’t understand it,
Even when you don’t see a way,
I’ll still trust. I must, I must!
Trust you, Lord, today!

Trust you, Lord, today!
Trust you, Lord, today!



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 provided detailed instructions on how to construct a portable worship center—the tabernacle—and how to make and set up its furnishings. The Israelites built everything just as God commanded. 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

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 one of the following activities and print/gather necessary items.

Come On In Game:

- | | |
|--|--|
| <input type="checkbox"/> Bible Book Match | <input type="checkbox"/> I Have You Have |
| <input type="checkbox"/> Flashcard Take Away | <input type="checkbox"/> Popcorn* |

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*



Lesson Time

You will need the following items:

- | | |
|---|--|
| <input type="checkbox"/> Lesson Flip Chart | <input type="checkbox"/> Building blocks for each student to have at least one |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Instruction book from a model or toy set |
| <input type="checkbox"/> Stuffed animal for prayer time | |



Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Goofy Golf |
| <input type="checkbox"/> Bible Baseball* | <input type="checkbox"/> Racetrack* |
| <input type="checkbox"/> Board Game | <input type="checkbox"/> Toss for It* |
| <input type="checkbox"/> Bowling* | |



Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.



Memory Verse Game

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

- | | |
|--|--|
| <input type="checkbox"/> Balloon Bop and Pop | <input type="checkbox"/> Freeze* |
| <input type="checkbox"/> Echo Echo* | <input type="checkbox"/> Funny Voices* |
| <input type="checkbox"/> Egg Hunt | <input type="checkbox"/> Popcorn* |
| <input type="checkbox"/> Follow the Leader* | |

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



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- | | |
|--|--|
| <input type="checkbox"/> "God Calls You" | <input type="checkbox"/> "Exodus 20:1-3" |
| <input type="checkbox"/> "God Is Omnipotent" | |

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes.

Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Optional Supplements

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

- Students will draw a line from the item at the top of this worksheet to its matching piece in the picture.

- Students will race to set up and take down simple tents each time they move.

This image shows a full page of white paper with ten horizontal dashed gray lines, evenly spaced from top to bottom. There are no margins, text, or other markings on the page.

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

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).

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

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.



Come On In

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

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of supplication and ask God to help us with something.

I'll start. Dear God, would you please . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? **What word means God is all-powerful?** *Omnipotent.*
- ? **What does it mean that God is sovereign?** *God is in control of everything.*
- ? **What promise is told all through the Old Testament?** *A Savior would come.*
- ? **Who saves sinners from the punishment of sin?** *Jesus.*

Bible Treasure Hunt

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

- Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! *Explain the method you chose for today.* Ready? Set! Go!

K-1st Lesson continues next. Go to page 146 for the Pre-K Lesson.



K-1st Lesson

Review

- ? Refer to Lesson 58 Flip Chart. Who remembers what sinful thing the Israelites did while Moses was up on Mount Sinai? *They made a golden calf and worshipped it.*

Yes. Soon after God had given them the Ten Commandments, the people turned away from him and made an idol of a golden calf and worshipped it.

God was ready to destroy the Israelites for their sin, but Moses prayed and God showed mercy to the Israelites. Even though they were still punished, God did not wipe them out.

- ? Today, I have a question for you. How many of you have ever watched someone build something or seen your mom bake a cake or cookies?
Show of hands.
- ? Did they do it all by themselves, or did they have instructions to follow?
Allow answers.

I want to see how well we can build something with these blocks without using any instructions. *Set out the container of blocks you brought.* We're going to build a church building together before the time is up. I'm going to set the timer (3–5 minutes). *Are you ready?* Have students take turns adding blocks to the building (without too much direction) as time allows.

Okay. Stop! Let's see how you did! *Praise creativity and teamwork.*

You did a great job! I gave you a task without giving a lot of instructions, didn't I? I said we would build a church, but I didn't say how big it should be or what shape to make it.

- ? But what if I wanted our building to look a certain way? What would I need to give you so you would know how to build it? *Directions. Instruction book. Picture.*

Show instruction book from a toy set or model. Flip through the instructions and point out the features as you describe them. These instructions are for a _____. They show you exactly how you're supposed to put the pieces together so you can build exactly what is shown on the front.

In our lesson today, God promised to dwell with the Israelites and stay with them. But he didn't let them build a place of worship on their own. God gave them special instructions!

The Tabernacle

We've seen how the Israelites didn't always do what God said. Let's find out if they followed his instructions for this special place.

Exodus 25:8–9

- ? **Who has the Bible?** *Have the student bring up the Bible and open it to the sticky note. Read Exodus 25:8–9.*

God was going to tell Moses exactly how the people should build a special place to worship him. It was called a tabernacle. Say that with me: tabernacle. There would also be special furniture that would go inside of the tabernacle.

- ? **What is furniture? What kind of furniture do we have in our classroom?** *Allow answers. Chairs, tables, shelves, etc.*

- ? **Right! Most pieces of furniture have a specific purpose. What is a chair for? What is a shelf used for?** *Allow answers.*

Everything the Israelites were going to build had a special purpose, too.

- ? **How did God expect them to follow his instructions? Listen again. Reread the first and last parts of Exodus 25:9, "Exactly as I show you . . . so you shall make it."**

Show the Lesson Flip Chart. The people needed to follow God's instructions exactly as they put the tabernacle and furniture all together. It would include a large tent called the tent of meeting with a fence all around it.

Right inside the fence stood two things: an altar and a basin. The large altar was made from wood with shiny metal, called bronze, all over it. This is where the Israelites would bring animals to sacrifice for their sin when they came to worship. This reminded them that they were sinners and God was holy.

The basin was made of bronze, too. It was like a sink where the priests would wash. They led the people in worship and did other special jobs—like sacrificing animals on the altar. The priests had to wash at the bronze basin as a reminder to be clean and holy as they served the Lord.

- Refer to the Flip Chart often, pointing out each item as you continue.

God chose Aaron and his sons to be the first priests. He wanted the priests to be set apart just like his tabernacle, so God gave instructions for making special clothes for them. God even told them which colors to use for the priest's clothing.

- ? *Refer to the Lesson Flip Chart. Look at Aaron's clothes in the picture here. What colors do you see? Allow answers.*

Gold, blue, purple, and red were beautiful colors that God wanted Aaron, the first high priest, and his sons to wear for worship ceremonies and special announcements.

The Tent

Inside the tent of meeting were two rooms. The first room was the holy place, and only priests could go in there.

Refer to the Lesson Flip Chart. There were three pieces of furniture in the holy place. They were all very beautiful with carvings of flowers and other decorations on them—and they were all made with gold! The first was a golden lampstand. It was an oil lamp that gave light inside the tent.

Then there was the table of showbread where 12 loaves of fresh bread were placed each week. Only the priests could eat it. The bread was a reminder how God provided manna for them in the wilderness.

The third item in the holy place was the altar of incense. Incense is a mixture of sweet-smelling spices. Aaron kept these spices burning regularly.

The other room inside the tent was called the most holy place. It had a veil of fine linen in front of it, like a curtain. Only the high priest was allowed to enter this room once a year.

In the most holy place was the ark of the covenant. Now, we're not talking about the kind of ark Noah built; this ark was a big wooden box, or chest, covered in gold.

- ? On top of the ark, there was a cover called the mercy seat with two golden cherubim on it. What are cherubim? *Allow guesses. A type of angel.*

The ark of the covenant with the mercy seat on top reminded the Israelites that God was with them and that they were sinners and needed God's mercy and forgiveness.

The Picture of Christ

God gave Moses a lot of instructions. But the Israelites followed them completely, which pleased God.

Remember how I said everything in the tabernacle had important meanings? Well, did you know that many parts of it also pointed to 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 on it? *The table of showbread.*

The bronze altar also pointed to Jesus. Remember, the priests had to sacrifice animals on this altar to cover the people's sins. But those sacrifices could not take away sin completely. So they had to do it over and over again.

But many years later, God sent his Son, Jesus, to be a sacrifice for us so our sins could be forgiven completely.

- ? How did Jesus die for us? *Jesus died on the cross.*
- ? How many sacrifices did Jesus make? Did he die over and over again? *No. Just one time. A single sacrifice.*

Because Jesus died, people don't need to keep sacrificing animals anymore. Jesus gave himself once as a sacrifice that was good forever.

So, the altar in the tabernacle where they made sacrifices reminded the people that they were sinners and needed forgiveness. It was a picture of what Jesus would do when he came to die on the cross to save sinners once and for all.

Refer to the instruction book from a toy set or model you showed at the beginning of the lesson. Most of us don't like to sit down and read instructions. But when we want to make something, we need good instructions to help us do it right. That's why God told Moses exactly how to make everything in the tabernacle because it was important: it was where the Israelites would worship God and understand their sin and need for a Savior!

Continue with the Lesson Review Game on page 149.



Pre-K Lesson

Review

- ? *Refer to Lesson 58 Flip Chart.* Who remembers how the Israelites sinned while Moses was up on Mount Sinai? *Idolatry. They made a golden calf and worshipped it.*

Yes. The people turned away from God and worshipped an idol of a golden calf. God was ready to destroy the Israelites for their sin, but he showed them mercy.

- ? Today, I have a question for you. How many of you have ever watched someone build something or seen your mom bake a cake or cookies?
Show of hands.
- ? Did they do it all by themselves, or did they have instructions to follow?
Allow answers.

I want to see how well we can build something with these blocks without using any instructions. *Set out the container of blocks you brought.* We're going to build a church building together before the time is up. I'm going to set the timer (3–5 minutes). *Are you ready? Have students take turns adding blocks to the building (without too much direction) as time allows.*

Okay. Stop! Let's see how you did! *Praise creativity and teamwork.*

You did a great job! I gave you a task without giving a lot of instructions, didn't I? I said we would build a church, but I didn't say how big it should be or what shape to make it.

- ? But what if I wanted our building to look a certain way? What would I need to give you so you would know how to build it? *Directions. Instruction book. Picture.*

Show instruction book from a toy set or model. Flip through the instructions and point out the features as you describe them. These instructions are for a _____. They show you exactly how to put the pieces together so you can build exactly what is shown on the front.

The Tabernacle

In our lesson today, God promised to stay with the Israelites. But he didn't let them build a place of worship on their own. God gave them special instructions!

Exodus 25:8–9

- ? **Who has the Bible?** *Have the student bring up the Bible and open it to the sticky note. Read Exodus 25:8–9.*

This special place to worship was called a tabernacle. Say that with me: tabernacle. There would also be special furniture that would go inside.

- ? **What kind of furniture do we have in our classroom?** *Allow answers. Chairs, tables, shelves, etc.*

- ? **Right! Most pieces of furniture have a specific purpose. What is a chair for? What is a shelf used for?** *Allow answers.*

Everything the Israelites were going to build had a special purpose, too, so they needed to follow God's instructions exactly as they put it all together.

Show the Lesson Flip Chart. The tabernacle would include a large tent called the tent of meeting with a fence all around it.

- Refer to the Flip Chart often, pointing out each item as you continue.

Point to the priest on the Flip Chart. Do you see this man? He is a priest. God chose Aaron and his sons to be the first priests. They led the people in worship. God even gave instructions to make special clothes out of beautiful colors, like blue, red, gold, and purple, for the priests to wear.

Right inside the fence stood two things: an altar and a basin. The large altar was made from wood with shiny metal, called bronze, all over it. This is where the priests would sacrifice animals the Israelites brought for forgiveness of sins when they came to worship God. This reminded them that they were sinners and God was holy.

The basin was made of bronze, too. It was like a sink where the priests would wash to remind them to be clean and holy as they served the Lord.

The Tent

Inside the tent of meeting were two rooms. The first room was the holy place, and only priests could go in there.

Refer to the Lesson Flip Chart. There were three pieces of beautiful gold furniture in the holy place. First, there was a golden lampstand. It was an oil lamp that gave light so the priest could see inside the tent.

Then there was the table of showbread where 12 loaves of fresh bread were placed each week. It was a reminder to the Israelites of how God provided manna for them in the wilderness.

The third item in the holy place was the altar of incense. Incense is a mixture of sweet-smelling spices.

The other room inside the tent was called the most holy place. It had a veil, like a curtain, in front of it. Only the high priest was allowed to enter this room once a year.

In this room was the ark of the covenant. This was not the kind of ark Noah built; this ark was a big wooden box covered in gold. On top of the ark, there was a cover called the mercy seat with two golden angels on it.

The ark of the covenant and the mercy seat reminded the Israelites that God was with them and that they were sinners and needed God's mercy and forgiveness.

The Picture of Christ

God gave Moses a lot of instructions, but the Israelites followed them completely, which pleased God.

Remember how I said everything in the tabernacle had important meanings? Well, did you know that many parts of it also pointed to 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 on it? *The table of showbread.*

The bronze altar also pointed to Jesus. Remember, the priests had to sacrifice animals on this altar to cover the people's sins. But those sacrifices could not take sin away completely. So they had to do it over and over again.

Then many years later, God sent his Son, Jesus, to be a sacrifice for us so our sins could be forgiven completely.

- ? How many sacrifices did Jesus make? Did he die over and over again? *No. Just one time.*

Right. Jesus gave himself once as a sacrifice that was good forever. Because Jesus died, people don't need to keep sacrificing animals anymore.

So, the altar in the tabernacle where they made sacrifices reminded the people that they were sinners and needed forgiveness. And it was a picture of what Jesus would do when he came to die on the cross to save sinners once and for all.

Refer to the instruction book from a toy set or model you showed in the beginning of the lesson. Most of us don't like to sit down and read instructions. But we need good instructions to help us build things right. That's why God told Moses exactly how to make everything in the tabernacle because it was important: it was where the Israelites would worship God and understand their sin and need for a Savior!

Continue with the Lesson Review Game below.



Lesson Review Game

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



Story Time

- ? Do you remember what happened in our last story? *Allow discussion.*

Jeremy made soccer into an idol, didn't he? Jeremy was so excited about playing soccer and becoming a superstar that he forgot about other important things. But he really learned his lesson when he crashed into the bush and got tangled up while practicing soccer instead of getting ready for church on Sunday morning.

Let's find out what our story is about today! *Read the story as you show the picture.*

What a mess! Jessie and Emily found out that instructions are pretty important. They couldn't read the instructions for the cookies, could they? And that led to some messy problems.

- ? In our lesson, we saw how God gave instructions to the Israelites for building the tabernacle. What if they didn't have God's instructions? Do you think it would have turned out right? *No!*

God knew they needed special instructions so they would know exactly what he wanted them to build. There are many other instructions in the Bible that tell us how to do things the way God wants. The Ten Commandments instruct us on how we should treat God and others. In the New Testament, God tells the churches how to work together, and he gives directions to his children so they can obey him.

Sometimes people forget about God's instructions in the Bible. They don't read them or don't listen and use them. But that just leads to problems. God's instructions are important, and he expects those who love him to listen and pay attention to them.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together

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.”



Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It's time for the memory verse song. Review the words and then sing the song together.

God Is Omnipotent

God can do anything! Let's sing about our omnipotent God. Review the words and sing the song once or twice.

God Calls You

God gives us instructions in his Word. Let's sing about obeying him. Review the words and sing the song together.

Sing other class favorites or songs from the Additional Songs list as time allows.



Group Prayer

Be sure to pray with your students before you dismiss them.

- Thank God for his instructions in the Bible.
- Ask God to help us follow his directions and obey him every day.

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

Song Sheet

Exodus 20:1–3

Exodus 20:1–3

And God spoke all these words, saying,

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”
“You shall have no other gods before me.”

“I am the LORD your God,
who brought you out, brought you out,
out of the land of Egypt,
out of the house of slavery.”

(Repeat)

“You shall have no other gods before me.”
“You shall have no other gods before me.”

“I am the LORD your God.”
“I am the LORD your God.”

God Is Omnipotent

God is om-ni-po-tent.
God is om-ni-po-tent.

What does that mean? Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?
That’s a really big word! Om-ni-po-tent.
Can you give me a clue? Can you give me a hint?

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

Greater than great! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?
Stronger than strong! Om-ni-po-tent.
Is that what you’re saying? Is that what you meant?

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

One more thing . . . om-ni-po-tent.
Could that be me? Or a queen or a president?
Who is like that? Give me a hint!
Only our God is om-ni-po-tent!

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

Only our God is om-ni-po-tent!
Only our God is om-ni-po-tent!

God Calls You

God calls you to obey.
God calls you to obey.
So I’ll say, “Okay, okay!”
I’ll obey today!

God wants you to trust him.
God wants you to trust him.
So I’ll trust. I must, I must!
Trust you, Lord, today!
(Repeat)

Even when you don’t really want to,
Even when it’s hard to obey,
I’ll still say, “Okay, okay!”
I’ll obey today!

Even when you don’t understand it,
Even when you don’t see a way,
I’ll still trust. I must, I must!
Trust you, Lord, today!

Trust you, Lord, today!
Trust you, Lord, today!



Unit Review

A review of Lessons 51–59.

Come On In

Choose a Come On In activity.

Lesson Time

You will use the Flip Chart to quickly review each lesson and sing the songs together.

Review Game

Bible Basketball: Students will answer questions and shoot the “ball” to make a basket and score.

Puppet Review

Students will watch the special class puppets as they review some of the important points of the past lessons.

Memory Verse

Students will review the memory verse by singing the memory verse song and taking turns reciting the verse. You may want to offer special prizes or treats.

Lesson Preparation

Come On In

Choose one of the following activities and print/gather necessary items.

Come On In Game:

- ☐ Bible Book Match*
- ☐ I Have You Have
- ☐ Flashcard Take Away
- ☐ Popcorn*

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*

Lesson Time

You will need the following items:

- ☐ Lesson Flip Chart
- ☐ Stuffed animal for prayer time
- ☐ Bible

Song Time

Songs are interspersed throughout the review lesson. Remember to use the downloaded music to review the songs. Lyrics can be found on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page.

- ☐ “Little Baby Moses”
- ☐ “God Calls You”
- ☐ “God Is Omnipotent”
- ☐ “Exodus 20:1–3”

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.

Review Game—Bible Basketball

Instructions for the game are in the Review Game section later in the lesson.

Print one copy of the Review Questions for your use.

Gather the following items:

- ☐ Three or more beanbags, sponge balls, or paper wads
- ☐ Trash can, box, or basket
- ☐ Masking tape

Puppet Review

Print the Puppet Review Script for your use.

Make or purchase two puppets. Simple finger puppets work great, too!

Optional: recruit helpers for the puppets and print extra scripts as necessary.

Memory Verse

Bring incentives such as prizes or treats.

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.



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.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.

Optional Supplements

Hands-On Activities

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

- Review Puzzles*
Students will assemble puzzles made from the Flip Chart illustrations.
- Choose a favorite or skipped activity from any of the previous nine lessons.

Notes



Come On In

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

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



Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- I'm thankful prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of adoration and tell God we love him and praise him.

I'll start. Dear God, you are amazing in all you do. I love you because . . .
(insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? What word means God is all-powerful? *Omnipotent.*
- ? What does it mean that God is sovereign? *God is in control of everything.*
- ? What promise is told all through the Old Testament? *A Savior would come.*
- ? Who saves sinners from the punishment of sin? *Jesus.*

K-1st Lesson continues next. Go to page 160 for the Pre-K Lesson.



K-1st Review

Lesson 51

Open the Flip Chart to Lesson 51. We learned that Pharaoh was afraid of the Israelites, so he forced them to be his slaves. Then he ordered that all the baby boys be thrown into the Nile River.

➤ Refer to the Exodus to Malachi Timeline as you review.

- ? But there was one mother who put her baby in a basket and placed it in the water. Do you remember the name of this baby? *Moses*.

Pharaoh's daughter, the princess of Egypt, came to the river and found the basket. She felt sorry for the crying baby and adopted him as her own. God watched over baby Moses. He worked everything out perfectly so Moses grew up as a prince in Egypt.

But when he was a man, Moses didn't like the way the Israelites were being treated. When he killed an Egyptian, Moses had to run away.

Little Baby Moses

God watched over Moses and protected him. Let's sing the song we learned about baby Moses. *Sing the song together.*

➤ Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

Lesson 52

Refer to the Lesson 52 Flip Chart. One day as Moses was out with the sheep, he saw a bush burning with fire.

- ? What was so strange and amazing about this bush? *It wasn't burning up!*

When Moses came closer, he heard a voice coming from the bush! It was God speaking. He said he knew the Israelites were being treated badly as slaves, and it was time for Moses to lead them out of Egypt.

But first, Moses would have to prove to the Israelites that it was really God who sent him. So God gave him three special signs to show them.

- ? What did Moses' staff turn into when he threw it on the ground? *A snake.*
? What happened to Moses' hand when he put it in his robe and back out again? *It got leprosy and then was healed.*
? What did God do to the water for the third sign? *Turned it into blood.*

Moses and his brother, Aaron, went to the Israelite leaders to show them the signs and the Israelites believed them.

Lesson 53

Refer to the Lesson 53 Flip Chart. Moses and Aaron went to Pharaoh and told him to let God's people go. God knew Pharaoh wouldn't obey. He sent ten terrible plagues to show his power and to punish Pharaoh and the Egyptians for treating the Israelites so badly.

Let's look at the first nine plagues. I'll point to each picture, and you tell me what that plague was. 1) water turned to blood, 2) frogs, 3) gnats, 4) flies, 5) animals sick, 6) boils, 7) thunder, fire, and hail, 8) locusts, 9) darkness.

- ? Pharaoh's heart was hard and stubborn. What did he say every time Moses asked him to let the Israelites go? *No!*

God would show Pharaoh that he needed to obey because God is omnipotent and the Israelites were his people.

Lesson 54

Refer to the Lesson 54 Flip Chart. The tenth plague was worse than any of the others, but God gave his people instructions that would keep them safe.

- ? First, what kind of animal did God tell each family to choose? *A perfect lamb.*
- ? After all the families killed their lambs, what were they supposed to do with the lamb's blood? Where would they put it? *They put it on the two doorposts and the lintels of their houses.*
- ? Next, they would roast the lamb and eat it with flat, unleavened bread and bitter herbs. What was the meal called that the Israelites ate that night? *Passover.*

God struck down all the firstborn sons in Egypt, including Pharaoh's son, but he passed over the homes with blood on the doorposts. After that, Pharaoh finally let the people go.

The Passover was a picture of another perfect lamb, Jesus, the Lamb of God. Just as lambs' blood was spread on the doorposts to save the Israelites, Jesus' blood was shed on the cross to save us from the punishment for our sins.

God Is Omnipotent

God showed his great power when he sent the plagues on Egypt. Let's sing about God's omnipotence. *Sing the song together.*

Lesson 55

Refer to the Lesson 55 Flip Chart. God led the Israelites out of Egypt and guided them with a pillar of cloud and fire. They went out into the wilderness and came to the Red Sea.

But Pharaoh changed his mind and chased after the Israelites. They were trapped between the Red Sea and Pharaoh's army.

- ? What did God do to rescue the Israelites? *Parted the Red Sea.*

The Israelites walked through the sea on dry ground!

- ? What happened to the Egyptians when they tried to follow the Israelites through the sea? *God made their chariot wheels get clogged so they would not work right! The water came down over them. They were destroyed.*

God rescued his people from Pharaoh and brought them out of slavery, just like he promised.

Lesson 56

Refer to the Lesson 56 Flip Chart. In the next lesson, we saw how God provided everything the Israelites needed as they traveled through the wilderness.

The Israelites quickly forgot that God could take care of them, and they grumbled and complained. But God was merciful and provided food for them.

- ? What did they call the bread God provided on the ground in the morning? It's a word that means "What is it?" *Manna.*
- ? What was another thing God provided? Here's a hint: it came from a rock. *Water.*

God also provided protection when enemies attacked.

- ? During a battle with the Amalekites, God told Moses what to do for them to win. What was that? *Hold his hands/staff up.*

Moses' arms got tired, so Aaron and Hur helped him keep his hands up until the Israelites won the battle.

Lesson 57

Refer to the Lesson 57 Flip Chart. God gave the Israelites the Ten Commandments, and they are important for us, too. The first four tell how we should treat God, and the last six tell how we should treat each other.

Let's look at them now. *Use the Flip Chart to remind students of the connection between each number-shaped picture and the command.*

God put the Ten Commandments in his Word so we could understand our sin and our need for Jesus. He was the only one who ever obeyed all of God's laws perfectly. That's why he could take the punishment for our sins when he died on the cross. And when we turn to Jesus and believe in him, we are made right with God.

God Calls You

God calls us to trust him and obey. And even when it's hard to do, God will help us. Let's sing about that. *Sing the song together.*

Lesson 58

Refer to the Lesson 58 Flip Chart. After God spoke to the Israelites and told them to keep the Ten Commandments, he called Moses to come up to the top of Mount Sinai.

- ? Meanwhile, down in the camp, what did the people tell Aaron to do while Moses was gone? *Make an idol.*
- ? What did Aaron make out of gold? *A golden calf.*
- ? What did the Israelites do when the golden calf was finished? *Worshipped it.*

The Israelites already broke the first two commandments God told them to follow! They weren't worshipping God—they were worshipping a statue of a cow!

? Did Aaron take responsibility for his actions? *No.*

Aaron blamed the people and made it sound like the gold turned into a statue of a calf by itself!

Aaron and the Israelites were all guilty of sin. God was ready to destroy them. But Moses prayed for them, and God listened and chose to show mercy. The people were still punished, but they were not wiped out.

Lesson 59

Refer to the Lesson 59 Flip Chart. In this last lesson, we talked about the instructions God gave to the Israelites for building the tabernacle and the pieces of furniture that went in it.

? What was the tabernacle for? *It was a place to worship God.*

The tabernacle included a large tent called the tent of meeting with a fence all around it. Right inside the fence stood two things: an altar and a basin.

? What was the altar used for? *Animal sacrifices.*

This is where the Israelites brought animals to sacrifice for their sin when they came to worship. But it was also a picture of what Jesus would do when he came to die on the cross to save sinners once and for all.

The basin was where the priests washed. This reminded them to keep themselves clean and holy as they served the Lord.

Inside the tent, the first room was called the holy place. There were three pieces of golden furniture in the holy place: a golden lampstand, the table of showbread, and the altar of incense.

The next room was called the most holy place. The ark of the covenant was in this room. It reminded the Israelites that God was with them and that they were sinners and needed God's mercy and forgiveness.

Continue with the Review Game on page 164

► Refer to the Exodus to Malachi Timeline as you review.



Pre-K Review

Lesson 51

Open the Flip Chart to Lesson 51. We learned how the Israelites became slaves in Egypt. Pharaoh, the king of Egypt, was afraid of the Israelites so he made a new law for the baby boys to be thrown into the river.

? But there was one mother who put her baby in a basket and placed it in the water. Do you remember the name of this baby? *Moses.*

Pharaoh's daughter, the princess of Egypt, found the basket. She felt sorry for the crying baby and decided to adopt him as her own.

God watched over baby Moses, and he grew up as a prince in Egypt. But when he was a man, Moses didn't like the way the Israelites were being treated. After he killed an Egyptian man, Moses had to run away.

Moses' life suddenly changed; he went from being a prince to being a shepherd in Midian.

Little Baby Moses

God had a plan for Moses, and he protected him. Let's sing the song we learned about baby Moses. *Sing the song together.*

Lesson 52

Refer to the Lesson 52 Flip Chart. One day as he was out with the sheep, Moses saw a bush burning with fire.

- ? What was so strange and amazing about this bush? *It wasn't burning up!*

The bush was burning but not turning to ashes. Then Moses heard a voice coming from the bush.

- ? Who was speaking to Moses? *God.*

God explained that he was going to send Moses to lead the Israelites out of Egypt. God gave Moses three signs to show to the Israelites so they would believe that God really did send him.

- ? What did Moses' staff turn into when he threw it on the ground? *A snake.*

- ? What happened to Moses' hand when he put it in his robe and back out again? *It got leprosy and then was healed.*

- ? What did God do to the water for the third sign? *Turned it into blood.*

Moses and his brother, Aaron, went to the Israelite leaders to show them the signs. They believed and were glad to hear that God would soon rescue them from slavery.

Lesson 53

Moses and Aaron went to Pharaoh and told him to let God's people go. God knew Pharaoh wouldn't obey, but he had a plan to show his great power.

Refer to the Lesson 53 Flip Chart. Pharaoh's heart was hard, and he wouldn't believe God. God sent ten terrible plagues to show his power and to punish Pharaoh and the Egyptians.

Let's look at the first nine plagues. I'll point to each picture, and you tell me what that plague was. 1) water turned to blood, 2) frogs, 3) gnats, 4) flies, 5) animals sick, 6) boils, 7) thunder, fire, and hail, 8) locusts, 9) darkness.

- ? What did Pharaoh say every time Moses asked him to let the Israelites go? *No!*

► Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

Pharaoh kept saying, “No!” But God was going to show Pharaoh that he needed to obey because God is omnipotent and the Israelites were his people.

Lesson 54

Refer to the Lesson 54 Flip Chart. The tenth plague was worse than any of the others, but God gave his people instructions to keep them safe.

- ? First, what kind of animal did God tell each family to choose? *A perfect lamb.*
- ? After all the families killed their lambs, what were they supposed to do with the blood? Where would they put it? *They put it on the two doorposts and the lintels of their houses.*

During the tenth plague, when God saw blood on the doorposts, he would pass over their homes. The Israelites ate the Passover meal of roasted lamb, unleavened bread, and bitter herbs.

The Passover was also a picture of another perfect lamb: Jesus, the Lamb of God. Just as lambs' blood was spread on the doorposts to save the Israelites, Jesus' blood was shed on the cross to save us from the punishment of our sins.

That night, the plague came and all the firstborn sons in Egypt died, including Pharaoh's son. Pharaoh finally obeyed God and let the Israelites go free!

God Is Omnipotent

God showed his great power when he sent the plagues on Egypt. Let's sing about God's omnipotence. *Sing the song together.*

Lesson 55

Refer to the Lesson 55 Flip Chart. When the Israelites left Egypt, God led them through the wilderness with a pillar of cloud and fire.

- ? But when they came to the Red Sea, who did they see chasing them? *Pharaoh and the Egyptian army.*

Now the Israelites were trapped! Pharaoh had changed his mind and chased after them.

- ? What did God do to rescue the Israelites? *Parted the Red Sea.*
- ? How did the Israelites get to the other side of the sea? *They walked through on dry ground.*

When the Egyptians tried to follow the Israelites through the sea, God made their chariot wheels get clogged so they wouldn't work right. Then the water came down over them, and they were destroyed. God rescued his people from Pharaoh and brought them out of slavery, just like he promised.

Lesson 56

Refer to the Lesson 56 Flip Chart. In the next lesson, we saw how God provided everything the Israelites needed as they traveled through the wilderness. The Israelites grumbled and complained, but God was merciful and provided food for them.

- ? What did they call the bread God provided on the ground in the morning? It's a word that means "What is it?" *Manna.*
- ? What did God provide when the people were thirsty? Here's a hint: it came from a rock when Moses hit it. *Water.*
- ? God also provided protection when enemies attacked. During a battle with the Amalekites, what did God tell Moses to do for them to win? *Hold his hands/staff up.*

Moses' arms got tired, so Aaron and Hur helped him keep his hands up until the Israelites won the battle.

Lesson 57

Refer to the Lesson 57 Flip Chart. God gave the Israelites the Ten Commandments, but they are important for us, too. The first four tell how we should treat God, and the last six tell how we should treat each other.

Let's look at them now. *Use the Flip Chart to remind students of the connection between each number-shaped picture and the command.*

Another reason why God put the Ten Commandments in his Word is so we could understand that we need Jesus. He is the only one who can obey God's laws perfectly. That's why he could take the punishment for our sins when he died on the cross. And when we turn to Jesus and believe in him, we are made right with God.

God Calls You

God calls us to trust him and obey. And even when it's hard to do, God will help us. Let's sing about that. *Sing the song together.*

Lesson 58

Refer to the Lesson 58 Flip Chart. God told Moses to come up to the top of Mount Sinai. God was going to write the Ten Commandments on stone tablets for the people.

- ? Meanwhile, down in the camp, what did the people tell Aaron to do while Moses was gone? *Make an idol.*
- ? What did Aaron make out of gold? *A golden calf.*

The Israelites already broke the first two commandments! They weren't worshipping God—they were worshipping a statue of a cow!

Moses was very angry when he saw what they were doing. Aaron blamed the people and made it sound like the gold turned into a statue of a calf by itself!

Aaron and the Israelites were all guilty of sin, and God was ready to destroy them. But Moses prayed for them, and God listened and chose to show mercy. The people were still punished, but they were not wiped out.

Lesson 59

Refer to the Lesson 59 Flip Chart. In this last lesson, we talked about the instructions God gave to the Israelites for building the tabernacle and the pieces of furniture that went in it.

? What was the tabernacle for? *It was a place to worship God.*

The tabernacle had a large tent with a fence all around it. Right inside the fence stood an altar and a basin.

The altar is where the Israelites would bring animals to sacrifice for their sin. This was also a picture of what Jesus would do when he came to die on the cross to save sinners once and for all.

The basin was where the priests washed. It reminded them to keep themselves clean and holy as they served the Lord.

Inside the tent, the first room was the holy place. There were three pieces of gold furniture: a golden lampstand, the table of showbread, and the altar of incense.

The next room was called the most holy place. The ark of the covenant was in this room. It reminded the Israelites that God was with them and that they were sinners who needed God's mercy and forgiveness.

Continue with the Review Game below.



Review Game—Bible Basketball

We encourage you to review the past lessons by playing this review game.

Materials

Review Questions

Three or more beanbags, sponge balls, or paper wads

Basket, trash can, or box

Masking tape

Instructions

Print one copy of the Review Questions. Position the basket and make a shooting line with masking tape.

Divide your class into two teams. Have the teams line up or sit in their chairs until their turn. Ask the first student in line a review question. If he answers correctly, he gets three tries to make a basket. If he doesn't know the correct answer, give him one try to make a basket and then ask the other team the same question.

Keep track of the number of baskets made for each team. When all the questions have been answered, total the scores and declare a winner.



Puppet Review

Use the puppets to act out the Puppet Review Script. The script is written for two puppets and the teacher. You may want to recruit helpers for the puppets.

Boys and girls, I'd like to introduce some friends of mine. They heard that we've been learning all kinds of wonderful things from the Bible. So they asked me if they could come and talk with us and see if we can answer some of their questions.

Here they are, (Puppet One and Puppet Two). Introduce their names and have them greet the children. Then continue with the Puppet Review Script.



Memory Verse

Use the downloaded music to sing the memory verse song together then give students an opportunity to recite or sing the verse without help.

You may want to offer special prizes or treats to those who do well or at least give it a good try.

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.”



Group Prayer

Be sure to pray with your students before you dismiss them.

- Praise God for his omnipotence.
- Thank God for providing for all of our needs.

Song Sheet

Little Baby Moses

There was a little baby
from a Hebrew family.
His mother had to hide him
to save him from the king.

She wove a special basket
to keep the baby dry.
Then set him in the river
with his sister standing by.

His name was Moses.
He was drawn from the water.
Moses!
How did this come about?
Moses!
He was drawn from the water.
Moses!
Well, God had worked it out!

The daughter of the Pharaoh
Spied the floating basket.
How great was her excitement
when she saw the Hebrew in it.

The princess kept the baby
and raised him as her own.
This kid was adopted!
And here's how he was
known . . .

His name was Moses.
He was drawn from the water.
Moses!
How did this come about?
Moses!
He was drawn from the water.
Moses!
Well, God had worked it out!
(Repeat)

God Is Omnipotent

God is om-ni-po-tent.
God is om-ni-po-tent.

What does that mean? Om-ni-
po-tent.

Can you give me a clue? Can you
give me a hint?
That's a really big word! Om-ni-
po-tent.
Can you give me a clue? Can you
give me a hint?

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

Greater than great! Om-ni-
po-tent.
Is that what you're saying? Is
that what you meant?
Stronger than strong! Om-ni-
po-tent.
Is that what you're saying? Is
that what you meant?

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

One more thing . . . om-ni-po-tent.
Could that be me? Or a queen or
a president?
Who is like that? Give me a hint!
Only our God is om-ni-po-tent!

All powerful—Mighty and strong!
Unstoppable—All the day long!
(Repeat)

Only our God is om-ni-po-tent!
Only our God is om-ni-po-tent!

God Calls You

God calls you to obey.
God calls you to obey.
So I'll say, "Okay, okay!"
I'll obey today!

God wants you to trust him.
God wants you to trust him.
So I'll trust. I must, I must!
Trust you, Lord, today!
(Repeat)

Even when you don't really
want to,
Even when it's hard to obey,
I'll still say, "Okay, okay!"
I'll obey today!

Even when you don't
understand it,
Even when you don't see a way,
I'll still trust. I must, I must!
Trust you, Lord, today!

Trust you, Lord, today!
Trust you, Lord, today!

Exodus 20:1–3

Exodus 20:1–3
And God spoke all these words,
saying,

"I am the LORD your God,
who brought you out, brought
you out
out of the land of Egypt,
out of the house of slavery."
(Repeat)

"You shall have no other gods
before me."
"You shall have no other gods
before me."

"I am the LORD your God,
who brought you out, brought
you out
out of the land of Egypt,
out of the house of slavery."
(Repeat)

"You shall have no other gods
before me."
"You shall have no other gods
before me."

"I am the LORD your God."
"I am the LORD your God."



Appendix

Come On In Games

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase), or print flashcards from the Teacher Digital Resources.

Memory Verse Games

Choose one of these games to practice the memory verse with your class.

Lesson Review Games

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

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

Bible Book Match

Teams flip over flashcards to make matches.

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print two sets of flashcards. Lay the flashcards out on the floor facedown or attach them to the wall. Divide the

class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards if you have those).

Flashcard Take Away

Start with all of the flashcards—but wait! What happens when flashcards are taken away? Can students still say them in order?

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print one set of flashcards. Put them in order on the wall or board as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order. See if they can get through the whole set without starting over!

Materials

- ☐ Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for

example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Allow students to help each other and to use the poster. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

Popcorn

Students “pop” up as they say the name of the book on their flashcard. Start out slowly and see how fast you can go!

Materials

- ☐ Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or squat down in a circle. Pass the flashcards out to the

students in order. Have the person with the first book on his card begin by popping up and saying the name of the book. As you go around the circle, have each student take turns “popping” up as they say the next book.

Once you get to the end of the set of flashcards you are working on, start over until everyone is standing up. Then go around again and have the students sit back down when they say their book.

Memory Verse Games

Balloon Bop and Pop

Each balloon has a word from the memory verse on it, but what happens when you pop one? You have to say the verse without that word!

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ One piece of yarn or rope for each balloon
- ☐ Bop and Pop Cards
- ☐ Clothespins or other clips to attach the balloons
- ☐ One balloon for every word in the memory verse
- ☐ One large safety pin
- ☐ Container

Instructions

Inflate the balloons. Write one or more words from the memory verse on each balloon. Attach the balloons to the

yarn or rope with the clothespins in the proper order. Hang the balloon rope low enough for students to reach the balloons. Print and cut out one set of Bop and Pop Cards. Put the cards into the container. Have a safety pin available during the game.

Practice the verse with the students by gently “bopping” (or tapping) each balloon as you recite the verse. Refer to the words on the balloons. Choose a student to draw a Bop and Pop Card from the container.

If the card says “Bop!” the student will recite the verse while gently bopping each balloon. If the card says “Pop!” the student will choose a balloon to pop with the pin. After popping a balloon, have the students recite the memory verse including the missing word. Continue play until all students have had a turn or until all balloons are popped.

Echo Echo

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

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

- ☐ Flip Chart Memory Verse Page
- ☐ 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 Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the 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.

Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

Instructions

Print and cut out the Follow the Leader Cards. Tape each one to walls or furniture randomly around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move to the next one. You may want to repeat this activity or have students take turns leading.

Freeze

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many can you do?

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

Popcorn

Students "pop" up as they say their part of the memory verse. Start out slowly and see how fast you can go!

Materials

- ☐ Flip Chart Memory Verse Page

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 to say the next word then squatting back down. Repeat.

You may want to divide the class into two groups. Have the first group pop up together and say the first word then squat back down. Then the second group pops up together saying the next word and squats back down and so on until the verse is completed. Repeat—going faster and faster!

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 Flip Chart during the games.

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

- ☐ Review Questions
- ☐ Two beanbags
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one

a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Bible Baseball

Students will answer questions and run the bases!

Materials

- ☐ Review Questions
- ☐ Three chairs set out for bases
- ☐ Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student

up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans

into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a “lane” from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

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 (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 person a review question. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the sheet of paper labeled #1, the first hole. Continue with the next team. Take turns allowing teams to answer questions and putt 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 last hole wins.

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

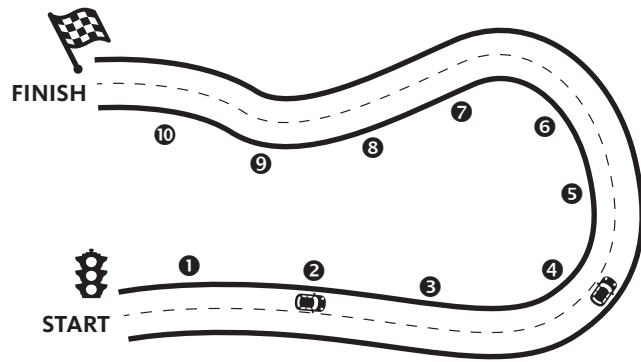
Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

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 (see example).

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!

Toss for It

How many points? Toss for it! Students answer questions and toss the beanbag to earn points for their team.

Materials

- ☐ Review Questions
- ☐ A deck of numbered cards, or numbers and “wild” written on index cards
- ☐ One beanbag
- ☐ 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. 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 until all students have had a turn tossing the beanbag. Repeat questions and add more cards to the grid as necessary.