

Life of Moses

Lesson 33a — Baby Moses

Lesson 33b — God Calls Moses

Lesson 33c — The Plagues in Egypt

Lesson 33d — The Red Sea Crossing

Lesson 33e — Miracles in the Wilderness

OVERVIEW

Our final unit of this quarter focuses on Moses, the national hero who delivered the Israelites from Egyptian slavery. God used this man to lead His chosen people in their journey to Canaan.

Our first lesson narrates the miraculous sparing of Moses' life shortly after his birth. Though a royal edict ordered the execution of all Israelite male children at birth, Moses spent the first 40 years of his life in the royal court of Pharaoh. As you explain this story, you will want to help your students recognize that God can be trusted to care for us too.

When circumstances brought a dramatic change in Moses' situation, he found himself in the desert tending sheep. There, in a spectacular manner, God called him to be the leader of His people, and this is the topic of our second lesson. As you talk about the scene at the burning bush, bring out that God has a plan for each one of us also, even though it likely will not be revealed in such an amazing manner.

Our third lesson takes up the series of ten plagues sent by God to counter Pharaoh's attempt to keep the people of Israel in bondage. This horrifying judgment on Egypt was God's way of delivering His chosen people. Your students should understand through this story that God has power to deliver, and that power will be exercised for those who trust Him.

In our next lesson the Children of Israel, fleeing before the army of Egypt, faced the Red Sea. The story of how God parted the waters and allowed them to pass through on dry ground is one of the favorites of children this age. Reinforce the theme of God's power to deliver as you teach this lesson.

God's providential care in providing food and water for His people in their time of need is the main thought of the final lesson in this unit. As your students learn about the miracles that God performed in the wilderness, they should realize that He cares for His people today and has promised to supply their needs.

GAMES FOR REVIEW

Place a small coin and a question inside each of several balloons and blow them up. Attach the balloons to a board to start. Let each student take a pin and pop a balloon. If the student correctly answers the question he may keep the coin. This could also be done using the Wordless Book colors.

Play a game similar to Memory using the set of Moses symbol cards (see Patterns). Lay all the cards face down on your table. Allow each student, in turn, to turn over two cards. If he makes a pair, he is allowed to keep them. If they do not match, he must turn them back over and the next person gets a turn.

CONTEST IDEAS

Make a spinner dividing it into thirds and marking the sections for attendance, bringing Bible, and knowing memory verse. Let one of the students spin. If the spinner lands on "Bible," those who have brought their Bible get a prize. A prize can be given for each section.

Spring is a good time of year to feature a kite contest. Make a brightly-colored kite for each child, and let them decorate it and print their name on it in large letters. Attach a long string to the base of each kite and suspend the kites from the ceiling of your class or department area. Each Sunday that a child comes, brings his Bible, brings a friend, or says his memory verse, add a bow to the tail of his kite.

On a large bulletin board, make two sections of the Red Sea with a path between. Divide your group into teams (by classes, boys and girls, or however you wish) and assign a color to each team. Cut out people shapes from each of these colors (see Patterns). Pin a number of people from each color on the left side of the Red Sea. Each Sunday of the unit, a person can be moved to the other side of the sea for each child who attends, brings a Bible, a friend, or whatever you designate as the purpose of the contest. At the end of the unit, the team having the most people of their color on the right side of the Red Sea is the winning team.

BULLETIN BOARDS

Title your board **THE LIFE OF MOSES** (see Patterns). Make a winding trail moving from the top left corner down to the lower right corner. Mark five main places along the trail for the five events covered in our lessons. On each Sunday, post a picture of that event, using the symbols or illustrations from the Primary Pals stories. Along the trail you could also put small representations of other events in Moses' life such as the tables of stone, Mt. Sinai, the brazen serpent.

Title your board **LOOK WHAT HAPPENED TO MOSES** (see Patterns). Cover your board, cutting five windows into the paper so that students can lift up flaps. Put the boy and girl looking toward the windows on the lower right and left corners of your board. Be sure to outline around the windows to indicate the areas to lift up. Underneath each flap, place an enlargement of the symbols or story illustration from Primary Pals, or another of the pictures given to go with the lesson. Or enlarge the symbols given for the Moses Mobile described in Chart Ideas. Use the bulletin board as a teaching tool as you tell each week's story.

Use a light-blue background for your board, with blue foil waves. Tack a lightweight baby blanket on the right side, and on it attach a very lightweight stuffed baby doll or a picture of a baby (see Patterns). Add some lily pads and bulrushes in the left corner, and title your board **BABY MOSES**. If you have room for a table in front of the board, decorate it as a river, hanging green streamers from the edge of the table to look like reeds. Your students could color "lily pads." Put a basket, baby doll and blanket on the table. Then students could reenact the story with their classmates.

UNIT SONGS

"Jesus Never Fails" — Singspiration
"I Just Keep Trusting My Lord" — Singspiration
"Why Worry When You Can Pray?" — Singspiration
"God Can Do Anything But Fail" — Singspiration
"I Know Who Holds the Future" — Singspiration

"Got Any Rivers?" — Singspiration (Lesson 33d)
"How Did Moses Cross the Red Sea?" (Lesson 33d)
"God Will Take Care of Us All" — Primary Children Sing
"No Problem Is Too Small for Jesus" — Sunbeam Songs, Vol. 2
"What's a Miracle?" — Sunbeam Songs, Vol. 2

CHART IDEAS

Let each of your children make a Moses Book, using the bubble letters spelling Moses. Also copy and cut out five pages of that shape for each student (see Patterns). Each Sunday give him one page and let him either draw a picture of that lesson or write his memory verse for the week. At the end of the unit assemble the book and attach together at the left side with brads, or by threading through the holes with yarn.

Give each child a copy of the chart using the name Moses (see Patterns). Cut on the dotted lines so that each letter lifts up. Then back that sheet with a solid, uncut sheet. Each Sunday that the child attends, let him lift one of the letters and glue the small picture for that week underneath.

Give each child a copy of the manna basket which has been reproduced on brown construction paper (see Patterns). Or you may wish to copy them on white paper and let each child color his own basket. Cut the slit as indicated by the dotted line. Tape a backing piece behind the basket slit so manna can be put into the basket. Each Sunday of the unit, let them add pieces of manna to their basket for specific things; such as, attendance, knowing the memory verse, and bringing their Bible.

Help your students make Moses Mobiles for this month's chart (see Patterns). On the first Sunday, help them cut out the word "Moses" and punch the holes as indicated at the bottom of each letter. (To make the mobile more durable, cover this main piece with clear contact paper before they cut it out.) They should also cut out the baby in the basket and attach it by a length of yarn to the hole in the letter M. On the following Sundays, they will attach the burning bush to the letter O, the small frog to the letter S, the parted water to the letter E, and the basket with manna to the last letter S. On the final Sunday, attach a longer length of yarn to the top of the M and S, so the mobile can be hung.

SUPPORT MATERIAL

Family Life Institute series of cassette tapes — Numbers 9, 10, and 12
Stories About Moses — Pict-o-graph, by Standard Publishing
Moses, Volume 1, Biblegram, CEF Press

TEXT Exodus 1:22; 2:1-10; Hebrews 11:23

OBJECTIVE The students will be able to explain that Moses' parents had faith in God so they did not fear the king (Pharaoh). They will know that we can trust God in the same way.

MEMORY VERSE The Lord is my helper, and I will not fear what man shall do unto me. — Hebrews 13:16

Baby Moses

MEMORY VERSE IN ACTION

THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body, touching right waist.

IS MY HELPER — With left fist extended, lift it with right palm.

AND I WILL NOT — Shake head no.

FEAR — Open eyes and mouth wide as your hands tremble at eye level.

WHAT MAN — Point to others.

SHALL DO — Cup hands, palms down, then move from side to side.

UNTO ME — Point to self.

MEMORY VERSE VISUALIZED

A sleeping child illustrates our memory verse for this week. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Arrange the puzzle, a piece at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: If possible, open your class session by bringing a real baby for your children to see. (As an alternative, use a baby doll.) Let your children touch him and talk about how precious babies are and how we love them and want to take care of them. Move into your lesson by telling your class that today's Bible story is about a special little baby whose parents loved him very much.

1. Pharaoh decreed that every baby boy born to the Israelites should be cast into the river.
2. When Moses was born his mother hid him for three months; then she laid him in an ark and put it in the river.
3. Miriam saw Pharaoh's daughter rescue Baby Moses from the river and volunteered his mother to be his nurse.

Climax: Moses stayed in his own mother's home until he was old enough to go to live with Pharaoh's daughter and "he became her son."

Conclusion: God protected Baby Moses in the river,

then brought about events for his rearing and education.

Response: The students will be able to explain that Moses' parents trusted God, and did not fear the king. Because they trusted in God, Moses was rescued and well-kept as he grew up. They should know that they can have that same faith and trust in God.

BACKGROUND INFORMATION

God showed Abraham that his descendants were going to live four hundred years in a land that was not theirs. They would be servants and would be afflicted. Genesis 15:13

This was the condition that existed when Moses was born. In an effort to curb the population growth of the Israelites, Pharaoh had decreed that all male babies be thrown into the river. To a Levite couple, Amram and Jochebed, was born a son during this time, but his parents refused to obey the king's command and hid him three months. His mother felt that he could no longer be hidden, so she made an ark of bulrushes and hid him among the flags upon the very river in which presumably the boy babies were to be drowned!

We see here the providence of God in the protection of the little fellow. He did not tip over and drown nor was he eaten by a crocodile, but was preserved in a remarkable manner. The daughter of Pharaoh came to the river, spotted the ark, and had it brought to her. When she saw the baby she had compassion on him and even unknowingly engaged the baby's mother to nurse him until he could be taken to the court. Pharaoh's daughter named him Moses because she had drawn him out of the water.

SPECIAL NOTE FOR THIS LESSON

See ideas for Lesson 9c.

IN-CLASS ACTIVITIES

Give your children the eight numbered squares and a copy of the grid sheet (see Patterns). Let them draw

the picture in the grid by tracing over each square into the correct space on the grid.

Let each child make his own basket for Baby Moses (see Patterns). Help them cut on the dark lines, fold on the dotted lines, and paste on the areas indicated. Then have them cut out the Baby Moses and fold back on the dotted lines. Put the baby in the basket.

Help each child make his own booklet about Baby Moses (see Patterns). Help them follow the instructions on each page. Cut the pages apart, assemble, and staple together.

Let your children make the baby in the bulrushes (see Patterns). Cut the large and small groups of bulrushes from two shades of green construction paper. Use a brown felt pen to add lines and details. Slit down between several of the bulrushes in the smaller group, so the basket can slide between them. Glue the smaller piece on top of the larger along the sides, leaving the top of the bulrushes open. Cut out the baby and the basket parts. Glue the two parts of the basket together, leaving an opening for the baby. Put the baby into the basket and slip both behind the top rushes.

QUESTIONS

What did Pharaoh (the king) want to do to all boy babies?

When Pharaoh's daughter found Moses, what did she do?

Why did Pharaoh want to kill the baby boys? Why not the girls?

Why do you think Moses' mother put him into the basket and in the river?

Why did Moses' sister hide and watch Moses?

How do you think Pharaoh's daughter felt when she found Baby Moses?

How would you feel if you found a real live baby in a little boat?

How do you think Moses' mother felt when her daughter came to bring her to Pharaoh's daughter to be the baby's nurse?

What do you suppose Moses' mother had been doing while she was waiting to see what would happen to her baby?

How would you feel if that were your baby brother in the river? Would you trust God?

PRESCHOOL SUGGESTIONS

A picture of Baby Moses in the bulrushes and Pharaoh's daughter finding him (see Patterns) could be colored and folded, and then unfolded as the lesson is told.

Make each child a mitt showing Baby Moses in the palm of Jesus' hand (see Patterns). Using a fabric transfer pencil, trace over the design in the book. Iron it onto a piece of cloth. Use liquid embroidery to outline the design on the fabric. Cut out on heavy lines and stitch with right sides together on dotted lines. Clip as indicated. Finish wrist edge. Turn inside out and press.

Give each child a copy of the baby in a basket, with the lid to fold down (see Patterns). Let them color the basket and then fold the lid down to cover the baby.

Use the set of six flashcards (see Patterns) to review the story of Baby Moses. Lay them out on your table and see if your little ones can put them into the correct order.

REVIEW IDEAS

Draw a picture on posterboard of Baby Moses in a basket. Attached by tape at the top, have strips of green construction paper with questions on them covering the picture. Let the students take turns selecting a strip and answering the question on it. If the answer is correct they get a sticker; if not, let someone else try. Continue until all questions have been asked and the picture is revealed.

This would be a good lesson to dramatize, using some of your students. One boy could be Pharaoh. Have him wear a crown and hang a sin-spotted heart around his neck. Other children could portray Moses' mother and Miriam. Drape a scarf over each of their heads. Other girls could be the princess and her maidens. Have the princess wear a crown also. Other simple props should include a doll, basket, blue sheet for water, and some bulrushes made by attaching fronds of green construction paper to the front of a chair. Miriam can then kneel down behind the chair as she watches the baby.

Show a real baby to your children, if possible the younger brother or sister of one of the children in your group. Explain how much the family loves this baby, and tell them that Baby Moses' family loved him the same way. Talk about how hard it would be to hide a baby, because they need so many things — show some of the things, such as blanket, bottle, diaper. Play a tape of a baby's crying. Show a basket as you talk about what God showed Baby Moses' mother to do in order to save his life.

COORDINATING SONGS

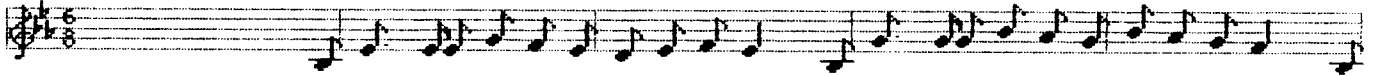
- "I Wonder How It Felt"
- "More About Jesus"
- "God Is Watching Over You"
- "Jesus Loves the Little Children"

SUPPORT MATERIAL

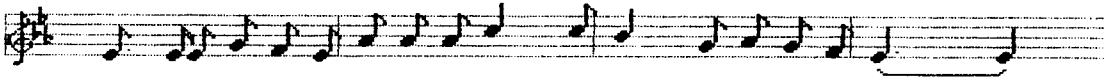
Baby Moses — A Magic Picture Book

The Story of Baby Moses — My Very First Coloring Book, Warner Press
Baby Moses in a Basket — A Happy Day Book
Acting for God — The Helping Hands Series, Shining Star Publishing
Baby Moses — Visual Graph, Scripture Press
The Princess and the Baby — Arch Book
The Princess and the Baby, No. 9 — The Lion Story Bible, A Lion Book

MEMORY VERSE SONG



The Lord is my helper, and I will not fear; The Lord is my helper, and I will not fear; the



Lord is my helper and I will not fear what man shall do un-to me.

MEMORY VERSE VISUALIZED



TEXT Exodus 3:1-14; Hebrews 11:24-26

OBJECTIVE The students will be able to explain that God knew where Moses was and called him to do a special task. They can explain that God knows where we are and has a plan for us also.

MEMORY VERSE Walk worthy of God, who hath called you unto his kingdom and glory. — I Thessalonians 2:12

God Calls Moses

MEMORY VERSE IN ACTION

WALK WORTHY — Extend hands palms down; move one hand in front of the other in imitation of our feet when walking.

OF GOD — Point up.

WHO HATH CALLED — Beckoning motion using both arms.

YOU — Point to others.

UNTO HIS — Point up.

KINGDOM — With left hand out, palm down, place right palm on left hand; then move right hand in a horizontal circle ending back on top of left hand.

AND GLORY — Extend left palm facing up. With right finger tips touch left palm; raise right hand wiggling fingers.

MEMORY VERSE VISUALIZED

A pair of shoes is the visual representation of this week's verse. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Display them one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a real telephone to class. (If a real phone is not available, make one from paper using the pattern given in Primary Pals for Unit 12.) Talk about getting a call from someone. Explain that today's story is about a man who got a very special call, but it wasn't on the telephone. It was much more unusual!

1. Moses was tending his father-in-law's sheep in the desert. When he came to Mount Horeb the angel of the Lord appeared unto him in a burning bush.

2. God called Moses and he answered, "Here am I." The Lord told Moses to take off his shoes for he was on holy ground.

3. The Lord had seen the affliction of His people and He told Moses, "I will send thee to Pharaoh." Moses was called to bring Israel out of Egypt.

Climax: Moses felt that he wasn't capable of such a task and said, "Who am I?" but God promised, "Certainly I will be with thee."

Conclusion: Moses felt incapable to lead Israel out of Egypt. We feel unable to do things for the Lord but God promises, "Certainly I will be with thee."

Response: The students will be able to explain that God knew Moses and his qualifications, and called him to a special task. They will realize that God knows us and also has a plan for us.

BACKGROUND INFORMATION

The Bible has little to say about Moses from the time of his being presented to the Egyptian court until he slew an Egyptian taskmaster and had to flee for his life. In the seventh chapter of Acts, Stephen declares that Moses was learned in all the wisdom of the Egyptians and was mighty in words and deeds. Stephen also states that Moses supposed that the Israelites would have understood that God by the hand of Moses would be their deliverer. The historian Josephus says that God revealed in a dream to Amram that Moses would be the one to deliver the Israelites. In any case, Moses got ahead of the Lord's time and was forced to flee from Egypt and he went to the land of Midian.

When Moses arrived in Midian, he helped some shepherd girls water their flocks. The girls' father, Jethro, appreciated what Moses had done and invited him in to eat bread. Moses was contented to work as a shepherd for Jethro and married one of his daughters. We aren't told anything more about Moses until God called to him from the burning bush.

When the time came for God to deliver the Children of Israel from bondage, God knew exactly where to find the man for the job. He wasn't in the palace of a king, but a shepherd out on the backside of the desert. He had made his choice not to be called the son of Pharaoh's daughter and was ready to suffer affliction with the children of God.

IN-CLASS ACTIVITIES

Give each child a coloring sheet showing Moses standing in front of the burning bush (see Patterns).

Use the cut-out figure of Moses (see Patterns) and his sheep to tell your story. Find a real branch to serve as your burning bush, and set this on a styrofoam base. Add the small orange construction paper flames around it. God's voice is represented by speech balloons. Cut these out and mount them on craft sticks. Stick into the styrofoam base so the words seem to be coming from the bush.

Bring a telephone to class. Ask if anyone has ever had someone call them on the telephone and ask them to do something. Explain that your story today is about a man whom God called and asked to do a specific task — but He used something far more unique than a telephone to get in touch with Moses!

After telling the story of Moses, discuss with your class some things God might call a person in our day to do. Bring some implements of various occupations: a fireman's hat, a textbook (for teacher), a broom (for housewife), a typewriter (for office worker), a badge (for policeman). Let your group talk about ways these people could be called of God and used by Him as they go about their daily work. Conclude by showing ways we can all work for God: a church invitation (invite others), a smiling face (be sure the joy of the Lord shows in our life), a songbook (do our part in the church work), etc.

QUESTIONS

How did God show Himself to Moses?

What job did God have for Moses?

Explain how the bush was on fire and yet didn't burn up.

Tell of some other unusual ways, either in the Bible or about people you know, in which God got someone's attention.

Has God ever asked you to do something for Him?

Why did Moses wonder why God chose him to deliver the people of Israel?

How do you think God chooses people to work for Him?

Do you think God had a plan for Moses' life even when he was a tiny baby in the basket?

Do you think God has a plan for your life?

PRESCHOOL SUGGESTIONS

Give each of your children a copy of the scribble picture of the burning bush (see Patterns). Let them add flames coming from the bush.

When Moses came before the burning bush, God told him to take off his shoes because he was on holy ground. Reproduce copies of Moses' shoes for each child (see Patterns). Punch holes around edge as indicated. Give each child a length of yarn with a tape-wrapped tip. Let them lace around the shoe.

Let your preschoolers make a simple burning bush. Fold a piece of orange construction paper in half crosswise. Cut this into half of a simple bush shape. Using blunt scissors, let each child cut snips along the edges, being careful not to cut all the way to the fold. When the bush is unfolded, the snips will make "flames."

REVIEW IDEAS

Have a teacher walk out calling for a student and the child pretending to be hiding. Have the teacher continue calling, saying, "Tommy, where are you? I want you to do something for me. Where are you? I know I'll find you. There you are! I would like you to . . ." Bring out that the Lord has something for us to do and He knows where we are, but we need to answer when He calls.

Interview someone in your church that God has called to a specific job for Him.

Bring a number of items indicative of the call of God. Bring a rod first, and talk about God's call to Moses. Then show items that might relate to a call in our day; for example, typewriter (church secretary), invitation (seaman worker), musical instrument (orchestra member), Bible (minister), Bible story book (Sunday school teacher).

COORDINATING SONGS

"Jesus Loves Me"

"Trust and Obey"

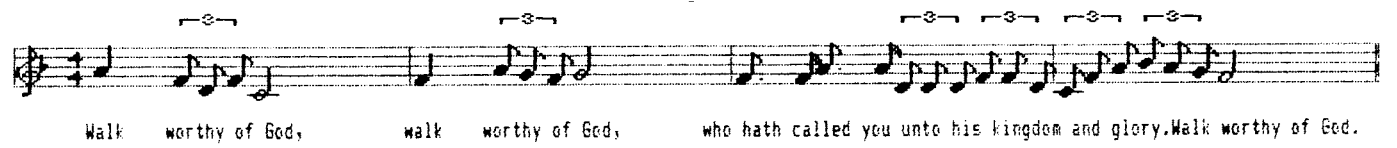
"Faith of Our Fathers"

"I'm Gonna Work"

SUPPORT MATERIAL

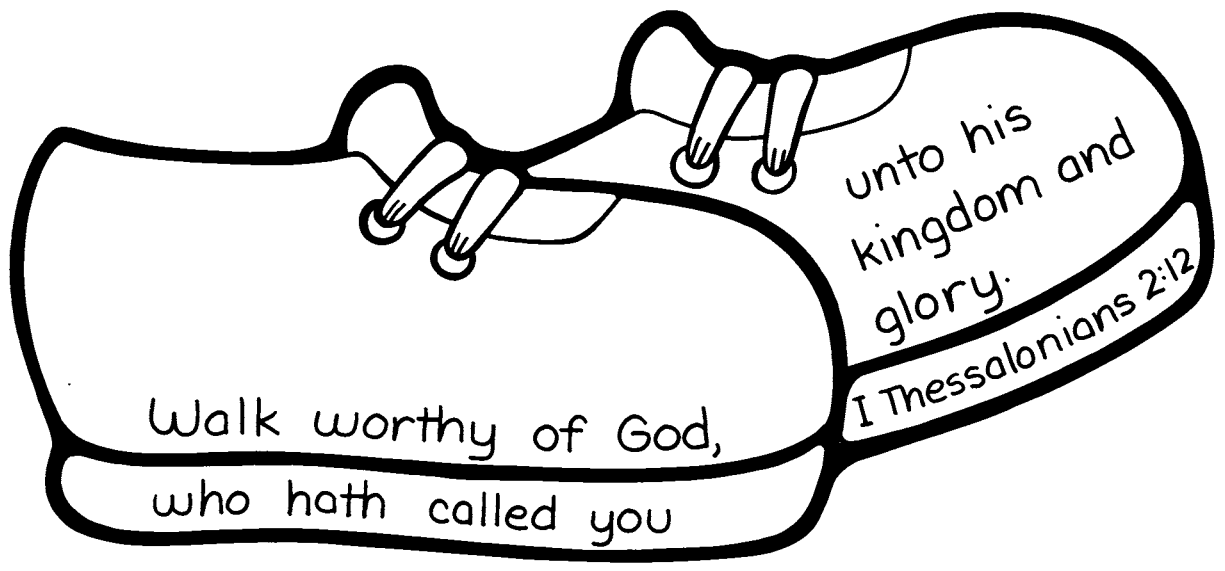
Moses and the Burning Bush — Visual Graph, Scripture Press

MEMORY VERSE SONG



Walk worthy of God, walk worthy of God, who hath called you unto his kingdom and glory. Walk worthy of God.

MEMORY VERSE VISUALIZED



TEXT Exodus 5:1,2; 6:1,2; 7:20; 8:6,17,24; 9:6,10,23; 10:13,22; 12:29-31

OBJECTIVE The students will be able to tell about the different plagues that came upon Egypt. They can explain that God used these events to deliver the Children of Israel, and understand that when troubles come into their lives they can turn to God and He will deliver them also.

MEMORY VERSE The LORD shall help them, and deliver them . . . because they trust in him. — Psalm 37:40

The Plagues in Egypt

MEMORY VERSE IN ACTION

THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body, touching right waist.

SHALL HELP THEM — With left fist extended, lift it with right palm.

AND DELIVER THEM — Abruptly move hands away from body, palms down.

BECAUSE THEY — Point to others.

TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN HIM — Point up.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse features a child helping another one who has a sore knee. (See pattern at end of lesson.) Cut the sections apart as indicated by heavy black lines. Put the arrangement back together, a piece at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Cut out the letters of the word "trouble" and spread them out on your table. As you open your class session, let the children help you arrange the letters to spell the word. Explain to your group that their lesson today is about some bad trouble that came on the people of Egypt because their ruler would not let the Children of Israel leave as God had commanded.

1. Moses and Aaron warned Pharaoh that he should let the Children of Israel leave Egypt, but he refused.

2. The Lord sent national calamities upon Egypt. Nine terrible plagues came and yet Pharaoh would not let the Children of Israel go to worship God.

3. Ten plagues were: river turned to blood, frogs, lice, flies, cattle died, boils, hail, locusts, darkness, firstborn of men and animals died.

Climax: The Lord smote all the firstborn in the land of

Egypt. This tenth plague brought terror in Egypt, and Israel was delivered from Egypt.

Conclusion: The ten plagues were used of God to bring about Israel's deliverance from the afflictions in Egypt. We can trust God to deliver us from our problems in miraculous ways.

Response: The students will be able to enumerate the ten plagues. They can explain that God has the same power today and He can deliver them from trouble and problems.

BACKGROUND INFORMATION

When God sent Moses to Pharaoh to deliver the Children of Israel out of Egyptian bondage, He also planned to punish the Egyptians at the same time. The Egyptians had not only been cruel to the Israelites, but they were a nation that did not regard the living God. They worshiped many different gods and goddesses that were symbolized by animals and other objects in nature. The utter worthlessness of these gods was manifested when the God of Israel struck at them directly or used them to bring misery upon the Egyptians. God purposely hardened Pharaoh's heart so that the power of God could be demonstrated.

The Nile River is practically the only source of water for the land of Egypt. The first plague that God sent was turning the water to blood which showed the powerlessness of Hapi, god of the Nile. The plague of the frogs showed the superiority of God over their frog god. Hathor, the cow goddess, could not stop the plague on the cattle. Amon-Ra, the sun god, could not prevent total darkness from covering the land of Egypt. But the God of the Israelites kept the sun shining in the land of Goshen. The goddess of harvest, Rennutet, could not keep the locusts and the hail from destroying their crops.

The final plague defied all the gods of Egypt and the

Lord slew the firstborn of man and beast throughout Egypt. The Children of Israel who had the blood on their doorposts and lintels escaped this terrible judgment.

IN-CLASS ACTIVITIES

Have a puppet named “Clue” take an item or a drawing of an item from the list below up to a volunteer (child). Let the child see if he can determine which plague it represents. He gets a smiley sticker if he guesses correctly.

1. Water colored red
2. Frog
3. Lice or person scratching
4. Fly or fly swatter
5. Cow or carton of milk
6. Bandaid
7. Ice cube
8. Grasshopper
9. Light bulb or blindfolded face
10. Picture of a baby

Use the figures suggested for the overhead review as stick puppets. Scale to an appropriate size and cut around them. Glue each one onto a Popsicle stick, and hold them up as you tell about each plague.

Use the finger puppets given for Moses, Aaron, and Pharaoh to enact the story (see Patterns).

Make a game to review the plagues that came to Egypt. Copy and laminate, or cover with clear plastic contact paper, the Trouble in Egypt game board and markers (see Patterns). Cut apart the markers and place them in an envelope. Let the children take turns pulling a plague marker from the envelope, match it to its correct shape on the board, then tell what that plague was.

Help each of your children make a frog as a symbol of the plagues that came to Egypt (see Patterns).

QUESTIONS

Which plague would have bothered you most?

Why didn't Pharaoh know who the Lord was?

How was God going to change Pharaoh's mind?

Do you think Pharaoh knew who God was after the plagues hit Egypt?

How would you like to turn on the faucet in the kitchen and have blood come out instead of water?

Name the plagues.

If you had been living in Egypt what would you have wanted Pharaoh to do about the Israelites? Why? How do you think the Children of Israel felt?

Why was Pharaoh so stubborn?

Why are people still too stubborn to listen to God?

Have you ever been in a place where it was so dark you couldn't even see your hand? How would it feel to stay in that dark place for three whole days?

Why do you think Pharaoh let the Children of Israel go after the last plague?

Why do people sometimes only believe or turn to God after they've had great sorrow? When is the best time to believe in God?

PRESCHOOL SUGGESTIONS

Explain to your little ones that when bad things happen to us, we are sad. (Show a sad face.) What are some of the things that make us sad? Owies (show bandaid), dark rooms (cover eyes) and big bugs (show plastic bugs). The people in our story today had all sorts of sad things happen to them because they wouldn't be kind to the people who loved God. God wants us to be kind to others. (Use books on kindness.)

Draw a sin-spotted heart in the center of a large piece of construction paper. Around the heart, allow your little ones to paste circle stickers on which you have drawn sad faces. Talk about how doing naughty things makes us and everyone around us sad.

Take a number of pennies and put press-on round circles on each one. On half of them draw sad faces, and on the other half draw happy faces. Place on your desk the two simple pictures showing Egypt and Goshen (see Patterns). Let your children sort the sad and happy penny faces, putting the sad faces on the Egypt picture and the happy faces on the Goshen picture.

REVIEW IDEAS

Prepare an overhead showing what each of the plagues were (see Patterns).

Pre-tape a series of simulated “news flashes” describing the various plagues as they occurred in Egypt. Have them done like a radio broadcast. It would be effective to use different voices. Have the speakers put lots of drama and excitement into their voices. If you wish, turn off the tape between each segment and discuss what the effect of that particular plague would have been upon the people.

COORDINATING SONGS

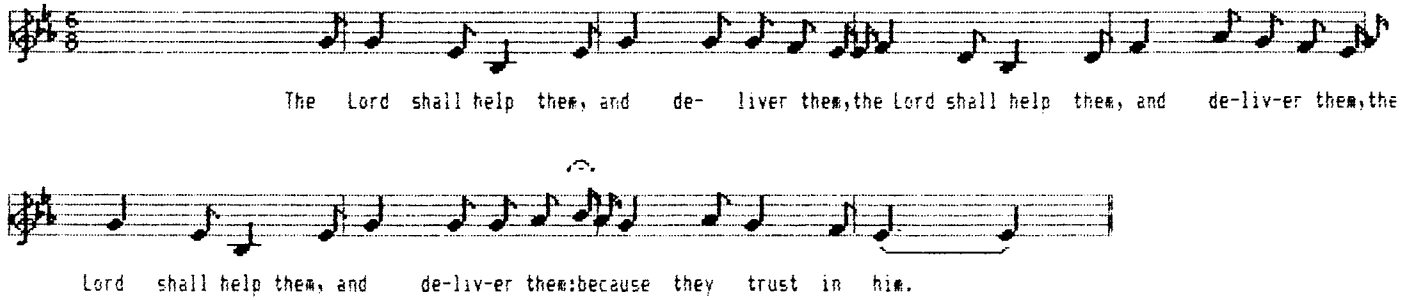
"He's Got the Whole World in His Hands"
"They That Wait Upon the Lord"
"Where He Leads Me I Will Follow"

"Oh, Be Careful Little Hands What You Do"

SUPPORT MATERIAL

Moses and the 10 Plagues — Arch Book

MEMORY VERSE SONG



The Lord shall help them, and de- liver them, the Lord shall help them, and de-liv-er them, the
Lord shall help them, and de-liv-er them: because they trust in him.

MEMORY VERSE VISUALIZED



TEXT Exodus 14:5-31; Hebrews 11:29

OBJECTIVE The students will be able to describe the things that took place just prior to the crossing. They will realize that when any pressure comes to their life they can turn to God and He will deliver.

MEMORY VERSE Fear ye not, stand still, and see the salvation of the LORD. — Exodus 14:13

The Red Sea Crossing

MEMORY VERSE IN ACTION

FEAR YE — Open eyes and mouth wide as your hands tremble at eye level.

NOT — Shake head no.

STAND STILL — Place right index and middle fingers in a standing position in left palm.

AND SEE — Place hand above eyebrows as though viewing something.

THE SALVATION — Abruptly move hands away from body, palms down.

OF THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body, touching right waist.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by a little girl's looking to Jesus for help. (See pattern at end of lesson.) Cut the three pieces apart as indicated by the heavy black lines. Arrange the puzzle a section at a time as your students recite each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Take a baking pan or tray of water to class. Allow your students to try to separate the water using their hands. When they see they cannot do this, tell them that your story today is about a miracle God did when He parted the waters for the Children of Israel.

1. The Children of Israel were frightened when Pharaoh pursued them with chariots and horsemen. Moses told them "Fear ye not . . . The LORD shall fight for you."

2. The Angel of God and the pillar of the cloud came between the Children of Israel and the Egyptians giving light in the night to Israel and darkness to Egypt.

3. At the Red Sea the Lord told Moses to lift up his rod, and stretch out his hand over the sea. A strong east wind blew all night making a dry road for them in the midst of the sea.

Climax: When the Children of Israel had crossed the Red Sea safely, the Lord overthrew the Egyptians and

they were drowned.

Conclusion: God worked as Moses obeyed. The Red Sea parted and Israel was delivered. God will deliver us as we face the pressures and problems of life.

Response: The students will be able to tell the story of the Red Sea crossing and realize that when they are under pressure from the devil, the Lord will deliver them.

BACKGROUND INFORMATION

Though the Egyptians had suffered the terrible plagues that befell them, more judgment was yet to come. God further hardened Pharaoh's heart and he sent his army in pursuit of the Israelites.

God did not lead the Israelites out of Egypt through the country of the Philistines which was the shortest route to the Promised Land. The Philistines were a warlike nation and God did not wish to discourage the Israelites with war. So the Lord led them through the wilderness by a pillar of cloud by day and a pillar of fire by night. They followed God's leading to the shore of the Red Sea. They were now trapped in the wilderness by the army of Pharaoh coming in behind them. The Children of Israel were terrified because they were unarmed and apparently they could not escape to the right or left because of the rough terrain and the sea that was before them.

God had given Moses instructions on what to do and Moses told the Israelites to fear not, but to "stand still, and see the salvation of the LORD." God could easily have slain the Egyptian army as He did the Assyrian army at a later date, but He had a different plan. He told Moses to hold out his rod over the sea and the water divided. The Children of Israel went across on dry ground, but when the Egyptian army followed them, God caused their chariot wheels to fall off and slowed them down. When all the Egyptian army was in the sea, Moses again held out his rod over the sea and the water came together, drowning the Egyptians. We learn

from this that if we are serving God, we have nothing to fear, no matter how impossible the situation may seem.

IN-CLASS ACTIVITIES

Take a tray of water. Let the children try to separate the water with their hands. Explain that this is impossible for man to do.

Use a large piece of blue material to represent the Red Sea. Fold it so you can open up a center portion and have a strip of brown cloth laid there to represent the dry ground. Let your students hold a strip of people (see Patterns) and move them through the sea. Then move the strip of soldiers through. When they are in the center, fold the blue cloth back over them.

Attach magnetic strips to bottom piece of strips of people representing the Children of Israel (see Patterns). Hold a magnet under your background scene to pull the people through the Red Sea.

Use a paper chain of people to represent the Children of Israel. Make a simple Red Sea for them by folding a piece of blue construction paper so the two narrow ends meet in the middle. Underneath these flaps glue a strip of brown paper through the center to represent the path on dry ground.

QUESTIONS

How did Moses and his people get across the Red Sea?

Why did Pharaoh change his mind about letting Israel go?

What should Pharaoh have done?

Do you always learn to obey after your parents punish you? Why?

Why were the Children of Israel afraid when they saw the Egyptians coming after them?

How do you think Moses felt?

Can we trust God today to fight our battles? Can we trust our Sunday school teachers and ministers to lead us right?

What do you think about the cloud God made to separate the Israelites from the Egyptians? What side of it would you want to be on?

How would you feel if you were walking through a sea with big walls of water on both sides of you? What do you suppose they saw? Fish?

How could the bottom of the sea be dry ground?

PRESCHOOL SUGGESTIONS

Cut out and paste on Popsicle sticks the airplane, boat, car, truck, and bicycle (see Patterns). Explain that the Children of Israel didn't have any of these when they traveled.

Give each child a copy of the picture of Moses holding his rod beside the Red Sea (see Patterns). Let them color the picture. Spread a thin layer of glue on the path and let the children sprinkle sand on it.

Give each child the two halves of the Red Sea cut from blue construction paper (see Patterns) and let them draw waves on them. Help them cut the brown path with people on it to glue to the green construction paper background. Attach the two halves of blue to the green background at the center, top with a paper fastener. The two sides will swing apart to reveal the path between.

Give each child a copy of the Crossing of the Red Sea sheet (see Patterns). Have them circle the way the Children of Israel crossed over the water.

REVIEW IDEAS

Bring two sacks — one labeled "Problems" and one labeled "Solutions." Tell the class that all of us, like the Children of Israel, have problems. Open the Problems sack and read the slip of paper inside (preferably problems the children can relate to). The Children of Israel were also concerned about how to get away from the Egyptian army. But then open the Solutions sack and pull out a Bible, a Primary Pals, a miniature church (or picture of one) and praying hands. By coming to Sunday school and church and reading our Bible we learn to pray and trust that God will send a solution. He always does, just like He parted the Red Sea.

Have two puppets act out the song, "How Did Moses Cross the Red Sea?" Have children say the "No, no's" in the appropriate places.

Take two large pieces of cardboard and cut the top like waves. Paint them blue. Attach these to chairs and set up with a pathway between. Let your children walk between, pretending this is the Red Sea. Pretend the army is nearing, and push the chairs together.

Use an overhead to present this review. Use a piece of blue acetate cut down the center to represent the Red Sea. Split apart and move a strip of people through as you tell about the Children of Israel's crossing on dry land. When you put in a strip of soldiers, move the two pieces of blue acetate back together.

COORDINATING SONGS

"How Did Moses Cross the Red Sea?"

"Victory in Jesus"

"He's My Reason for Living"

"Walking With Jesus"

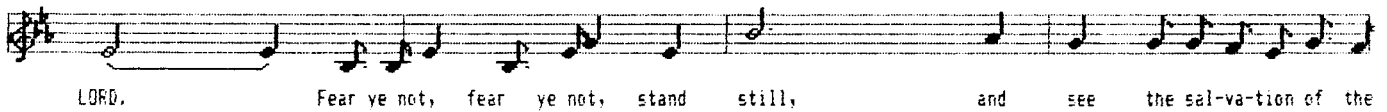
"Got Any Rivers?"

SUPPORT MATERIAL

When the Sea Opened — A Magic Picture Book

The Exodus — Arch Books

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Exodus 16:11-31; 17:1-6

OBJECTIVE The students will be able to describe the miracles that God wrought in the wilderness. They will know that God cares for His people today and will see to their well-being.

MEMORY VERSE The LORD thy God hath been with thee; thou hast lacked nothing. — Deuteronomy 2:7

Miracles in the Wilderness

MEMORY VERSE IN ACTION

THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder; bring across in front of body, touching right waist.

THY GOD — Point up.

HATH BEEN WITH — Touch fists to chest, move them away from body.

THEE — Point to others.

THOU HAST LACKED NOTHING — Shake head no as fingers are being flexed on extended palm-up hands.

MEMORY VERSE VISUALIZED

A boy with his lunch box illustrates this week's memory verse. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and put the pieces up one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take an empty child's lunch box and thermos to class. As you begin your session, talk about being hungry and wonder what might be in the lunch box. After discovering that it is empty, discuss how it would feel to be hungry and thirsty, and not have any food or water. Tell your group that today's story is about some times when the Children of Israel felt just that way.

1. Meat and bread were promised by the Lord for the Children of Israel in the wilderness where there was nothing to eat.
2. In the evening quail came and covered the camp so the people had meat to eat.
3. In the morning when the dew was gone they found a small round thing on the ground. They called it manna. Moses said, "This is the bread which the Lord hath given you to eat."
4. When they had no water to drink the Lord told Moses to take his rod and strike the rock. Water came out of it for them to drink.

Climax: God miraculously provided food and water for the Children of Israel.

Conclusion: Moses trusted the Lord and as he followed God's instructions, about three million people were given food and drink in the wilderness.

Response: The students will be able to describe the miracles that God wrought in the wilderness. They will know that God cares for His people today and will see to their well-being.

BACKGROUND INFORMATION

Because the Egyptian army was drowned in the sea, it did not mean that the Children of Israel would have no more tests. They went a three days' journey into the wilderness of Shur and found no water. Then the water of Marah was found, but it was bitter. One would think that the Israelites would have waited to see how God would work out this problem, but they murmured against Moses. God told Moses to cast a certain tree into the water and the water would be made sweet. It wasn't the tree that made the water sweet, but Moses' faith and obedience to God.

The next problem that arose was their diminishing supply of food. Naturally, one wouldn't expect to find food in a desert to feed a multitude of people. But we must remember that God was definitely leading these people by a pillar of fire and a cloud. Though they could all see the visible leading of God, again they murmured against Moses and Aaron. Fortunately, God was very patient with the Israelites and gave them manna in the morning and quail at night. If we follow the leading of God, we do not have to worry about what is going to happen. We simply need to trust God to see us through.

As they continued on their journey they came to a place where there was no water. Instead of remembering how God had supplied water before, they again murmured against Moses. Evidently they were very forceful in their murmurings as Moses cried unto the Lord and said that the people were ready to stone him. The Lord told Moses to take his rod and smite the rock in Horeb

and it would bring forth water. Moses did as he was bidden and water came out of the rock in abundance. God did not bring forth water because the people murmured, but because He was merciful. Later on the Lord brought severe judgment upon them because of their murmuring (Numbers 11:1; I Corinthians 10:10). The Apostle Paul warns us in Philippians 2:14, "Do all things without murmurings and disputings."

IN-CLASS ACTIVITIES

Use flip-sided stick puppets to show happy/sad group of people, Moses with eyes closed praying/eyes opened, sun/moon, empty desert during day/quail in evening, manna in baskets/spoiled manna in baskets, rock/rock with water coming out (see Patterns). Use these to tell the story of the miracles in the wilderness.

Give each child a copy of the picture of Moses and the Children of Israel beside the rock (see Patterns). Cut around right side of rock on heavy line. Let the children color the picture and then fold on dotted lines to hide water. As you tell the story they may unfold their pictures to show water coming from the rock.

As a companion picture to the water from the rock, let the children draw manna in the picture of the Children of Israel with their baskets (see Patterns). The picture then can be colored.

Use a circle picture wheel to review the events of this lesson (see Patterns). Let children take turns moving wheel to the next section, telling what part of the story it represents.

QUESTIONS

What is manna? What are quail?

They gathered just enough manna for each day. What happened when they took too much?

What did they do differently on the sixth day?

How did they get water?

How do you think your mother would have liked fixing dinner with manna?

How do you think the people who looked for manna on the Sabbath felt when they didn't find any?

How many rocks do you know of that have water in them?

Have you ever hit a rock and had water come out?

What made the water come out of the rock when Moses hit it?

Talk about how God provides for you or for people you know.

PRESCHOOL SUGGESTIONS

Make Teacher Vi's Heavenly Manna. (Mix 1 cup butter with ½ cup powdered sugar. Add 2 cups flour and mix with hands. Shape into large ball. Place rounded pieces of dough — about the size of large peas — on greased cookie sheet. Bake at 300 degrees for 10 minutes or until golden.) Spread it out on the table in front of your little ones as you have them close their eyes and pretend it is night. (Or use any round cereal such as Oh's or Cookie Crisp, or puffed millet.) Let the children collect the manna into little baskets (see Patterns).

Give each child a small doll such as a Fisher Price or Playmobile person. Give them a folded piece of cardboard or construction paper to use as a small tent. Use one larger doll as Moses and have them bring their dolls in front of him to tell him their problem. Then they can have the little dolls collect the manna.

Help your little ones read the picture story (see Patterns). Let them paste on the sticker of Jesus in the appropriate spot. Read through the story several times so they can identify and say the word for each picture.

REVIEW IDEAS

Bring a number of empty food boxes, an empty cereal box, and an empty water pitcher, cup, or bottle. Explain that the Children of Israel had to carry their supplies with them. Ask your group what the children of Israel should have done when they ran out of their supplies. What did they do?

Talk about why we need food and water. Show pictures of ways we use water. Show pictures of various kinds of food. Describe how troubled the Children of Israel were when they found themselves without food.

Review the lesson by playing a game with your group. Divide them into two or more teams. On a chalkboard or large piece of butcher paper, mark off a game path of squares. Write a set of review questions on slips of paper, number them, and write the numbers on each square. (It is not necessary to put the numbers in consecutive order on the game path. You may also wish to include a few squares which say "Complaining! Go back to 1" or "Took too much manna. Miss a turn." Have a team member spin a spinner indicating whether he should move one, two, three, or four spaces. He must then answer the question which has the same number as the space on which he landed. If he cannot answer the question, or answers incorrectly, his team loses its next turn.

COORDINATING SONGS

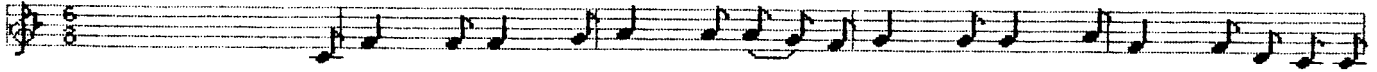
“God Will Take Care of You”

“My Lord Knows the Way Through the Wilderness”

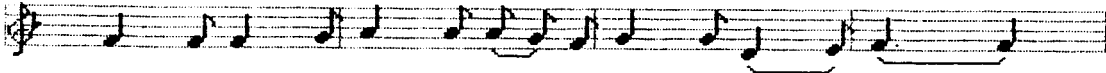
“Jesus Is the Giver”

“Lord We Thank You”

MEMORY VERSE SONG



The LORD thy God hath been with thee, hath been with thee, hath been with thee; the



LORD thy God hath been with thee; thou hast lacked no --- thing.

MEMORY VERSE VISUALIZED

