

# The Birth of Moses

Exodus 1:1-2:10



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 1:1-2:10; Acts 7:17-22

### MEMORY WORK:

YOUNGER CHILDREN: "And whatever you do in word or deed, do all in the name of the Lord Jesus..." (Colossians 3:17a).

OLDER CHILDREN: "And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him" (Colossians 3:17).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Books of the Old Testament"](#)
- ["Little Baby Moses"](#)
- ["Baby Moses"](#)
- ["Baby Moses"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Map or globe of ancient world
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of the Nile River



## PERSONAL APPLICATION:

I can help others (take responsibility), like Miriam did, no matter how young I am.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

A long time ago in a place called Egypt, a little boy was born. The baby had a very special mother, father, brother, and sister. They took care of him and protected him. His name was Moses.

### INTRODUCTION: (OLDER CHILDREN)

When Joseph was a powerful man in Egypt, his father, brothers, and their families moved to Egypt, to an area called Goshen. For many years the Israelites lived in **Goshen** as free people, and their numbers grew. (Explain to the children that Israelites, Hebrews, and Jews are all titles referring to the same people, i.e., the descendants of Abraham, Isaac, and Jacob.)



**HISTORICAL NOTES:** Though the exact location of Goshen is not known, it is thought to have been slightly northeastward of the present-day Gulf of Suez; this area was then, and is now, a part of the very fertile Nile Delta.

Joseph probably died around 1640 B.C.

After many years, there “arose a new king over Egypt, who did not know Joseph” and was not interested in helping the Hebrews (Israelites). There were so many Hebrews that the Egyptian king (called “Pharaoh”) was afraid they might decide to take over his country. (Exodus 12:37 records that there were 600,000 Hebrew men—not counting women and children!) Pharaoh decided that all the Hebrews should be his slaves. So he appointed taskmasters to make the Israelites work, building entire cities from bricks that they had made themselves.

The Egyptians thought if they were mean to the Hebrew people and made them work very hard, they would not have as many children, and many of them would eventually die. But there were still many Hebrew babies born. So, Pharaoh gave orders to the **midwives** that they were to kill every baby boy that was born. The midwives did not follow the king’s orders. Two midwives who are named specifically (Shiphrah and Puah), believed in God and knew that to kill innocent babies is wrong.



**Midwives:** women who help deliver babies



**HISTORICAL NOTE:** The ancient Jewish historian Josephus wrote that Egyptian prophets (“seers”) predicted the birth of a Hebrew child who would crush the power of Egypt.

When Pharaoh found out that the midwives weren’t obeying his orders, he told the Egyptian people to take all Hebrew baby boys when they were born and throw them into the Nile River.

## POINTS TO EMPHASIZE:

1. The king of Egypt was trying to get rid of all the baby boys of the Hebrew slaves. There was a Hebrew couple named Jochebed and Amram who wanted very much to protect their baby boy. They already had a daughter, Miriam (about 14 years old), and a son, Aaron (three years old). The youngest son was very special to them, too. For three months they managed to hide the baby boy from the Egyptians, but after that time, Jochebed and Amram knew they would have to do something else.
2. They used reeds (tall plants that grow near water) to make a basket (or small boat/“ark”) with a lid and covered it with tar to help the basket float and to keep their baby dry. (Remember that when Noah built the ark, he covered it with tar and pitch to make it waterproof.) They put their baby son in the little boat and hid it in the Nile River among the tall reeds. Because there were probably crocodiles and hippos in the river, Miriam hid in a place where she could watch the basket to make sure nothing happened to her little brother.
3. We don’t know how many days the family hid the baby in the little boat, but we do know that one day an Egyptian woman found him when she came down to the river to take a bath. The woman was the daughter of the Pharaoh: a princess. When the princess saw the little boat, she sent one of her servants to get it. When she took the lid off and saw the baby, she realized that it was a Hebrew baby. He was crying, and she felt sorry for him. She decided to keep the baby boy for herself and raise him in the palace.
4. Of course, Miriam was not far away and saw what had happened. She came to the princess and said she knew of a woman who could care for the baby, and the princess gave Miriam permission to bring that woman to her. Miriam went and got the baby’s own mother, Jochebed. The princess said she would pay Jochebed for taking care of the baby. So Jochebed took the baby back home to take care of him, without having to be afraid any more that he would be killed.
5. After some time, Jochebed took the boy to Pharaoh’s daughter in the palace. From that time on, the princess took care of the boy as if he were her very own son. She named him “Moses” (which most scholars believe means “drawn out [of water]”).



**HISTORICAL NOTE:** Remind the older children that Egypt is on the continent of Africa, and the Nile River flows from the Equator northward to the Mediterranean Sea. At this time in history, Egypt was one of the most important and powerful countries in the world. For hundreds of years, the empire had the most powerful army in the world, as well as being the center of education, art, agriculture, and medicine. Moses probably visited the pyramids near the city of Memphis, which had been built 1200-1500 years before his birth.

6. It was Miriam’s responsibility (her job) to take care of her baby brother. It was not an easy job, but she knew it was important, and she did her best. We all have jobs or chores we are asked to do; we must do everything we are asked to do as well as we possibly can. [Discuss each child’s responsibilities at home.]

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

### Ages 2-5:

- [“The Birth of Moses Coloring Sheet”](#) (provided in activity sheets)
- Prepare a river scene on the table, using construction paper, tissue paper, Play-doh/modeling clay, and/or blocks; or prepare the scene on an 11x15 jelly-roll pan with real water running between banks of Play-doh/modeling clay.
- Provide a small basket and appropriately sized baby doll for each child. With very young children, talk about what babies need and how their families take care of them. Give four and five year olds small amounts of black, brown, or dark blue Play-doh to cover the inside of their baskets and make them “waterproof.”
- Have the children read the following:
  - *Just Me in the Tub*, by Gena and Mercer Mayer
  - *Baby Moses in a Basket*, by Patricia Mahany, Happy Day Books

### 1st-2nd Graders:

- Write key words from the story on cards and put them on the walls, scattered around the room. Show the children pictures that match the words, one at a time. As you show them a picture, ask them to find a word on a wall that best describes it.
- [“The Birth of Moses Word Search”](#) (provided in activity sheets)
- Have the children read *Baby Moses*, James Leininger, The Beginners Bible

### 3rd-4th Graders:

- [“The Birth of Moses Word Search”](#) (provided in activity sheets)
- [“The Birth of Moses Fill in the Blank”](#) activity (provided in activity sheets)
- Have the children read the following:
  - Exodus chapters 1-2
  - *Discovery* magazine articles (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [“The Brave Parents of Moses”](#); “The Book of Exodus” ([March, 2016](#))
  - *Safe in a Basket*, by Patricia Nederveld, CRC Publications
  - *Moses*, A Bible Pop-Up Storybook, Grandreams
  - *The Story of Moses*, by Maissa Bessada, Creative Publishing

## FINGERPLAYS:

### “LITTLE BABY MOSES”

“Little baby Moses had a baby bed”  
(hold up left hand with fingers close to demonstrate bed)  
“with a little pillow for his baby head”  
(wiggle left thumb to indicate pillow)  
“Then his mother, Jochobed, kissed his baby cheek”  
(kiss right index finger)  
“Covered him so gently and rocked him off to sleep.”  
(wrap right index finger with fingers of left  
hand and rock)

\*Repeat finger play using each child’s name and the name of his/her mother.

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

### “BABY MOSES”

Author: Jewel Kendrick  
(Tune: “Rock-a-bye Baby”)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “BABY MOSES”

Author: Jewel Kendrick  
(Tune: “Sing a Song of Sixpence”)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

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# The Birth of Moses

Exodus 1:1-2:10



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 1:1-2:10; Acts 7:17-22

### MEMORY WORK:

YOUNGER CHILDREN: "And whatever you do in word or deed, do all in the name of the Lord Jesus..." (Colossians 3:17a).

OLDER CHILDREN: "And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him" (Colossians 3:17).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Books of the Old Testament"](#)
- ["Baby Moses"](#)
- ["Little Baby Moses"](#)
- ["Baby Moses"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Map or globe of ancient world
- A Beka Flash-A-Card Series: [Moses in Egypt](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of the Nile River





## PERSONAL APPLICATION:

I can help others (take responsibility), like Miriam did, no matter how young I am.

## INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Review memory verse. Work on books of the Old Testament throughout this unit. (You may want to offer an incentive/reward for students who can say all the books of the Old Testament by the end of the unit.) Remind students that Moses wrote the first five books of the Old Testament, most of which record his life and work.
3. With older children, introduce the following information and review throughout this unit:
  - a. The first five books of the Old Testament are called the Law of Moses or the Pentateuch.
  - b. Moses was inspired by God to write these five books. Because he was inspired by God, these books, like all the books of the Bible, are historically accurate, without mistakes of any kind.
  - c. Genesis means “beginning.”
  - d. Exodus means “the going out.”
  - e. Leviticus is mainly about laws for the Israelites and guidelines for the priests and Levites.
  - f. Numbers is named for the two censuses it records (numbering the population).
  - g. Deuteronomy means “second law” (i.e., the Law of Moses repeated to the next generation of Jews).

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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# Moses Flees to Midian: God Calls from the Burning Bush

Exodus 2:11-4:23



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 2:11-4:23; Hebrews 11:24-27; Acts 7:22-34

### MEMORY WORK:

“I can do all things through Christ who strengthens me” (Philippians 4:13).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Books of the Old Testament”](#)
- [“M-O-S-E-S”](#)
- [“Moses Flees from Egypt”](#)
- [“God Calls Moses”](#)
- [“Moses in Midian”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Map or globe of ancient world
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Draw a family tree diagram on the board and fill in Moses' parents, siblings, wife, and sons as you discuss the story ([Family Tree](#) provided in activity sheets)

### PERSONAL APPLICATION:

If I obey God, He will help me do things I might think I can't do.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about how baby Moses' family protected him from being killed, and how his sister, Miriam, watched over him. In our lesson today, Moses is a grown man, but something happens to him that makes him leave Egypt and have to hide again! God asks him to do something that scares him, and he doesn't want to obey. Let's see what happens.

### INTRODUCTION: (OLDER CHILDREN)

What would you do if God spoke to you and asked you to do something special for Him? What if it would be very hard for you—something you really didn't want to have to do? Would you make excuses, or would you stand up and tell Him you're ready to serve Him? Talk about things that God expects us to do for Him that we sometimes resist Him about (e.g., telling others about God; confronting others that are sinning; being nice to our siblings; etc.). Let's see how Moses handled God's call.

### POINTS TO EMPHASIZE:

1. Review briefly the growth of the nation of Israel, their slavery in Egypt, and the birth of Moses.
2. Moses was raised as if he were the son of Pharaoh's daughter, the grandson of Pharaoh. Moses received the best education available at that time and became strong, both physically and mentally. But he had been with his real mother, Jochebed, during his very early years, and she had apparently taught him well about the one true God (and his Hebrew heritage).
3. According to Hebrews 11:24-26, when Moses grew up, he made a conscious choice to give up the wealth, power, and comfort of being in Pharaoh's household in order to suffer with the people of God. Moses had seen firsthand the terrible ways the Hebrew slaves were treated. One day when he was outside the palace, he saw an Egyptian beating a Hebrew (Israelite). He wanted to help the Hebrew, but in the struggle he killed the Egyptian, and then tried to hide the body. He thought no one saw this happen, but the next day he found out someone had seen him. When Pharaoh heard that Moses had killed an Egyptian, he tried to have Moses killed.

**RECOMMENDED READING FOR TEACHERS:** See the article "[Should Moses Have Been Executed for Committing Murder?](#)" by Jeff Miller on the Apologetics Press Web site for a response to the allegation that Moses was hypocritical in binding capital punishment for murder or that God showed favoritism towards Moses by not having him executed.



4. To escape Pharaoh's wrath, Moses ran away to the desert of Midian on the Sinai Peninsula. At this time, he was 40 years old. He traveled a long time until he came to a well. There he met the seven daughters of a man named Jethro (also called Reuel); the girls had come to the well to water their sheep. Some shepherds came and tried to keep the girls away from the well. But Moses helped the girls. They went to their father and told him about Moses' help. Jethro invited Moses to stay with his family. After some time, Moses married one of Jethro's daughters, Zipporah.

5. For 40 years, he lived the quiet but hard life of a shepherd. He learned the ways of living in the desert. One day, while he was tending his father-in-law's sheep near "the mountain of God" (Mount Sinai or Mount Horeb), Moses saw a bush that was on fire, but did not burn up. When he came close to the bush to investigate, the angel of the Lord spoke to him from the bush and told him that he had been chosen by Almighty God to help bring the Hebrews out of Egyptian slavery, and to help guide them to the Promised Land (Canaan—a "land flowing with milk and honey").
6. Moses did not want to go back to Egypt, even after 40 years. And he did not want to lead the Hebrews (Israelites) anywhere. So he made excuses why he should not go:
  - a) "I am not important." "Who am I?" (Exodus 3:11) God said that Moses was important because **He** would be with him.
  - b) "The people will not listen to me." God gave Moses three signs to prove that he was sent by God: his staff would turn into a snake, his hand could have leprosy for a short time, and water would turn to blood (Exodus 4:1-9; 3:13-15 "Who shall I say sent me?").
  - c) "I am not a good speaker." God reminded Moses that He had made Moses' mouth, and He would help Moses speak the right words at the right time (Exodus 4:10-12).
7. Even after all God's promises to Moses, he still did not want to go back to Egypt. Moses told God to send someone else. God became angry with Moses because of his excuses. He told Moses to go, and his brother Aaron, whom he had not seen for 40 years, would be there to help him.
8. Moses took his wife Zipporah, his two sons, Gershom and Eliezer, and his shepherd's staff on the long journey to Egypt.
9. Moses was 80 years old when he went back to Egypt. He was what we would call "an old man" today, but he still had many, many things that he could do. And even though he didn't think he could do much, Moses decided that, with God's help, he could do what God asked.
10. You and I must try very hard not to say, "I can't," but instead, "I will do my best because I know that God will help me." (Talk about different things that the children think they might not be able to do. Discourage children from negative thinking about themselves; encourage them to think positively about what they can do. Discuss Philippians 4:13.) Faith in God can help us overcome our own shortcomings and weaknesses, and can help us to develop confidence in ourselves.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS** (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

**Ages 2-5:**

- "[Moses at the Burning Bush Coloring Sheet](#)" (provided in activity sheets)
- Using a fireproof pan, demonstrate how fire typically destroys things by carefully burning small pieces of paper, leaves, or cloth. Tell them that today we will talk about a bush that was on fire, but didn't burn up. Be sure to place the pan out of reach of the children while conducting this activity.
- Draw an outline of a bush and print a copy for each child. Let the children color the outline or let them glue strips of orange, red, and yellow tissue paper onto the outline. ([Bush outline](#) provided in activity sheets)
- Have the children read *Joseph and Moses*, Carolyn Larsen, Standard Bible Storybook Series

### 1st-2nd Graders:

- Using a fireproof pan, demonstrate how fire typically destroys things by carefully burning small pieces of paper, leaves, or cloth. Tell them that today we will talk about a bush that was on fire, but didn't burn up. Be sure to place the pan out of reach of the children while conducting this activity.
- Draw an outline of a bush and print a copy for each child. Let the children color the outline or let them glue strips of orange, red, and yellow tissue paper onto the outline. ([Bush outline](#) provided in activity sheets)
- Have the children read the following:
  - *God Said and Moses Led*, Jennifer Holder, Happy Day Books
  - *Moses: God's Brave Servant*, Zonderkidz I Can Read Series, Jones

### 3rd-4th Graders:

- Use the following words to play Hang Man or Bible Alphabet Soup:

Amram	princess
Jochebed	Mount Sinai
Jethro	snake
Aaron	burning bush
holy ground	staff

Directions for Bible Alphabet Soup: Divide the class into teams, and give each team a set of letters. [The letters can be laminated die-cut letters or plastic letters you can find at kitchen supply stores or toy stores.] Call out the words and let the teams race to use their letters to spell each word correctly. To get a point, the team that finishes first must tell how the word relates to the story. You could also ask a review question about this or previous lessons; tell the kids to spell the answer with their letters. The first team to spell the correct answer gets a point.

- Have the children read the following:
  - Exodus chapters 3-4 (as well as chapter 2, if they did not do so last week)
  - *The Story of Moses*, Bill Yenne, Children's Bible Classics
  - *The Exodus*, Arch books, Lovik
  - *The Great Escape*, Arch books, Warren (DISCLAIMER: The text does not say that they bowed to Pharaoh.)
  - *The Story of Moses*, Maissa Bessada, Creative Publishing

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

### “M-O-S-E-S” ([Click to Hear](#))

Author: Rhonda Thompson

(Tune: “B-I-N-G-O”)

There was a shepherd in Midian,  
And Moses was his name, Oh!

M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

God spoke to him from a burning bush  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

God said “Go” but he said, “NO”  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

He gained strength, gained strength from God  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

### **“MOSES FLEES FROM EGYPT”**

Author: Jewel Kendrick

(Tune: “Good Night Ladies”—first part only)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“GOD CALLS MOSES”**

Author: Jewel Kendrick

(Tune: “Go tell Aunt Rhody”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“MOSES IN MIDIAN”**

Author: Jewel Kendrick

(Tune: “Jesus Keep Me Near the Cross”—verse only)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

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“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
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# Moses Flees to Midian: God Calls from the Burning Bush

Exodus 2:11-4:23



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

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### SCRIPTURE REFERENCES:

Exodus 2:11-4:23; Hebrews 11:24-27; Acts 7:22-34

### MEMORY WORK:

“I can do all things through Christ who strengthens me” (Philippians 4:13).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

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- [“M-O-S-E-S”](#)
- [“Moses Flees from Egypt”](#)
- [“God Calls Moses”](#)
- [“Moses in Midian”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Map or globe of ancient world
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Draw a family tree diagram on the board and fill in Moses' parents, siblings, wife, and sons as you discuss the story ([Family Tree](#) provided in activity sheets)





## PERSONAL APPLICATION:

If I obey God, He will help me do things I might think I can't do.

## INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Continue to work on the books of the Old Testament throughout this unit (see “[The Books of the Old Testament](#)”). Emphasize that the first five books of the O.T. are called the Books of Moses because God helped Moses write them (through inspiration—2 Timothy 3:16-17). Also make sure that the older children (third grade and older) understand that the people living under Egyptian slavery were descendants of Abraham, Isaac, and Jacob. Remind them that the Israelites came to live in Egypt during the terrible famine Pharaoh of Joseph's day dreamed about. Then another Pharaoh came along, disregarded all that Joseph had done for his people, and made the Israelites/Hebrews/Jews slaves for many years.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson

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# Moses and Aaron

## Before Pharaoh: The Ten Plagues

Exodus 4:27-11:10



Old Testament 3  
Part 2: Moses

### SUNDAY MORNING

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#### SCRIPTURE REFERENCES:

Exodus 4:27-11:10; 12:29-32

#### MEMORY WORK:

YOUNGER CHILDREN: "For I am God, and there is no other" (Isaiah 45:22b).

OLDER CHILDREN: "And there is no other God besides Me, a just God and a Savior; there is none besides Me.... For I am God, and there is no other" (Isaiah 45:21b and 22b).

#### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Books of the Old Testament"](#)
- ["The Ten Plagues"](#)
- ["Slave Work in Egypt"](#)
- ["Moses Shows Miracles in Egypt"](#)
- ["Ten Plagues Song"](#)
- ["The Ten Plagues"](#)
- ["Moses Before Pharaoh"](#)

#### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of Moses at different ages (baby, in Egypt at age 40, at Mt. Sinai at age 80, before Pharaoh at age 80)
- Cut out large numbers (1-10) from poster board, cardboard, or foam. On each number, glue a picture of the appropriate plague.
- A large staff or rod, and plastic snakes



- **In a long, shallow plastic tub, create a sandbox scene to tell the story. At one end, use kids' blocks to build the columns of the palace. At the other end, add enough water to represent the Nile. (You may need to place clear plastic wrap in the box on the "Nile" side and then cover it with water so the water won't soak into the sand.) At the appropriate time, you can put a drop or two of red food coloring in the water to represent the water turning to blood. If you can find small plastic frogs and bags of insects to add to the scene, that would add even more to the story. (These bags of small animals and insects can often be found at dollar stores and the Oriental Trading Company.)**

### PERSONAL APPLICATION:

The miracles recorded in the Bible are there to prove that every word in the Bible is true and that the God I worship is an all-powerful God in Whom I can trust.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Moses seeing a burning bush. What was so special about that burning bush? (It was on fire, but didn't burn up; the angel of the Lord spoke to Moses from the bush.) What did God ask Moses to do? (Go to Egypt to lead the Israelites out of slavery.) Moses finally went to Egypt after making lots of excuses. Today we'll learn what happened to the Egyptians when Pharaoh didn't listen to Moses' message from God.

### INTRODUCTION: (OLDER CHILDREN)

Moses and his brother Aaron had a tough and scary job. Not only did they have to go before the powerful king of Egypt (Pharaoh) and tell him he had to let all his slaves go, but they also had to demonstrate to him the power of the one true God. Unfortunately for Pharaoh and his people, that meant that terrible things would happen to them.

### POINTS TO EMPHASIZE:

1. Moses did not want to go to Egypt, but he decided that he could and would do what God wanted him to do. So he went. God spoke to Moses' brother, Aaron, and told him to meet Moses. Aaron went all the way to Mount Sinai to meet Moses, whom he had not seen in 40 years. Moses told Aaron what the angel of the Lord had said from the burning bush, and together they made the long journey back to Egypt.
2. Prior to going before the great and powerful king of Egypt, Moses and Aaron went to all the leaders of the Hebrews/Israelites and told them that God had sent them to lead the people to freedom. To prove their message was from God, Moses and Aaron also showed the leaders the signs (miracles) God had given them. Moses threw his staff on the ground, and it became a snake, then picked it up by the tail to turn it back into a staff. Also, he put his hand in his cloak and took it out, and it became leprous. When he put it back in, his hand went back to normal. And finally, he could take water from the Nile River and pour it on the dry ground, and it would become blood before their eyes. The leaders of the people believed Moses and Aaron; they rejoiced that God had sent someone to help free them from slavery.

3. By this time, Moses was 80 years old and Aaron was 83. They went to **Pharaoh** and asked him to let the Hebrews go into the wilderness to offer special sacrifices to God. But Pharaoh worshipped many idols, and he did not believe there was one, all-powerful God whom he should obey. He thought he was more powerful than God. He was angry that Moses and Aaron wanted to take the people away from their building and making bricks. So, he made the Hebrews work harder than ever, not only making bricks, but also gathering their own straw for the bricks. Many of the slaves were treated even more harshly—beaten and accused of being lazy.



**NOTE:** This Pharaoh is **not** the same Pharaoh who tried to kill Moses as a child, and later as an adult after he killed the Egyptian.

4. Moses talked to the Lord and asked Him why things were getting worse and worse for His people, instead of getting better. God told him that things would get better when the time was right—and only He knew when that time would be. God was going to use some very powerful signs (miracles) to prove to the Egyptians, the Israelites, and the world that He was the only God to be worshipped. (Make sure to stress to students with each plague that **God** was the one who caused them to happen and Who took them away.)
5. The next time Moses and Aaron went before Pharaoh, Aaron threw his rod (or staff) down on the floor, and it turned into a snake. Pharaoh’s magicians turned their rods into snakes also, with magic tricks. But Aaron’s snake ate up the other snakes! And when he picked up the snake, it turned into his rod again. But still Pharaoh would not let the Hebrews go and would not believe in God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Egyptian Magicians, Snakes, and Rods](#)” on the Apologetics Press Web site for a discussion of the magicians’ apparent ability to mimic Moses’ miracle.

6. The next sign (the first plague) was the turning of all the water in Egypt into blood. The people could not drink the water, and all the fish in the **Nile River** died. But Pharaoh’s magicians used tricks to turn some water into blood (or what appeared to be blood), and again, Pharaoh refused to listen to Moses and Aaron. The waters of the Nile affected the entire water system of Egypt. So millions of people did not have clean water to cook or bathe with, or drink.

**HISTORICAL NOTE:** The Egyptians worshipped the Nile River because its yearly floods made possible the rich crops they could grow along its banks. The Nile River god was called Hapi (HAY-pee), and was depicted in their hieroglyphs as fat and jolly.


When Pharaoh’s daughter found baby Moses, she had gone to the Nile to bathe. That was, apparently, nothing out of the ordinary. But Pharaoh did not normally just “go to the Nile” to regularly bathe. Because he was worshipped as a god himself, Pharaoh’s traditional bath in the Nile was a sacred religious rite, a planned event related to his claim of divinity.



7. Seven days after turning the water to blood, Moses and Aaron went back to Pharaoh and asked him to let the Hebrew slaves go. When Pharaoh refused again, Aaron stretched out his hand over the waters of the Nile, and frogs came up from the water and completely covered the land. The Egyptians worshipped a goddess called Heket that they believed took the form of a frog. With this


plague, the creature they worshipped became a terrible, sickening problem for them. Things were so bad that Pharaoh agreed to let the Hebrews go and asked Moses and Aaron to get rid of the frogs. Note that Moses allowed Pharaoh to request a specific day for the frogs to be removed, helping to further prove that the plague was from God (Exodus 8:9-10). Pharaoh's magicians also copied this plague, but apparently on a much smaller scale, seeing as Pharaoh begged Moses and Aaron for relief, not the magicians.

8. Pharaoh changed his mind again. So God told Moses to throw dust into the air and it would become gnats, or lice, on all the people of Egypt. This plague would have been especially bothersome to the Egyptians, because they spent so much time keeping themselves clean. Many shaved their whole bodies every other day to keep anything impure away. (The Egyptian priests would have been ceremonially unclean and unable to serve their idols because they were covered in “uncleanness.”) The magicians told the king that this sign really was from God. They could not do anything to copy it, or to make a fake miracle.
9. The fourth plague—the first one listed that was said to only affect the Egyptians, and not the Israelites (Exodus 8:22-23)—consisted of God sending “swarms of insects” (or **flies**) that filled the houses of the Egyptians and covered the ground throughout the whole country. The Egyptians believed that one type of fly represented one of their gods.



**HISTORICAL NOTE:** Some scholars think that this insect (the “fly” or in some versions, just “insect”) may have been the Egyptian beetle that stood for daily rebirth of the Sun and the enduring human soul. So this plague would have turned their religious superstition into a terrible problem that made life miserable—more miserable than they could have ever imagined.

10. The fifth plague was a disease that came upon the livestock (donkeys, horses, cattle, sheep, and camels) of the Egyptians (Exodus 9:3). All of their livestock died, but none of the animals of the Hebrews died. The Egyptians worshipped some cattle. So this plague was a blow against not only part of their worship, but their livelihood. God, through Moses, promised a set time period for this plague (Exodus 9:5). Again, the Israelites were protected from the effects of the plague.
11. For the sixth plague, Moses and Aaron took handfuls of soot (ashes) from a furnace and threw them into the air. When the soot settled, it made the skin of the Egyptians break out in terrible **boils**. This plague would have affected the Egyptians' religious beliefs like the plague of lice; they would believe that they were suddenly “unclean.” In addition, the boils would have been terribly painful. They worshipped a lion-headed goddess whom they thought could create and stop diseases. Again, the Israelites were protected from the plague.



**BOILS:** Described as infection of hair follicles and the surrounding skin. Boils are reddish, hard places on the skin that swell, are full of pus, and are sore to the touch.

12. After all the Egyptians got boils all over their skin, God sent Moses again to tell Pharaoh to let His people go. He even told Moses to tell Pharaoh that God actually raised him up to be king so that the world would be able to see the power of God. Moses warned Pharaoh that the very next day, a hail storm would come and destroy the land, and that all Egypt should go inside and bring their livestock in as well. Sure enough, God told Moses to stretch his rod toward the heavens, and a very heavy hailstorm came over Egypt—so heavy that any animal or man that



was outside was killed by the hail and fire that came from the sky. Most of the crops and plants across the land were destroyed, but not in Goshen where the Israelites were. Any Egyptian that obeyed God and stayed under cover was safe, but any that disregarded Moses' message were killed by the hail. Pharaoh admitted that he had sinned—even calling himself and his people “wicked”—and begged Moses and Aaron to pray to God to stop the storm. So Moses said he would, and God stopped the hail, but Pharaoh changed his mind again and continued to say he would let the slaves go free.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Who Hardened Pharaoh’s Heart?](#)” by Dave Miller and Kyle Butt on the Apologetics Press Web site for a response to the allegation that God is unjust because He hardened Pharaoh’s heart and then punished him with plagues for it.

13. For the eighth plague, Moses warned Pharaoh that the land would be plagued with locusts the following day. Pharaoh’s advisors begged Pharaoh to let the men go worship (Exodus 10:7), telling him, “Do you not yet know that Egypt is destroyed?” (Exodus 10:7). So Pharaoh called Moses and Aaron in again and asked who would be going to worship if he let them go. Moses said all of the Israelites—including the women, children, and even their animals. Pharaoh said that only the men could go and Moses and Aaron were driven out of the presence of Pharaoh.
14. So Moses held out his hands over the land and a great wind from the east blew across the land, bringing locusts that covered the entire country. The locusts ate every plant that had not been killed by the hail. The Egyptians had gods that were supposed to protect them and their crops from bad weather. But the plagues of locusts and hail showed that their idols gave them no protection at all. Pharaoh called Moses and Aaron to tell them that the Hebrews would be set free to go worship; he even said, “I have sinned against the Lord your God and against you” (Exodus 10:16). He begged them to pray to God Almighty so that the locusts would leave his country. Then God brought a strong west wind across Egypt to take every last locust out into the Red Sea.
15. But Pharaoh changed his mind again, and God sent the ninth plague: total darkness that lasted for three days. The darkness was so complete that it could even be felt (Exodus 10:21). But in Goshen, where the Hebrews lived, there was light. The Egyptians worshipped a Sun god called Re, whom they believed was king of all the gods and the “father of mankind.” They also believed that their pharaoh was the son of Re. So, when the Sun did not appear for three days, the Egyptians thought their god was dead and the world was coming to an end.
16. The tenth and most terrible plague of all was the death of the firstborn (human and animal) of every single family in Egypt. The firstborn in each family was a sign that that family and the nation of Egypt would live on. When their children died, they were afraid they would all die. And, since the son of Pharaoh also died, in their minds, their gods were completely humiliated. Pharaoh was supposed to be a god living in the body of a man. So the Egyptians believed his firstborn child was/would be a god as well. The Hebrews put blood all around their doors, as God commanded them, so that their firstborn children would not die. (NOTE: This will be discussed a more in detail in the following lesson on the Passover.)
17. Why did God send the ten plagues? Like all other miracles in the Bible (Mark 16:20), the plagues proved that the words spoken by God’s messengers (Moses and Aaron) were directly from God, and therefore, were the absolute truth. The plagues were signs to the idol-worshipping Egyptians that there is only one true, all-powerful God. The plagues were also God’s judgment/punishment on Egypt for its wickedness (Read Exodus 12:12.).
18. Moses and Aaron learned to trust God, even when they were afraid. They had great faith that He would do the things He had promised. We should trust God as they did.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[Moses and Aaron Coloring Sheet](#)” (provided in activity sheets)
- Show the children pictures to represent the plagues, and index cards numbered 1-10. Spread out the pictures on the table, or put them on a magnetic board. Put the numbers with the pictures to show the order of the plagues. While the children have their eyes covered, remove two numbers. Then ask the children to tell you what numbers are missing and what plague those numbers match. Repeat until all ten numbers have been used at least once (example [plague pictures](#) and number cards provided in activity sheets)
- Show the children pictures of Moses at different ages (examples: baby in basket, leaving Egypt at age 40, at burning bush at age 80, before Pharaoh with Aaron at age 80), and ask the children to help you put them in chronological order. Talk with them about people they know at each age.
- Let the children role play the story.
- Have the children read *Moses and the King* by Kelly Pulley, Zonderkidz I Can Read! series

**1st–2nd Graders:**

- “[The Plagues Matching Game](#)”: Make a set of ten cards to play “memory” about the plagues. Put a picture of one plague on each of 10 cards, and put the numbers 1-10 on ten more cards. Mix all the cards up, turn them face down on the table, and then let the students turn over two cards at a time trying to match each plague card with its corresponding number (provided in activity sheets).
- Let the children role play the story.
- “[The Plagues](#)” word search (provided in activity sheets)

**3rd–4th Graders:**

- “[The Plagues](#)” word search (provided in activity sheets)
- “[The Plagues Matching Game](#)”: Make a set of ten cards to play “memory” about the plagues. Put a picture of one plague on each of 10 cards, and put the numbers 1-10 on ten more cards. Mix all the cards up, turn them face down on the table, and then let the students turn over two cards at a time trying to match each plague card with its corresponding number (provided in activity sheets).
- Advanced Bible Reader: Have the children read Exodus chapters 5-12, as well as chapters 1-4 if they have not done so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 1-5 and 6-10 quizzes from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read the following:
  - *Discovery Magazine* (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*): [June, 2003](#) (see entire issue); “Egyptian Magicians, Snakes and Rods” ([November, 2006](#)); “What Is the Difference Between Miracles and Magic?” ([July, 2013](#))



- *The Ten Plagues* Arch book, Hartman
- *Moses and the Plagues*, Catherine Storr, Raintree Children’s Books
- *Let My People Go*, by Penny Frank, The Lion Story Bible (DISCLAIMER: p. 12—remove “did not like it now. They”)

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

### “THE TEN PLAGUES”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

Water to blood, frogs, lice, flies;  
Death of livestock, boils, and hail;  
Locusts and darkness three days;  
Death of all Egypt’s firstborn.

### “SLAVE WORK IN EGYPT”

Author: Jewel Kendrick  
(Tune: “London Bridge”)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “MOSES SHOWS MIRACLES IN EGYPT”

Author: Jewel Kendrick  
(Tune: “Pop! Goes the Weasel”—verse only)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “TEN PLAGUES SONG” ([Click to Hear](#))

Author: Unknown\*  
(Tune: “Ten little Indians”)

God told Moses, “They will obey Me,” (3X)  
“I’ll send plagues on them.”

Turn the water into blood, (3X)  
Not a drop to drink.

Everywhere the frogs are hopping, (3X)  
Hippity, hippity, hop.

Let the lice crawl all over them, (3X)

Scratch, scratch, scratch, scratch, scratch.

Everywhere the flies are buzzing, (3X)  
Buzz, buzz, buzz, buzz, buzzzzzz.

All around the cattle are dying, (3X)  
Sheep, horses, cows, and camels.

Ouch! Ouch! Boils are all over them, (3X)  
Boils from head to toe.

Great big balls of hail are falling, (3X)  
Beat the crops down.

Locust, locust, eat up everything, (3X)  
Leave no food at all.

Darkness, darkness, all around is darkness, (3X)  
Not a ray of light.

Mommies and daddies all are crying, (3X)  
The firstborn child is dead.

The firstborn still alive in Goshen, (3X)  
Saved by the blood of the lamb.

### **“THE TEN PLAGUES”**

Author: Jewel Kendrick

(Tune: “The Farmer in the Dell”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“MOSES BEFORE PHARAOH”**

Author: Jewel Kendrick

(Tune: “Oh, Where Have You Been, Billy Boy?”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

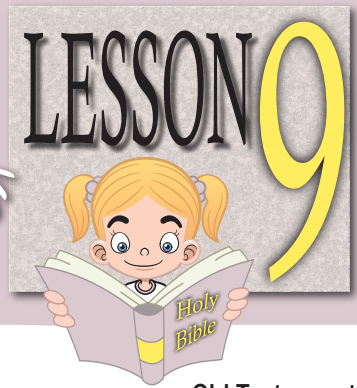
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Moses and Aaron

## Before Pharaoh: The Ten Plagues

Exodus 4:27-11:10



Old Testament 3  
Part 2: Moses

### WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

#### SCRIPTURE REFERENCES:

Exodus 4:27–11:10; 12:29-32

#### MEMORY WORK:

YOUNGER CHILDREN: “For I am God, and there is no other” (Isaiah 45:22b).

OLDER CHILDREN: “And there is no other God besides Me, a just God and a Savior; there is none besides Me... For I am God, and there is no other” (Isaiah 45:21b and 22b).

#### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Books of the Old Testament”](#)
- [“The Ten Plagues”](#)
- [“Slave Work in Egypt”](#)
- [“Moses Shows Miracles in Egypt”](#)
- [“Ten Plagues Song”](#)
- [“The Ten Plagues”](#)
- [“Moses Before Pharaoh”](#)

#### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of Moses at different ages (baby, in Egypt at age 40, at Mt. Sinai at age 80, before Pharaoh at age 80)
- Cut out large numbers (1-10) from poster board, cardboard, or foam. On each



number, glue a picture of the appropriate plague.

- A large staff or rod, and plastic snakes
- In a long, shallow plastic tub, create a sandbox scene to tell the story. At one end, use kids' blocks to build the columns of the palace. At the other end, add enough water to represent the Nile. (You may need to place clear plastic wrap in the box on the "Nile" side and then cover it with water so the water won't soak into the sand.) At the appropriate time, you can put a drop or two of red food coloring in the water to represent the water turning to blood. If you can find small plastic frogs and bags of insects to add to the scene, that would add even more to the story. (These bags of small animals and insects can often be found at dollar stores and the Oriental Trading Company.)

### PERSONAL APPLICATION:

The miracles recorded in the Bible are there to prove that every word in the Bible is true and that the God I worship is an all-powerful God in Whom I can trust.

### INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)

### POINTS TO EMPHASIZE:

1. Review Sunday's lesson using Ten Plagues booklets, songs, etc. (see [O.T. 3 Review Questions](#) for example questions)
2. With older students, discuss what it means to have "free will," and what it meant for Pharaoh to have free will (Exodus 4:21; 7:3,13-14,22; 8:15,19,32; 9:7,12; 10:1,20,27; 11:10; 14:4, 8). The fact that Pharaoh could make his own choices is clearly demonstrated throughout Exodus 4–11. Each time God presented him with a challenge, Pharaoh had to make a choice (just as we do) when confronted with God's Word. Nothing God did forced Pharaoh to do anything (Jeremiah 17:9-10). See the article, "[Who Hardened Pharaoh's Heart?](#)" on the Apologetics Press Web site. Continue to work on the books of the Old Testament throughout this unit.

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# The First Passover and the Exodus

## Exodus 11-15



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 11-15; Hebrews 11:28-29

### MEMORY WORK:

“In God I have put my trust; I will not fear” (Psalm 56:4b).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Books of the Old Testament”](#)
- [“The Ten Plagues”](#)
- [“M-O-S-E-S”](#)
- [“God is So Good”](#)
- [“Crossing the Red Sea”](#)
- [“The Passover”](#)
- [“Pharaoh Lets Israel Go”](#)
- [“The Exodus”](#)
- [“The Red Sea Deliverance”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Cut strips of poster board and tape them to the classroom doorframe. Using thin tempera or acrylic paint, paint “blood” around the door, or draw a picture of a door on a transparency and color in “blood” with a red transparency marker.



- **Draw a simple pyramid on poster board. Cut the pyramid into sections. On each section write one or two important words from the story. Put magnetic tape on each section. “Build” the pyramid on a magnetic board as you tell the story.**
- **Large figure of Moses**
- **Suitcase (or traveling bundle) packed with items to remind the children of things in this lesson and previous ones, such as: a crown, chain, plastic frogs, plastic flies, small bottle of water with red food coloring (“blood”), picture of door painted with blood, lamb, jewelry, unleavened bread**
- **Eat the Passover meal and talk with the children about how they would need to prepare for a long journey.**
- **Ten Plagues Numbers visual aid (<https://store.bibleclassworkshop.com/products/133-ten-plagues-numbers/>)**
- **Ten Plagues Poster (<https://store.bibleclassworkshop.com/products/141-ten-plagues-poster/>)**
- **Ten Plagues Take-home (<https://store.bibleclassworkshop.com/products/149-ten-plagues-take-home/>)**

### PERSONAL APPLICATION:

I can trust God to take care of me, even when I’m afraid or don’t understand things that are going on around me.

## LESSON STARTS HERE

### INTRODUCTION:

Do you remember how God showed His power to the Egyptians with the ten plagues we talked about last week? Who can tell me some of the plagues God sent on the Egyptians? In our Bible lesson today, we will see how God kept His promise to the Israelites to free them from Egyptian slavery.

### POINTS TO EMPHASIZE:

1. God wanted Pharaoh to let the Israelites leave Egypt, but Pharaoh refused over and over again, in spite of the terrible plagues God sent. The plagues proved that God is the one true God, all-powerful and in control of everything. But Pharaoh still thought he had more power than God.
2. The tenth and final plague was also the most terrible, because it took away from the Egyptians their firstborn (oldest) children. God warned the Israelites ahead of time that the oldest child in every home in Egypt would die. He told the Israelites that no one in their homes would die if they would follow His instructions exactly.
3. God told the Israelites (through Moses) to kill a lamb (on the fourteenth day of that month) and put some of the blood of that lamb on the doorposts and the crosspiece over the top of the door (the lintel) of their houses. After putting the blood around their doors, the Israelites were not to go outside until the next morning. God said that the blood would be a sign to Him that no one in those houses should be harmed; it was a sign of the Israelites’ obedience and faith.



4. Moses told the Israelites to cook the lamb that night and eat it with unleavened bread (flat bread similar to a tortilla). Any part of the animal that they did not eat was to be burned before morning. They were to eat the meal fully clothed and with their shoes on so that they could be ready to leave quickly.
5. God also told the Israelites that from that time on, they should eat the same meal every year, on the 14th day of that month (Abib) to help them remember how God punished the Egyptians but saved all the Israelites. They were to teach their children the meaning of the **Passover** for all the generations to come.



**Passover:** the name of a Jewish feast to help remind the Israelites that God “passed over” the houses of all who obeyed Him (by putting lamb blood on the doorposts and lintel), and only killed the firstborn children of those houses that disobeyed Him—namely, the Egyptians. In the New Testament era, Christ is described as our Passover (1 Corinthians 5:7). Those who obey God by accessing the blood of Christ (Ephesians 1:7; Colossians 1:20; 1 Peter 1:19; Revelation 1:5) in baptism (Romans 6:3-4) will be passed over on judgment day, not receiving the punishment due all those who reject the Gospel (2 Thessalonians 1:7-9).

6. At midnight, just as God said, every firstborn child and animal in every household of Egypt died. When Pharaoh realized that even his oldest son was dead, he sent for Moses and Aaron and told them to take all the Israelites and get out of his country right away! The rest of the Egyptians also wanted the Israelites to leave quickly. They even gave the Israelites gold, silver, and clothing to encourage them to leave.
7. No longer slaves, about 600,000 Israelite men left Egypt. This number did not include women and children. The total number of Israelites leaving Egypt has been estimated between two and three million!
8. They left in a hurry (traveling southeastward from Ramses to Succoth) taking along large herds and flocks of livestock, all their belongings, and the gifts from the Egyptians. They were finally leaving the country where they had been slaves for so long!
9. They also took with them the bones of Joseph, who had died many years before, to bury in the land God had promised to give all the Israelites—just as Joseph requested (Genesis 50).
10. The Lord guided His people with a huge cloud by day. Exodus 14:19 tells us that the angel of the Lord was in this pillar of cloud. This pillar of cloud became a pillar of fire by night so that the people could have light in the desert and travel by night if necessary. The cloud did not lead them in a straight line from Egypt to the Promised Land, “the land flowing with milk and honey.” God knew that when the Israelites went to Canaan, they would have to fight the people already living there. However, He did not want them to have to fight any major battles yet, which would have likely happened if they traveled in a straight line to Canaan. The people needed time to learn to work together and trust Him.
11. After the Israelites had been traveling for several days, Pharaoh decided he had made a mistake by letting all the Israelite slaves leave his country. He decided to go after them and bring them back. His mighty army caught up with the Israelites as they were camped by the Red Sea. When the Israelites saw the huge army approaching, they were very, very scared. The Egyptians had weapons and chariots, and they were famous for their cruelty. The Israelites thought they were trapped between the Sea and the Egyptians. They saw no way to escape and accused Moses of bringing them out into the wilderness just to die. They had already forgotten the power of God that they had seen in the ten plagues!



12. But Moses knew what great things God could do. He told the people, “The Lord will fight for you, and you shall hold your peace.” God told Moses to take the people forward—into the sea! He told Moses to stretch out his staff over the water. God sent a very strong east wind to blow across the Red Sea and divide the waters. All night long, the Israelites walked to the other side of the sea—on dry ground (Hebrews 11:29)—with a wall of water on their right and their left!
13. God moved the huge cloud that had been guiding the Israelites between them and the Egyptian army. The huge cloud stayed there all night long, keeping the Egyptians from coming any closer.
14. In the morning, the Egyptians saw that the Israelites had crossed to the other side, and they decided they would do the same. The army started across, but the Lord made the dry ground muddy. Their chariot wheels stuck in the mud, and they could not go backward or forward. (Exodus 14:25, NKJV, says, “He took off their chariot wheels.”) When the whole army was in the middle of the sea, Moses held out his staff again. A strong west wind blew, and the waters came together, drowning all the Egyptian soldiers.
15. Within just a few days, God had saved His people from slavery and from the Egyptian army. Through the ten plagues and dividing the waters of the Red Sea, He showed them over and over that He was all-powerful. But the people had to learn to trust God and to obey Him, even when they were afraid and did not understand everything that was going on around them.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS** (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- [“The Passover Coloring Sheet”](#) (provided in activity sheets)
- Cut poster board or cardstock into large cards. On each card, glue clipart or old curriculum illustrations to remind the children of previous lessons. Lay the pictures on the table, and ask your students to point to pictures about previous lessons as you ask questions or give them hints.
- Make the “Red Sea” with blue plastic on the floor. Give children a construction paper suitcase or towel they can roll up as their bedrolls as you tell the story.
- Bring unleavened bread to class, along with milk, grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast.
- Recipe for unleavened bread:  
Mix together 3 cups flour, 1/2 cup + 1 tablespoon shortening, and 1/2 teaspoon salt. Divide dough into 1-cup measurements. Add 3 to 4 tablespoons water. Knead and roll out on flat surface. Puncture gently with meat tenderizer mallet or fork. Cut into squares with pizza cutter. Lay dough on a cookie sheet or on the bottom of an inverted metal pan. Bake at 275 degrees for 45 minutes.
- [“The Passover Maze”](#) (provided in activity sheets)

**1st-2nd Graders:**

- Let the children “build the pyramid,” as described in “Recommended Visuals,” repeating information they remember about the story.
- [“The Passover Word Search”](#) (provided in activity sheets)

- “[The Passover Crossword Puzzle](#)” (provided in activity sheets) Copy the puzzle onto a transparency, project it onto a dry erase board, and complete it as a group activity.
- “[The Passover Maze](#)” (provided in activity sheets)
- Bring unleavened bread to class, along with milk and/or grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast. [See above recipe for unleavened bread.]

### 3rd-4th Graders:

- “[The Passover Crossword Puzzle](#)” (provided in activity sheets) Copy the puzzle onto a transparency, project it onto a dry erase board, and complete it as a group activity.
- “[The Passover Word Search](#)” (provided in activity sheets)
- “[The Passover Maze](#)” (provided in activity sheets)
- Bring unleavened bread to class, along with milk and/or grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast. [See above recipe for unleavened bread.]
- Advanced Bible Reader: Have the children read Exodus chapters 13-15, as well as chapters 11-12 if they have not done so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 11-15 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read:
  - *Discovery Magazine* articles (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Passing Over the Israelites” ([June, 2003](#)); “The Passover: A Time to Remember” ([November, 2013](#))
  - *Moses’ Dry Feet* Arch book, by Joan Curren (DISCLAIMER: skip the note to parents)
  - *Moses and the People of God*, Contemporary Bible Series, Contemporary English Version, Scandinavia books (DISCLAIMER: p. 38—change “destroy” to “humble”)

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

### “THE TEN PLAGUES”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

Water to blood, frogs, lice, flies;  
Death of livestock, boils, and hail;  
Locusts and darkness three days;  
Death of all Egypt’s firstborn.

### “M-O-S-E-S” ([Click to Hear](#))

Author: Rhonda Thompson  
(Tune: “B-I-N-G-O”)

There was a shepherd in Midian,  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

God spoke to him from a burning bush  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

God said “Go” but he said, “NO”  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

He gained strength, gained strength from God  
And Moses was his name, Oh!  
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S  
And Moses was his name, Oh!

**“GOD IS SO GOOD” ([Click to Hear](#))**

Author: Traditional

God is so good,  
God is so good,  
God is so good,  
He’s so good to me!

He cares for me,  
He cares for me,  
He cares for me,  
He’s so good to me!

I love Him so,  
I love Him so,  
I love Him so,  
He’s so good to me!

I praise His Name,  
I praise His Name,  
I praise His Name,  
He’s so good to me!

**“CROSSING THE RED SEA” ([Click to Hear](#))**

Author: Lora Laycook

(Tune: Chorus of “Blessed Be the Name”)

They came to the sea (REPEAT),  
They came to the sea on that day.

They came to the sea (REPEAT),  
Crossing on dry land on that day.

Moses obeyed God (REPEAT),  
Moses obeyed God on that day.  
Moses obeyed God (REPEAT),  
Moses obeyed God on that day.

We must obey God (REPEAT),  
We must obey God every day.  
We must obey God (REPEAT),  
We must obey God every day.

### **“THE PASSOVER”**

Author: Jewel Kendrick

(Tune: “Pass Me Not”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“PHARAOH LETS ISRAEL GO”**

Author: Jewel Kendrick

(Tune: “Throw Out the Lifeline”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“THE EXODUS”**

Author: Jewel Kendrick

(Tune: “We Are Going Down the Valley”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

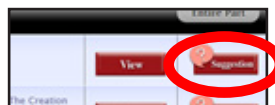
### **“THE RED SEA DELIVERANCE”**

Author: Jewel Kendrick

(Tune: “Sing a Song of Sixpence”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE  
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.





# The First Passover and the Exodus

## Exodus 11-15



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 11-15; Hebrews 11:28-29

### MEMORY WORK:

“In God I have put my trust; I will not fear” (Psalm 56:4b).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Books of the Old Testament”](#)
- [“The Ten Plagues”](#)
- [“M-O-S-E-S”](#)
- [“God is So Good”](#)
- [“Crossing the Red Sea”](#)
- [“The Passover”](#)
- [“Pharaoh Lets Israel Go”](#)
- [“The Exodus”](#)
- [“The Red Sea Deliverance”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: [Moses in Egypt](#) (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- See Sunday morning's lesson for other ideas



## PERSONAL APPLICATION:

I can trust God to take care of me, even when I'm afraid or don't understand things that are going on around me.

## INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)

Review the Ten Plagues.

## POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Let younger children role play the story. Use a blue plastic tablecloth on the floor. Give each child a construction paper suitcase or a towel that they can use as a bedroll. Make a "campfire" out of sticks, a tent with a blanket over the table, etc., and encourage the children to talk about what it would have been like seeing the big cloud of fire every day to guide them, how they were going to get across the sea, etc.
3. Use as much of the following information about redemption as you think the older children can understand:
  - a. The Passover feast was to be a yearly reminder for the Israelites of the great things God had done for them. They were to celebrate this feast for seven days, eating only unleavened bread with their meals during that week. The blood around their doors and the special food they were to eat were reminders of how God saved the Israelites from slavery so they could go to the Promised Land. Jews still eat this special meal every year as a reminder of how God saved them so long ago.
  - b. Christians do not celebrate the Passover. The only special day we celebrate is the first day of the week, Sunday, because that is the day that Jesus was resurrected from the dead. The special meal we eat on Sunday is the Lord's Supper; it reminds us of how Jesus shed His blood on the cross to save us from our sins. He is our "passover" (1 Corinthians 5:7b). He died so that we can be saved and live forever with God in the Promised Land called heaven (Hebrews 9:11-14, 10:10, 13:12; 1 Peter 1:18-19; 1 John 1:7).

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson

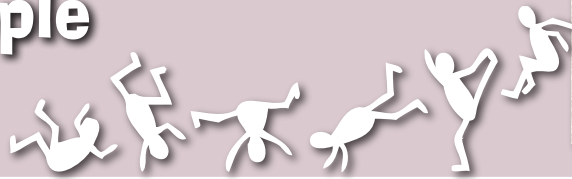
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# God Provides Food and Water for His People

Exodus 15:22-17:7



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 15:22-17:7; Psalm 105:26-45; Matthew 6:25-34; 1 Peter 5:7; Philippians 2:14; 1 Corinthians 10:10

### MEMORY WORK:

YOUNGER CHILDREN: "But seek first the kingdom of God and His righteousness, and all these things shall be added to you" (Matthew 6:33).

OLDER CHILDREN: "Praise the Lord! Oh, give thanks to the Lord, for He is good! For His mercy endures forever" (Psalm 106:1).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Books of the Old Testament"](#)
- ["The Israelites Complained"](#)
- ["Manna"](#)
- ["Murmuring"](#)
- ["Quail for Food"](#)
- ["Water from a Rock"](#)
- ["The Ten Plagues"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Suitcase or travel bag filled with items as described in Lesson 10
- Pictures of quail



## PERSONAL APPLICATION:

God takes care of me, and I should never complain or be ungrateful.

## LESSON STARTS HERE

### INTRODUCTION:

Last week, we learned how God helped the Israelites get out of Egypt and leave behind their lives as slaves. We also talked about how God made sure they crossed the Red Sea safely when the Egyptian army was chasing them. In today's lesson, we will learn how God took care of them as they traveled toward the Promised Land.

### POINTS TO EMPHASIZE:

1. After crossing the Red Sea to escape the Egyptian army, the Israelites traveled for three days and could find no water. They came to a place where there was water, but the water was bitter and they could not drink it. [They called the place "Marah," which means "bitter."] The people complained, and Moses asked God what to do. God showed Moses a tree and told him to throw it into the water. The water instantly became clean and sweet. God miraculously provided water for His people to drink!
2. From Marah, the Israelites moved on to a place called Elim, where there was plenty of water. They traveled for about six more weeks until they came to the Wilderness of Sin (or Zin). There the whole multitude grumbled again against Moses and Aaron, complaining that they did not have enough to eat.
3. God decided to give the people food from heaven, but He would give it to them with certain instructions that they must follow. The next morning there was a layer of thin, flaky, sweet tasting bread on the ground. At first the people did not know what it was. Moses told them this was the bread God had promised to send. The people called it "**manna**" (Deuteronomy 8:3), which means "What is it?"



**NOTE:** Exodus 16:16 says they were to gather one *omer* of **manna** per person. One *omer* is equal to about two quarts.

4. Moses told them that they should gather only as much of it as they could eat in a day. He told them not to be greedy and gather more than they needed, or it would spoil. Some of the people did not listen to Moses and gathered more than they needed. The next morning the manna had worms in it and was ruined.
5. On the sixth day of the week (Friday), Moses told the people to gather enough bread for that day and the next day, because God would not send the manna on the seventh day of the week (Saturday). Again, some of the people did not listen; they came out to gather bread on the seventh day and found none. So they had nothing to eat that day. This was the first time that the Israelites were told to do no work on the seventh day (which later became known to them as the Sabbath); the people were supposed to rest and worship God that day.
6. Except Saturdays, God sent the manna every single morning while the Israelites were moving from place to place in the wilderness. He also sent them a flock of quail the first evening evening so that they would have meat to eat. The Israelites did not yet believe that God had the

power to take care of everything they needed. They obeyed Him only as long as they had everything they wanted. When things did not go as they wanted, they complained.



**NOTE:** Numbers 11:31-35 tells us that God used the gift of quail a second time later to punish His people because of ingratitude. God told Moses He would send so much meat that the people would literally make themselves sick from eating too much of it. God sent a strong wind toward the Israelites' camp, blowing so many quail into the area that they were about three feet deep on the ground!

7. The people traveled slowly to another place called Rephidim, and they grumbled again that they had no water to drink. Moses again asked the Lord, "What should I do?" God told him to stand before a certain rock and hit it with his staff (or rod)—the same rod he had used before Pharaoh in Egypt. Moses struck the rock, just as God said, and water came out of a hard rock!
8. Moses believed in God so much and trusted Him so completely that he became more and more frustrated with the complaining of these ungrateful people. God was angry with the people because they complained so much and never told Him how thankful they were for all He had done for them. The Israelites asked, "Is the Lord among us?" Jehovah showed His great power through the plagues, divided the Red Sea for them, provided them food and water every day, and guided them every day and every night with the giant cloud. How could they ask such a question?
9. How do you think God feels when we complain today? When we complain about something we do not have (like a certain toy, food, or certain kinds of clothes), God is not happy with us either. We have so much to be thankful for because God has blessed us and continues to bless us every day. We should never complain, but always be grateful. Read Philippians 2:14; 4:4-7



**NOTE: Check out these FACTS AND FIGURES:**

Several years ago, the Quarter-Master General of the U.S. Army estimated that, on their way to the Promised Land, the Israelites (2-3 million of them) would have needed:

- 1,500 TONS of food every day—enough food to fill two freight trains, each a mile long
- 4,000 TONS of firewood every day
- A minimum of one million gallons of water every day for drinking and washing. It would have taken a train of tank cars 1,800 miles long to bring water into the desert. There were no lakes and only a few wells. How did they get that much water every day? Only by God's hand.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- "[God Provides Food Coloring Sheet](#)" (provided in activity sheets)
- Write "[God Takes Care of Me](#)" at the top of a piece of paper and make a copy for each child. Ask the children to draw pictures of things God has given them and/or provide them with stickers of things that are blessings (provided in activity sheets).

- Make “manna” with the children, or make it ahead of time and bring it to class. Recipe for “manna”: Mix together 1/2 cup flour, 1/4 cup butter, 3 Tbsp sugar/sweetener, and enough water to hold the dough together. Roll out like piecrust dough, cut with a pill bottle lid or catsup bottle lid, and bake 5 minutes at 375 degrees.

### 1st-2nd Graders:

- Make “manna” with the children, or make it ahead of time and bring it to class. [See recipe above.]
- [“God Provides Food True or False Activity”](#) (provided in activity sheets)
- [Poverty Pictures](#): Show pictures of children who are suffering because of lack of water, food, proper housing, etc. (example pictures provided in activity sheets)
- Have the children read *The Berenstain Bears Count Their Blessings*, by Stan and Jan Berenstain, First Time Books

### 3rd-4th Graders:

- Make “manna” with the children, or make ahead of time and bring to class. [See recipe above.]
- [Poverty Pictures](#): Show pictures of children who are suffering because of lack of water, food, proper housing, etc. (example pictures provided in activity sheets)
- Ask the children to think of things they complain about at school and at home. Ask them to write those things on one half of a sheet of paper, and write the things they are thankful for on the other half.
- [“God Provides Food True or False Activity”](#) (provided in activity sheets)
- Have the children read the following:
  - *Discovery Magazine*: “Grumbling and Complaining” ([February, 2008](#))
  - Exodus chapters 16-17, as well as chapter 15 if they did not do so last week.
  - *Moses and the Long Walk*, Arch books, Bader

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

### “THE ISRAELITES COMPLAINED” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Blessed Be the Name”)

The Israelites were sore oppressed,  
 God listened to their pleas;  
 He sent Moses to lead them forth,  
 Across the great Red Sea.

#### CHORUS:

O how they complained!  
 O how they complained!  
 Back to that land they longed to go;

O how they complained! O how they complained!  
Back to that land they longed to go.

Jehovah sent bread from above,  
And quail came down that day,  
That they might know that God was near,  
That He would point the way.

Christians today should not complain,  
But very happy be;  
For God's dear Son came down to bring,  
Salvation full and free.

2<sup>nd</sup> CHORUS:

We should not complain. We should not complain.  
We should very, very happy be!  
We should not complain. We should not complain.  
We should very, very happy be!

**“MANNA”**

Author: Jewel Kendrick

(Tune: “Wonderful, Wonderful”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

**“MURMURING”**

Author: Jewel Kendrick

(Tune: “The Farmer in the Dell”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

**“QUAIL FOR FOOD”**

Author: Jewel Kendrick

(Tune: “Wonderful, Wonderful”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

**“WATER FROM A ROCK”**

Author: Jewel Kendrick

(Tune: “There's Not a Friend Like the Lowly Jesus”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

## **“THE TEN PLAGUES”**

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

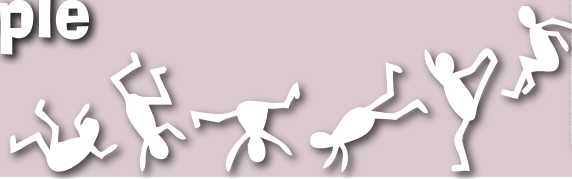
Water to blood, frogs, lice, flies;  
Death of livestock, boils, and hail;  
Locusts and darkness three days;  
Death of all Egypt’s firstborn.

**\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE  
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.**



# God Provides Food and Water for His People

Exodus 15:22-17:7



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

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- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)





- Suitcase or travel bag filled with items as described in Lesson 10
- Pictures of quail

### PERSONAL APPLICATION:

God takes care of me, and I should never complain or be ungrateful.

### INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

Review the [Ten Plagues](#)

### POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

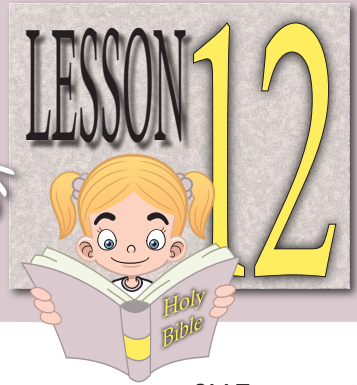
- See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Moses Needs Help

Exodus 17:8-18:27



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 17:8-18:27; Deuteronomy 25:17-19

### MEMORY WORK:

YOUNGER CHILDREN: "My help comes from the Lord, Who made heaven and Earth" (Psalm 121:2).

OLDER CHILDREN: "From where does my help come? My help comes from the Lord, Who made heaven and Earth" (Psalm 121:1a-2).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Helping Child](#)" (will need a picture of a child as described in fingerplay)
- "[A Good Helper](#)"
- "[Little Feet Be Careful](#)"
- "[A Helper I Will Be](#)"
- "[Helping Hands](#)"
- "[Israel Defeats Amalek](#)"
- "[Jethro's Advice](#)"

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Pictures of children and adults helping others



## PERSONAL APPLICATION:

I can help other people, offering to do things without being asked or expecting anything in return.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned how God gave the children of Israel water when they were thirsty, and meat and a special bread called manna when they were hungry. Moses was a special leader from God, and the Israelites came to him to ask questions and get good advice. In this lesson, we will learn how some special men helped Moses with difficult jobs.


### INTRODUCTION: (OLDER CHILDREN)

God gave Moses a big job: to lead the Israelites out of Egypt. The Israelites knew that Moses had been chosen by God to be their leader, and they came to him for advice with their questions and problems. In this lesson, we will learn how some special men helped Moses with difficult jobs.

### POINTS TO EMPHASIZE:

[NOTE: Teachers of children up to 3rd grade may want to teach the story of the victory over the Amalekites on Wednesday night, to allow more time for discussion about Jethro's advice to Moses.]

1. While the Israelites were camped at Rephidim, an army of idol-worshipping people called the **Amalekites** came to fight them. The Israelites did not have an army, and they did not have the kind of weapons that they needed to go up against a powerful army. But they had God on their side! Moses told Joshua to choose strong men who would make good soldiers for the Israelites and get ready to fight the Amalekites. Moses said that he would sit on the top of a nearby hill, with his staff in his hand (This is the same rod he threw down that become a snake, and the same rod that he held out over the Red Sea so that the Israelites could cross over on dry land).



**HISTORICAL NOTE:** The **Amalekites** were descendants of Esau (Genesis 36:12), who lived in the desert region between the Sinai peninsula and the southern part of Canaan/Palestine. They were always enemies of Israel. They are last mentioned in 1 Chronicles 4:42-43, during the reign of Hezekiah.

2. The next day Moses, Aaron, and Hur went to the top of the hill, and Joshua led the untrained Israelites out to fight the powerful Amalekites. As long as Moses held his arms up, the Israelites were winning the battle. But when he got tired and his arms went down, the Israelites started to lose. Aaron and Hur found a rock for Moses to sit on because he was so tired. Then Aaron and Hur held up Moses' arms the rest of the day, one on each side, so that his arms remained steady until the Sun went down. With God's help and the leadership from Moses and Joshua, the Amalekites were defeated.
3. Sometime later, Moses' father-in-law, Jethro (or Reuel), came from Midian to visit his daughter Zipporah and son-in-law Moses. Everyday many of the Israelites would come to Moses for advice and help in settling personal disagreements. Besides talking to God on their behalf,

Moses tried to help them in any way he could. Jethro could see that Moses was doing too much of that job by himself, that he was getting very tired. So he suggested that Moses choose certain men to help him settle disagreements and work with the people.

4. Moses thought Jethro's advice was good and did what he said. He chose wise men to be leaders (over groups of thousands, hundreds, fifties, and tens) to settle arguments and disagreements between the Israelites. They gave Moses the help he badly needed, and he was a better leader.
5. There are many people in the Church who do special jobs. God appointed elders and deacons to be our leaders, but they can't do all the work themselves. Your parents have a very special job as leaders in your home, but they need your help to do their job well. It is important to think about how you can help other people—at home, at school, in the Church—without being asked and without expecting some kind of reward. How can you help your mom (with dishes or supper or cleaning)? How can you help your teacher with different jobs at school? What can you do for an older neighbor or older person at church? What kinds of jobs can you do that no one else wants to do?



**RECOMMENDED READING FOR TEACHERS:** See the article “[How Humble Could Moses Have Been?](#)” by Kyle Butt on the Apologetics Press Web site for a response to the allegation that Moses could not have been very humble if he said that he was the humblest man.

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- “[Moses Needs Help Coloring Sheet](#)” (provided in activity sheets)
- “[I Have Helping Hands](#)” Activity (two and three year olds): For each child provide a sheet of paper labeled, “I Have Helping Hands.” On the papers, trace each child's hands. Talk to each child about ways they help others.
- “[Moses Chronology Activity](#)” (four and five year olds): Make picture cards about the previous lessons for the children to put in chronological order with your help. Use pictures such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses leaves Egypt (provided in activity sheets).

#### 1st-2nd Graders:

- “[Moses Chronology Activity](#)”: Make several sets of word cards for the children to put in chronological order. Use words such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses is a shepherd. Make several sets of cards. Divide class into pairs and let them “race” to put the cards in correct order (provided in activity sheets).
- “[Moses Needs Help](#)” crossword puzzle (provided in activity sheets)
- Bible Alphabet Soup: Divide the class into teams or pairs. Give each team a bag of identical letters (either die-cut or plastic). Ask the children a review question. The team that spells the correct answer with the letters first, wins the round.

### 3rd-4th Graders:

- “[Moses Chronology Activity](#)”: Make several sets of word cards for the children to put in chronological order. Use words such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses is a shepherd. Make several sets of cards. Divide class into pairs and let them “race” to put the cards in correct order (provided in activity sheets).
- “[Moses Needs Help](#)” crossword puzzle (provided in activity sheets)
- Bible Alphabet Soup: Divide the class into teams or pairs. Give each team a bag of identical letters (either die-cut or plastic). Ask the children a review question. The team that spells the correct answer with the plastic letters first, wins the round.
- Write the following places with corresponding scriptures on the board. Ask the students to find out what happened at each place.
  - Mount Horeb—Exodus 3:1-2
  - Marah—Exodus 15:23
  - Elim—Exodus 15:27
  - Wilderness of Sin—Exodus 16:1-4
  - Rephidim—Exodus 17:8
- Have the children read the following:
  - Exodus 18, as well as chapter 17 if they did not do so last week
  - *Moses and the Long Walk*, Arch books, Bader

### FINGERPLAYS:

#### “HELPING CHILD”

This little child has happy feet (point to feet),  
Helping to keep his home neat.  
This little child has happy hands (hold up hands).  
He helps with work whenever he can.

He hangs his shirt, his coat, his cap (point to each),  
In the places prepared for them (pretend to hang items up).  
And at night when he kneels to pray (fold hands),  
He thanks the Lord, for all the day.

#### “A GOOD HELPER”

When I grow up big and tall (*stand on tiptoe and stretch arms high*),  
A good helper I will be.  
A helper to Daddy (*point to thumb*),  
Who is kind and good.  
I’ll do for my Mother (*first finger*),  
The things I should.  
A helper to Sister (*second finger*),  
To Brother, too. (*third finger*).  
A helper to all my friends so true (*fourth finger*),  
And God’s helper I’ll try to be,

By loving others as He loves me (*hands folded*).  
I want to be a helper of all (*wide sweep with arms*),  
When I grow up, big and tall (*stretch arms and tiptoe*).

## SONGS:

### “LITTLE FEET BE CAREFUL” ([Click to Hear](#))

Author: J.H. Rosecrans

I washed my hands this morning,  
So very clean and bright,  
And lent them both to Jesus,  
To work for Him ‘til night.

#### CHORUS:

Little feet, be careful,  
Where you take me to;  
Anything for Jesus,  
Only let me do.

I told my ears to listen,  
Quite closely all day through,  
For any act of kindness,  
Such little hands can do.

#### (CHORUS)

My eyes are set to watch them,  
About their work or play,  
To keep them out of mischief,  
For Jesus’ sake all day!

#### (CHORUS)

### “A HELPER I WILL BE” ([Click to Hear](#))

Author Unknown\*

(Tune: “Farmer in the Dell”)

A helper I will be.  
A helper I will be.  
There’s work to do, there’s work to do,  
In our family.

A helper I will be.  
A helper I will be.  
There’s help to give, there’s help to give,  
To those who are in need.

**“HELPING HANDS” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “A Worker I Will Be”)

My brother’s hands are busy.  
My father’s hands are strong.  
My teacher’s hands are patient.  
They teach me right from wrong.

My mother’s hands are gentle.  
My sister’s hands are small.  
But when my hands are helping hands,  
They are the nicest hands of all.

**“ISRAEL DEFEATS AMALEK”**

Author: Jewel Kendrick

(Tune: “Little Feet Be Careful”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

**“JETHRO’S ADVICE”**

Author: Jewel Kendrick

(Tune: “I Want to be a Worker”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

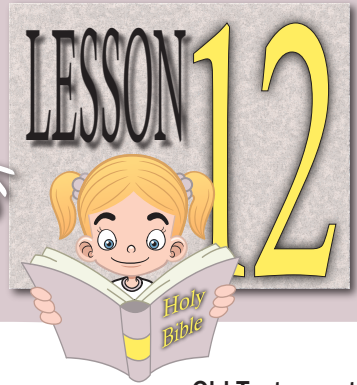
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Moses Needs Help

Exodus 17:8-18:27



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Exodus 17:8-18:27; Deuteronomy 25:17-19

### MEMORY WORK:

YOUNGER CHILDREN: "My help comes from the Lord, who made heaven and Earth" (Psalm 121:2).

OLDER CHILDREN: "From where does my help come? My help comes from the Lord, who made heaven and Earth" (Psalm 121:1a-2).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Helping Child"](#) (will need a picture of a child as described in fingerplay)
- ["A Good Helper"](#)
- ["Little Feet Be Careful"](#)
- ["A Helper I Will Be"](#)
- ["Helping Hands"](#)
- ["Israel Defeats Amalek"](#)
- ["Jethro's Advice"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Pictures of children and adults helping others



## PERSONAL APPLICATION:

I can help other people, offering to do things without being asked or expecting anything in return.

## INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Talk more about helping, especially community helpers; they each have a job to do and must do it well. Firemen, policemen, doctors and nurses, etc., use their talents to help other people. God has given each of us talents that we can use, too. [Encourage the children to think about talents they have and ways they can help.]

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Love the Lord Your God And Your Neighbor as Yourself

Deuteronomy 10:17-18



Old Testament 3  
Part 2: Moses

## SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Deuteronomy 10:17-18; Leviticus 19:18; Matthew 7:12

### MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God...and your neighbor as yourself" (Matthew 22:37,39).

OLDER CHILDREN: "You shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and great commandment. And the second is like it: You shall love your neighbor as yourself" (Matthew 22:37-39).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Matthew 22:36-40"](#)
- ["Matthew 7:12"](#)
- ["What's Agape Love?"](#)
- ["The Fruit of the Spirit"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- Cut out 8-10 large key shapes from poster board or large construction paper. On some of the keys, write ways we can show our love for God, such as: Love God with all your heart; Talk to God in prayer; Study God's Word; Obey God's commands.



**On the rest of the keys write ways we can show love to others, such as: Obey parents; Send cards to the sick; Rake leaves; Be kind; Be fair; etc.**

### PERSONAL APPLICATION:

I can show my love for God by the way I treat others.

## LESSON STARTS HERE

### INTRODUCTION:

The Bible lessons we have studied have taught us a lot about God's love for the Israelites. He gave them a great leader, freed them from slavery in Egypt, gave them food and water in the desert, gave them clothes and shoes that did not wear out, and protected them from their enemies. God wanted the Israelite people to love Him—and each other—because of everything He had done for them.

### POINTS TO EMPHASIZE:

1. The main points for preschoolers should be that we are kind to other people because (1) we love God, and (2) God wants us to treat others like we want to be treated. Use as many examples as you can think of to illustrate the Golden Rule (i.e., Matthew 7:12).
2. After everything He had done for them, God wanted the Israelites to show their love for Him in the way they worshipped and obeyed Him. He gave them laws about their worship so that they wouldn't become like the people who worshipped idols in Canaan (the Promised Land). If they remembered everything God had done for them, and loved God with all their hearts, they would also show love to other people (Leviticus 19:34). They were to treat others as they wanted to be treated. God promised that they would be blessed if they were merciful, kind, and giving as He had been to them.
3. The Israelites were commanded not to play favorites toward anyone, rich or poor, relative or stranger (Deuteronomy 10:17-18).
4. They were to pay special attention to widows and orphans, since they were especially vulnerable without a husband and/or father to protect and provide for them. Their blessings were to be shared, not kept to themselves.
5. They were to give without expecting anything in return. (If they loaned money to anyone, they were not to charge interest.)
6. If they took another man's cloak (whether to borrow it or as part payment on a loan), they were not to keep that cloak overnight (because it was the main possession of an individual and his main protection from the weather).
7. They were to be fair with everyone and were never to cheat anyone (e.g., they were to use accurate scales for weighing grain, etc.).
8. Sadly, the Israelites did not follow God's laws about worship or about how to treat others. They did not love God with all their hearts or treat each other as they wanted to be treated. (Later, most of the Old Testament prophets preached against the Israelites and their mistreatment of the poor and weak.)

9. Today, God expects Christians to have the same love for others that He expected the Jews to have. In fact, Jesus said that all of God’s laws come down to loving God and loving others (Matthew 22:36-40). That means that if we could become so unselfish that we cared more about other people and God than we do ourselves, we would never sin! Read and discuss Matthew 5:44; 7:12; John 15:13; and Philippians 2:3-7.
10. Today, God also wants us to show Him our love when we obey His commands about worship. If we love our Heavenly Father with all our hearts, souls, and minds, then we will help others too, treating other people like we want to be treated. (Discuss ways we are blessed, i.e., gifts from God, and how we can share them with others in need.)

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[Love the Lord Coloring Sheet](#)” (provided in activity sheets)
- [Tree Cutouts](#): Cut out a construction paper tree for each child (provided in activity sheets). Help them glue their trees onto blue or white paper, and write the memory verse on the background paper. Cut out 10-15 small red or pink hearts for each child’s tree. On each heart, write ways we show love to God and ways we show love to others. For example: worship God, take turns, share, pray, say “I’m sorry,” sing praises to God, obey parents, help others, etc.(idea used with permission from Sara Richey).
- Review Old Testament books (See “[Kids Prep](#)” CD for tune).

**1st–2nd Graders:**

- [Tree Cutouts](#): Cut out a construction paper tree for each child (provided in activity sheets). Help them glue their trees onto blue or white paper, and write the memory verse on the background paper. Cut out 10-15 small red or pink hearts for each child’s tree. On each heart, write ways we show love to God and ways we show love to others. For example: worship God, take turns, share, pray, say “I’m sorry,” sing praises to God, obey parents, help others, etc. (idea used with permission from Sara Richey).
- “[Love the Lord Word Search](#)” (provided in activity sheets)
- Play “Hang Man” or “Tic-Tac-Toe” with various word clues from this lesson and previous lessons ([Instructions](#) and [Board](#) provided in activity section of website).
- Memory Verse Game: Write the memory verse on the board and go over it several times with the children. Erase one word and ask the children what is missing. Erase two words, then three, etc., continuing to go over the verse until the children can remember it in its entirety.
- Review Old Testament books (See “[Kids Prep](#)” CD for tune).

**3rd–4th Graders:**

- Play “Hang Man” or “Tic-Tac-Toe” with various word clues from this lesson and previous lessons ([Instructions](#) and [Board](#) provided in activity section of website).
- Memory Verse Game Write the memory verse on the board and go over it several times with the children. Erase one word and ask the children what is missing. Erase two words, then three, etc., continuing to go over the verse until the children can remember it in its entirety.

- Review books of the Bible (See “[Kids Prep](#)” CD for tunes).
- “[Love the Lord Word Search](#)” (provided in activity sheets)
- Have the children read Deuteronomy 4, 6, 7, and 10.

## SONGS:

### “MATTHEW 22:36-40”

Author: Jeff Miller

(Tune: See “[Hidden In My Heart II](#)” CD)

### “MATTHEW 7:12”

Author: Jeff Miller

(Tune: See “[Hidden In My Heart II](#)” CD)

### “WHAT’S *AGAPE* LOVE?”

Author: Jeff Miller

(Tune: See “[Kids Prep 2](#)” CD)

*Agape* love is the greatest command:  
 Love the Lord, as well as all men.  
 With perfect love, we would never sin,  
 So the question we have is, what is it?

*Agape* love is to give and not take,  
 Even to die for another one’s sake,  
 To sacrifice for an enemy;  
 It’s about you, and not about me.

### “THE FRUIT OF THE SPIRIT”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Get the fruit of the Spirit,  
 It’s love, joy, peace, long-suffering;  
 Kindness, goodness, and faithfulness,  
 Gentleness, and self-control.

**“BE KIND TO OTHERS” ([Click to Hear](#))**

Author: Unknown\*  
(Tune: “Jesus Loves Me”)

Help somebody when you can,  
Baby, woman, child, or man;  
There is work for you to do,  
Be forever kind and true!

**CHORUS:**

Be kind to others. Be kind to others.  
Be kind to others. God wants you to be kind.

**“BEING KIND TO OTHERS” ([Click to Hear](#))**

Author: Lora Laycook  
(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;  
Being kind to others, every night and day.  
Being kind to others, being kind to others;  
Jesus ever taught us that we must obey.

**CHORUS:**

O we must be kind! O we must be kind!  
Jesus ever taught us that we must be kind.  
(REPEAT)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.







# Love the Lord Your God And Your Neighbor as Yourself

Deuteronomy 10:17-18



Old Testament 3  
Part 2: Moses

## WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Deuteronomy 4; 6; 7:6-11

### MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God...and your neighbor as yourself" (Matthew 22:37,39).

OLDER CHILDREN: "You shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and great commandment. And the second is like it: You shall love your neighbor as yourself" (Matthew 22:37-39).

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Matthew 22:36-40"](#)
- ["Matthew 7:12"](#)
- ["What's Agape Love?"](#)
- ["The Fruit of the Spirit"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- See Sunday morning's lesson.
- Pictures and/or examples of mezuzahs and phylacteries

### PERSONAL APPLICATION:

I can show my love for God by the way I treat others.



## INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. It was very important for the Israelites to obey God’s commands about everything, but they did not follow His commands about caring for the poor. They became a nation of greedy, dishonest, unmerciful people.
3. To the first generation of Israelites going into Canaan, God emphasized over and over the importance of teaching their children and grandchildren all that God had done for them, and teaching them God’s laws (cf. Deuteronomy 11:18-20). God knew that if His laws were not taught, they would eventually be forgotten, and the people would gradually move farther and farther from Him. [Deuteronomy 4 and 6 are some of the passages that emphasize the importance of teaching and learning God’s Word. Have older children read Deuteronomy 6:1-9,23-24.]
4. The Israelites took God’s admonition to bind His laws on their hearts and put them on their doorposts literally. The Israelites began putting small boxes on their doorposts; inside the boxes (mezuzahs) were tiny scrolls with Scriptures on them. Each time the Israelites walked into their houses, they would touch their lips with their fingers and then touch the mezuzah. Jewish men began wearing small boxes filled with passages of Scripture (phylacteries) on their foreheads and/or arms, held by narrow leather straps.
5. For all these outward signs of respecting God’s Word, they did not obey it, nor teach it to their children. So they did not become the people God wanted them to be.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

