

Lesson

1

Theme for Unit 13: Escaping Egypt

Church/Home Theme: God Redeems and Restores Us

God Helps Us Do Our Part



Lesson Video for Step 2!
Check out the contents page for details.

BIBLE BASIS

Miriam does her part to care for baby Moses in a dangerous situation (Exodus 1:1–2:10).

BIBLE TRUTH

God is pleased when each person does his part to deal with problems.

MEMORY VERSE

“Let us therefore make every effort to do what leads to peace.”
Romans 14:19

LESSON AIM

That your students will seek to please God by doing their part to help with problems.

1

LIFE NEED (5-10 MINUTES)

Students will think about how to deal with problems they face.



Materials: 25-50 piece puzzle

2

BIBLE LEARNING (15-20 MINUTES)

Bible Words: Talk about who the Hebrew people and pharaoh were.



Materials: *My Bible Book* p. 3, “Journey to Freedom” Teaching Aid—prepare before class, “God’s People in the Land of the Pharaohs” and Bible Overview Chart Teaching Aids, Bibles

Bible Story: Hear the story of how Miriam had a big part in solving a problem her family had.

■ Materials: Bibles

Bible Review: Perform a skit and place story pictures in order.



Materials: *My Bible Book* p. 4, baby doll, basket, tiara, triangle shape, bottle of water, trench coat, magnifying glass, *Elementary Kid Crafts* Lesson 1—prepare card holder and a set of cards as a sample before class, tape

Memory Work: Learn Romans 14:19.

■ Materials: Bibles, “Baby in a Basket-Boat” Teaching Aid

3

BIBLE APPLICATION (5-10 MINUTES)

Discuss how children could act as peacemakers.

■ Materials: *My Bible Book* p. 5

Optional: Act out peaceful endings to arguments.

4

LIFE RESPONSE (5-15 MINUTES)

Plan how to handle a problem.

■ Materials: Whiteboard and marker, *My Bible Book* p. 6, pencils, *Friends* for Lesson 1 and Family Fun Activities Cover



This symbol means extra preparation or supplies are needed.

Understanding the Bible

Overview of This Quarter: This quarter we'll see how God led the Israelites from slavery in Egypt to the promised land. The first unit teaches us how God was with His people, no matter how difficult the situation was. We'll learn how God saved Moses from death as an infant. In the following weeks, we'll see how God spoke to Moses at the burning bush, how He helped Moses deal with Pharaoh, and how He led the Israelites out of Egypt. The October lessons focus on God's care for His people as He led them to the promised land. We will finish the quarter by examining some of the ways God helped the Israelites possess the land He had promised them.

This Week's Bible Story: Four hundred years had passed since Joseph brought his father's family to Egypt. The ruling pharaoh saw the large Hebrew population as a threat to his country, so he sought to control them through slavery. When this didn't work, Pharaoh decided to kill all the male children. This

week's story focuses on God's intervention in Pharaoh's plans.

When Joseph brought his father's family to Egypt, there were about 70 people (Gen. 46:27). By Moses' time, there were about two million people (Num. 1:45-66).

Moses was put in the basket near the spot where Pharaoh's daughter bathed. When Moses was discovered, his sister was ready to do her part—she brought her mother to Pharaoh's daughter to be a nursemaid for the baby Moses.

Through Miriam's faithfulness in doing her part, God saved Moses, the person who would later lead His people out of Egypt. As we do our part in dealing with the problems we see, God can work through us as He did through Miriam and Moses.

1

Understanding Your Students

Elementary students have a strong desire to do well and to be helpful. However, their limited abilities can sometimes be a source of frustration for them. Because their attention spans can be short, they tend to get restless. Some of the children may be impulsive and have a tendency to interrupt. Fine motor skills are still developing, so writing or drawing well may be difficult for some of them. Most of your students should be fluent readers by now. However, others may still be learning to read.

Classroom Tips

Here are some ideas to help your students deal with the frustrations they experience because of their limitations:

- Be patient with their skills, and be sure they know that you don't expect what they do to be perfect.
- Be positive. Your students will try harder when they receive praise for their efforts.
- Be an encourager. Urge them to keep trying by expressing your confidence in them and their ability to learn.
- Avoid embarrassing a child. Don't compare students and their abilities.
- Ask for volunteers to do oral reading read aloud. If a poor reader volunteers, let her try a short section. Quickly and quietly help with the hard words if necessary.
- Look for signs of frustration (silliness or bothering others, fiddling with materials, acting out) and change activities.

Pre-session Activities

Choose from the following activities to do with your students as they arrive this week.

- Prepare the "Journey to Freedom" Attendance Chart before class. This attendance chart will help students track the Israelites' deliverance from Egypt, and their journey to the promised land. The numbered scenes correspond to each lesson. Students may take turns moving the groups of Hebrews to the proper location each week. Make sure each child marks his attendance with an X or a sticker.
Materials: Attendance chart, stickers or markers



"Journey to Freedom"
Teaching Aid

- Introduce your new class by taking and printing a picture of each student. Frame the pictures in the middle of a paper plate. Have students decorate the frame with pictures or words that tell about themselves.
Materials: Digital camera and printer, paper plates, glue sticks, markers
- Let six volunteers practice the drama "K.C. and the Case of the Wet Basket" from *My Bible Book*. It will be performed as a Bible Review.
Materials: *My Bible Book*, page 4
- Introduce a song on this quarter's PraisePAC audio files from your *Elementary Creative Teaching Aids* packet.
Materials: PraisePAC audio files, media player

PraisePAC

1

Life Need 5–10 minutes

Objective: That your students will understand how God sees the whole picture when we don't.

This activity and discussion will help children begin thinking of how to deal with problems as we study about Miriam and Moses.

Gather the children into a large group on the floor. To begin, give each child a puzzle piece. They should only look at their piece. Then follow up with this discussion.

■ **What do you think this is a picture of?** (*After all the children guess, show the puzzle box lid. If you chose a small puzzle and have time, let students put the puzzle together before you show them the lid.*)

■ **Why did some of you guess incorrectly?** (*Because we couldn't see the whole picture—only small pieces of it.*)

Sometimes our lives feel like this puzzle. We can only see one small part of what's going on. We can't see the whole picture.

■ **When are times that you haven't been able to see how a problem would turn out?** (*Let the children express their experiences with being worried about something that later made sense. Caution*

them not to use the names of individuals from their experiences. If some children don't feel comfortable relating an experience, allow them to just listen and begin to realize that everyone faces difficulties, problems, and uncertainties in their lives.)

■ **What's something that you're facing right now that worries you because you can't see the whole picture?** (*Let volunteers give examples. Once again, don't pressure any child who is reluctant to participate by giving an example. They will learn a great deal just by listening. Some children can be facing difficulties in their families that might include: illness, family problems, financial hardships, etc. This is something they can consider while not having to relate it to everyone else. The goal is to help students become aware of their need for God's help with their problems.*)

We usually don't know what's going to happen in our lives. But God sees the whole picture, even when we don't. Let's look at a problem that some Israelites faced when they couldn't see the whole picture, specifically a young girl named Miriam.

2

Bible Learning 15–20 minutes

Objective: That your students will be able to tell how Miriam did her part in solving a big problem.

Distribute *My Bible Book* to your students and have them turn to page 3. This page includes words and phrases that are in the story but may be unfamiliar to them.

Point to “Hebrew” and read about God’s special people as students look at the picture. Then have them find the names of the Hebrew girl (Miriam) and her baby brother (Moses). Help students pronounce the word “Pharaoh,” then read the description. They may say the names with you a few times to become familiar with the pronunciation.

You may refer to the “Journey to Freedom” Attendance Chart scene “Nile River in Egypt” and let children guess what the Bible story will be about. (Baby Moses is rescued by Pharaoh’s daughter.) Choose two students to place the two groups of Hebrew figures in the slits for scene 1 if not already done as a Pre-session activity.

Show “God’s People in the Land of the Pharaohs” Teaching Aid. Read the text under number 1 and have students answer the question.

Point out, using the Bible Overview Chart Teaching Aid that Exodus is in the Old Testament. Talk about how Exodus tells about the Israelites who were special to God. They are slaves in Egypt.

Have the children open their Bibles to Exodus 2:3 and bookmark it for later use. Help them use the table of



My Bible Book, page 3

contents if they need help finding Exodus. They should find the page number for Exodus and turn to that page. Then show them how to look for the chapter and verse.

Open your Bible to Exodus 2:1-10. **We’ll hear about Miriam and her family. If you listen carefully, you’ll find out what Miriam did to help solve the problem she and her family faced.**

BIBLE STORY

Miriam rocked her crying baby brother back and forth. She held him close to muffle the noise.

Miriam’s brother was nearly three months old. Her parents were Hebrew slaves in Egypt. The pharaoh of Egypt said all newborn baby boys should be killed. Pharaoh was afraid there were too many Hebrews and that the Hebrew baby boys would grow up and fight against him.

Miriam’s parents told her to keep the baby hidden during the daytime. She was to be especially careful if Egyptian soldiers were near.

But Miriam was worried. Her brother was getting bigger, and his crying was getting louder and harder to quiet. So when Miriam’s parents came home from making bricks for the Egyptians, she told them about the problem.

“What should we do?” asked Miriam’s mother. “The soldiers will kill our baby.”

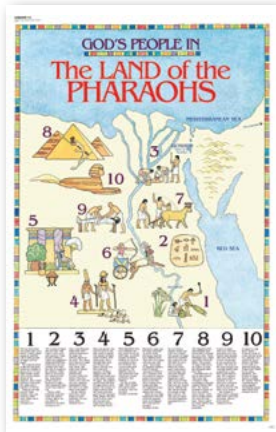
“Come and pray. God will help us know what to do,” answered Miriam’s father.

Let’s see what the Bible says happened. *Have the children read Exodus 2:3 aloud together.*

It might have sounded like this: “Miriam, run to the Nile River and bring me all the bulrushes you can carry.” Bulrushes were long, strawlike plants that grew along the river. Baskets were woven from them in Bible times.

After Miriam came back, her mother wove the bulrushes into a large basket with a cover. She coated the outside of the basket with something like tar, so water could not leak into it. When it was dry, she placed the baby in the basket.

Then Miriam and her mother carried the basket to



“God’s People in the Land of the Pharaohs” Teaching Aid



Bible Overview Chart Teaching Aid

the river and placed it in the water.

“God will protect him,” said Miriam’s mother. Then the mother told Miriam to stay and watch to see what happened to her brother.

Miriam hid behind the bulrushes along the shore and watched the basket. She wondered who would find her baby brother.

Then she saw Pharaoh’s daughter coming to the river to wash.

The princess spied the basket and told a servant, “Bring me that basket.”

The servant went into the water and retrieved the basket. The princess raised the basket lid and looked in. The bright sun woke the baby, and he began to cry. The princess reached down and lifted him from his basket.

Looking at her servants the princess said, “This is one of the Hebrew children. He is very beautiful. What should I do with him?”

Before the servants could answer, Miriam ran to the princess. “Should I go and call a Hebrew woman to take care of the child for you?”

“Why, yes. That is a fine idea. I will pay good wages to the woman,” answered the princess.

Miriam ran across the fields to her house.

“Mother, come quickly!” she cried. “The princess has found our baby and wants someone to take care of him!”

Miriam’s mother could hardly believe what had happened. She and Miriam hurried to the river.

“Take this child and care for him,” said the princess to Miriam’s mother. “I will call him Moses because I took him out of the water.”

“Miriam,” her mother whispered, “thank you for watching the baby. Now he will be safe with us. God helped us solve our problem.”

BIBLE REVIEW

- **What problem did Miriam and her family have?** (*Pharaoh did not want Hebrew baby boys to live.*)
- **Why did the pharaoh order Hebrew baby boys to be killed?** (*He was afraid the Hebrew people would continue to grow in number, and the baby boys would grow up and fight against his army.*)
- **How did Miriam help her family with their problem?** (*Miriam helped hide the baby at home while her parents went to work, she helped take the baby to the river and watched to see that he was safe; she asked the princess if she could get someone to take care of the baby, and then ran home to get her mother.*)



My Bible Book, page 4

Choose six volunteers to perform the drama “K.C. and the Case of the Wet Basket” on page 4 of *My Bible Book*. The group can practice the drama and then perform it for the entire class. Encourage actors to get into the drama with facial expressions, arm movements, and tone of voice.

Miriam did her part, and God certainly did His part. God helped the princess love the baby; she named him Moses and let his own mother take care of him. God saw the whole picture. It was all part of God’s plan and Miriam helped make it happen!

Show your students a completed sample of *Kid Crafts*, Lesson 1. You will need the piece for Lesson 1 from the Add-on Page (page 3) and the “Miriam Match” project from page 5. As a group, put the pictures in the correct order, creating a domino chain from the cards (see example on page 6). Students can read the short version of the story on the back of the cards.



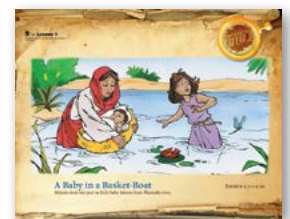
Kid Crafts, Lesson 1

Give students their own *Kid Crafts* projects to work on. Have students separate the cards and follow the directions for how to put the card holder together. Collect the completed projects now and send them home after class.

MEMORY WORK

Our Bible verse tells us when we make every effort to do what leads to peace, it means we do everything we can to help solve the problem. God helped Miriam do hard things to solve her family’s problem. God will do the same thing for us when we do our part.

Have your students look at Romans 14:19 in their Bibles. Read the verse aloud together as a class. Practice the verse by having each student walk across the room, one at a time, to the “Baby in a Basket-Boat” Teaching Aid. The whole class should say the verse together as the student finds Miriam and the princess on the poster.



“Baby in a Basket-Boat” Teaching Aid

3

Bible Application 5–10 minutes

Objective: That your students will discuss situations where children can be peacemakers.

Ask your students to turn to page 5 in *My Bible Book*. Read the title and remind your students of this week's Bible memory verse. **Romans 14:19 said that doing what helps other people, especially in a problem situation, leads to peace.**



My Bible Book, page 5

Then have students look at the classroom scenes shown on the page.

■ **What are the children in these pictures doing?** *(They are making fall decorations for their classroom.)*

Let students take turns reading the children's speech balloons and identifying the problem in each scene.

■ **What's the problem in the first picture?** *(One child wants to decorate the bulletin board all by himself.)*

■ **What's happening in the first picture in the second row?** *(One child doesn't want to help.)*

■ **What should the children in the third picture do?** *(They should clean up the mess instead of arguing about it.)*

■ **What is the problem in the fourth picture?** *(Both children want the teacher's attention and neither one wants to wait.)*

■ **What is happening in the last picture?** *(The girl doesn't want to share the red paper with the other child.)*

Direct your students as they discuss how each problem could be changed so there would be peace instead of arguing.

Even when you don't feel that you've caused the problem, there's usually something you can do to help—and when you help solve a problem between two people, you are acting as a peacemaker. You and everyone else will be a lot happier when the problem is solved and it's peaceful again. It isn't always easy. But just as God helped Miriam do what was best to help her family, God will help each of us do what's best when we face a problem.

Optional Activity

If you have extra class time, you might let your students act out happy endings for each situation on page 5 in *My Bible Book*. Discuss how they are acting as peacemakers in each scene.



4

Life Response 5–15 minutes

Objective: That your students will plan what they can do, with God’s help, when they run into a problem.

Everyone has problems now and then. Have your students suggest problems they might face during the coming week. List their suggestions on the board or a large sheet of paper. If students need help thinking of problems, suggest things such as worrying about a test at school, being picked on by a bully, afraid of dogs in the neighborhood, not being picked to play with children during recess, worried about parents fighting, or a parent lost a job.

Look at our list of problems. You may not have one of these problems this week, but we will all have a problem sometime.



My Bible Book, page 6

Ask your students to turn to page 6 in *My Bible Book* and read the title and the question directly under it.

Have students find the way from the choices to the answers.

■ **What did each child do to get an answer?** (*Pray.*)

■ **Is it possible to get to the answer without going through God?** (*Let students answer.*)

We can ask God to help us do what will lead to peace. Miriam and her parents prayed to God about their problem. We can do the same.

Next, have your students choose one problem from the list you made. **Think about this problem.**

■ **After praying to God and asking for help, what might be the next thing to do?** (*Let students think about this for a moment; then talk about their ideas of what they might do. For example, if their problem is that a parent is angry because they didn't clean up their room, the thing to do that would lead to peace would be to clean up the room. If the problem is that they have a hard test in school, they might ask a parent to help them study to prepare for it.*)

When you do face a problem this week, remember Miriam. Her problem was a big one. Think about it: Her baby brother was in danger of being killed! But God was there to help her do what would solve the problem. He'll do the same for you and your family.

CLOSING ACTIVITY

■ **What should we do when we face a problem?** (*Pray.*)

Let's do that now. Lead your class in a short prayer such as the one below.

Dear God, thank You for stories in the Bible that tell how You helped people like Miriam and her family. We know that You are with us to help us just as You helped her. Please give us the courage to choose the best thing to do when we face a problem. Please help us do what will lead to peace. In Jesus' name we pray. Amen.

Tear out pages 3-6 from *My Bible Book* for students to take home, along with their “Miriam Match” cards and card holder from *Elementary Kid Crafts*. Encourage children to play the matching game at home with family and friends. They can talk with their families about how they can all work together to solve problems that come up at home.