

lesson 1

Unit 13 Theme:

Escaping Egypt

Church/Home Theme:

God Redeems and Restores Us



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

Doing Things God's Way

STEP 1 Life Need (5–10 minutes)

- Take a test to learn about following directions.
Copies of “Pop Quiz” Teaching Aid, pens or pencils

STEP 2 Bible Learning (15–20 minutes)

- Talk about God’s plans for His people.
“God’s Master Plan of Salvation/God Sets His People Free” Teaching Aid
- **Bible Study:** Discuss how Moses tried to free the Hebrews from slavery by using his own methods.
Bible Adventures pp. 2-3, Bibles
- **Bible Review:** Discuss the promises of God and the need to follow His ways.
“The Long March Home” and “Bible Map Figures” Teaching Aids, glue stick or tape, *Bible Adventures* p. 1, pencils

STEP 3 Bible Application (5–10 minutes)

- **Memory Work:** Use Scripture to determine which way is God’s way.
Bible Adventures p. 4, Bibles, pencils

STEP 4 Life Response (about 5 minutes)

- Plan ways to follow God’s directions in the coming week.
Copies of “Pop Quiz” Teaching Aid used in Step 1, Bibles, pencils, markers

Memory Verse

“My thoughts are not your thoughts, neither are your ways my ways,” declares the LORD.

—Isaiah 55:8

Bible Basis:

Moses tries to do God’s work by his own faulty methods and fails (Exodus 1:7–2:15).

Bible Truth:

God’s ways of doing things are not always our ways.

Lesson Aim:

That your students will discover how to learn God’s ways for getting things done.

UNDERSTANDING THE BIBLE

This week begins a new quarter in which we’ll see how God led the Israelites from slavery in Egypt to conquest in the promised land.

The first unit shows how God was with His people, even when they were locked in combat with opposing forces.

The second unit of the quarter focuses on how God cared for His people as He led them to the promised land. The final unit examines some of the ways God helped the Israelites possess the land He promised them.

Now 350 years had passed since Joseph brought his father’s family to Egypt. By this time, a pharaoh who did not remember Joseph, or what he had done for Egypt, had come to power.

Because he was afraid of the Hebrews, the pharaoh enslaved them and used them to build his great cities. Many Hebrews served as bricklayers in Pharaoh’s building program.

God knew the anguish of His people and was about to raise up a leader—Moses—to lead them back to the land He had promised them.

The Jewish historian, Josephus, says that an Egyptian seer (prophet) told the king that a child was about to rise among the Hebrews who would crush Egypt’s power and raise his own

indicates items you will need to prepare before class

Understanding the Bible —cont'd.

nation to power. To avoid this threatening possibility, Pharaoh ordered the deaths of male Hebrew babies (Ex. 1:22).

But God's ways are higher than man's, so the baby Moses was spared and rescued from the Nile by one of Pharaoh's daughters. As the adopted son of the princess, Moses received the education of an Egyptian prince.

In defending a Hebrew slave, as related in this week's lesson, Moses took great personal risk. He killed an Egyptian. As a result, he became Pharaoh's enemy and had to leave Egypt.

Moses learned a lesson the hard way. We can apply the same lesson to our lives: when God calls us to do something, it's best to wait for God's leading and God's timing.

TIPS

Classroom

How can you promote knowledge of God's Word and God's ways?

- Ask lots of questions to encourage discussion among your students and to find out their opinions. For example: Do you think Miriam lost faith in God as she saw what was happening to her younger brother? Would you have hidden your action like Moses did? Did Moses repent of his wrong actions? How would you feel in such a situation? Asking questions such as these can help you find out if your students are paying attention.
- Encourage students to read God's Word daily. Remind your students that reading the Bible helps them learn about God.
- Introduce students to Bible dictionaries and Bible concordances to help them look up verses or terms they find difficult to understand.

Understanding Your Students

Your upper-elementary students are trying to "spread their wings." They are increasingly independent in their thinking and actions. Some think that they know it all, although their judgment may not show a lot of maturity. Others are indecisive strugglers trying hard to figure out answers on their own. Still others are earnestly searching for God's plan for them.

These students are increasingly facing peer pressure. As their teacher, you can bring the needed balance to your students through this lesson by showing them God's ways for getting things done. You have the opportunity to help them with what they need to grow as Christians—a steadfast obedience to doing things God's way, according to His plan.

PRESESSION ACTIVITIES

Choose from the following activities to do as students arrive.

Bring in a street map of your city. Have students write out GPS style directions from their home to another place, such as your church. Students may wish to exchange their directions to see if others can follow them

map, paper, pencils

On 3-by-5-inch note cards, write out the steps needed for baking a pie—one step on each card. Throw in a few steps that don't belong. Using masking tape, put the cards in random order on the wall. Allow students to try to get the steps in the proper order.

index cards, masking tape

For Worship Time: Use the songs for this quarter on the PraisePAC audio files from the *Upper-Elementary Creative Teaching Aids* packet. The PraisePAC includes audio files as well as lyric sheets and song sheets.

PraisePAC audio files, media player

PraisePAC

STEP 1 

Life Need
(5–10 minutes)

Lesson Aim:

That your students will discover how to learn God's ways for getting things done.



Objective: That your students will think about what we need directions for and what happens when we don't follow directions.

Materials:

Copies of "Pop Quiz!" Teaching Aid
pens or pencils

Start your class with a lighthearted, mock quiz to show them the importance of following directions. It's okay to create a tiny bit of test anxiety as you hand out the papers.

We're off to a new school year, so let's see how well you can follow directions. Don't worry, this won't be graded! But please do your very best. You will only have three minutes to complete this quiz!

Give each student a copy of "Pop Quiz" from *Upper Elementary Teaching Aids* and a pencil or pen. Tell students they may begin. Announce the time remaining at one-minute intervals, if students are still working. Then, when the time is up, have students gather together for a discussion.

Discuss:

- ▶ **Have you ever taken a quiz like this before? Tell us a little about that.**
- ▶ **Who didn't follow directions?**
- ▶ **What did you do wrong?** (*Rushed through the quiz.*)
- ▶ **Who did follow directions?**
- ▶ **What did you do right?** (*Read carefully, acted thoughtfully.*)
- ▶ **What thoughts do you sometimes have that might hinder you from following directions?** (*We think we know it all. Allow students to give their answers.*)
- ▶ **What do we sometimes do that leads us away from following directions?** (*We don't pay attention, we don't read carefully.*)
- ▶ **How are directions important in our everyday lives?** (*They guide us, keep us from harm.*)
- ▶ **Who usually gives you directions?** (*Teachers, doctors, parents, grandparents, etc.*)
- ▶ **What kinds of things do we need directions for?** (*How to do homework; how much medicine to take and when to take it; how to get somewhere that we've never been; how to make a great sweet potato pie.*)
- ▶ **What are some of the things that might happen if we don't follow directions?** (*People might get more sick from taking medicine incorrectly; pie might burn or undercook; we might get a bad grade on an assignment; or you could have a perfect assignment, but the teacher doesn't know it's yours because your name isn't on it.*)

Today's Bible topic is all about doing things God's way, not our way. In other words, we are to follow God's directions for us, both in how we think, and in how we act. Today's lesson tells us some of the story of Moses. Moses was a great leader of the Israelites, but that doesn't mean he always followed God's directions. Let's find out what happened when Moses thought he could make decisions without first asking what God wanted him to do.



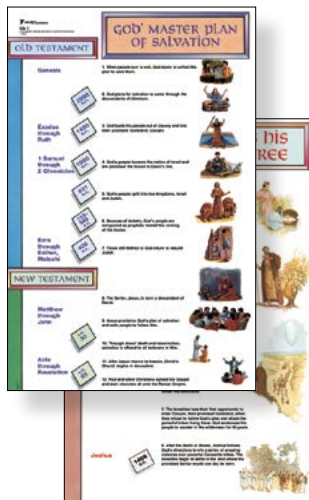
Free! Downloadable
Options for Steps 1 and 4.

STEP 2

Bible Learning
(15–20 minutes)

Bible Basis:

Moses tries to do God's work by his own faulty methods and fails (Exodus 1:7–2:15).



Objective: That your students will discuss what Moses learned after he tried doing God's work his own way.

Materials:

“God’s Master Plan of Salvation/God Sets His People Free” Teaching Aid
Bible Adventures pp. 2-3, Bibles, pencils
“The Long March Home” and “Bible Map Figures” Teaching Aids
glue stick or tape

Before beginning the Bible study, use the “God’s Master Plan of Salvation” Teaching Aid to help students gain an overview of the Bible. Read statement 2 on Side 1 and then flip it over to Side 2, “God Sets His People Free.” Read the first statement on this side. **What can you tell me about Joseph?** Students may recall that Joseph had been sold into slavery by his brothers and taken to Egypt. After a period of suffering and imprisonment, he became a respected leader in Egypt. He was second in command under the ruling pharaoh.

At the end of the Book of Genesis, Joseph was reunited with his brothers. All of Joseph’s family, 70 in all, moved to Egypt and settled under the ruling pharaoh’s favor. As the book of Exodus begins, hundreds of years have passed. Joseph’s family, now a large nation of people, is enslaved under Pharaoh, the ruler of Egypt.

Bible Study

Give students a copy of Lesson 1 *Bible Adventures*. Explain the features in the study pages, including footnotes that help with word pronunciation and give additional facts. Have students open to pages 2 and 3 and read the introduction to themselves. Ask students to look up Exodus 1:15-17, then choose a volunteer to read the passage.

BIBLE STUDY FROM EXODUS 1:7–2:15

I'LL DO IT MY WAY!

Pharaoh¹ decided to make slaves of the Hebrews. They had to work very hard making bricks to build Pharaoh's cities. The slave drivers were mean and often beat them. But the Hebrew people kept growing in numbers.

Read Exodus 1:15-17. What did Pharaoh order the midwives to do? Why didn't Shiphrah and Puah obey Pharaoh?

¹Egyptians called their kings pharaohs. Many people believed the pharaohs were gods.

Then Pharaoh gave this order to all his people: "Every Hebrew boy that is born you must throw into the Nile, but let every girl live." Now a man of the tribe of Levi married a Levite woman, and she became pregnant and gave birth to a son. When she saw that he was a fine child, she hid him for three months. But when she could hide him no longer, she got a papyrus basket for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile.

Was it right for the midwives and the mother to disobey Pharaoh? Why?

One day, after Moses² had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people. Looking this way and that and seeing no one, he killed the Egyptian and hid him in the sand. The next day he went out and saw two Hebrews fighting. He asked the

²The name Moses sounds like the Hebrew words for "draw out," referring to the way he'd been drawn out of the river.

³Midwives were like nurses. They helped mothers give birth to their babies.

⁴Pronounced SHIF-rah and PEW-ah.

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▶ **What did Pharaoh order the midwives to do?** (*Kill the Hebrew boys when they were born.*)

▶ **Why didn't Shiphrah and Puah obey Pharaoh?** (*Because they feared God.*)

Ask a volunteer to read the first section of Scripture Spotlight (Ex. 1:22; 2:1-3) from *Bible Adventures*. Read statement 2 on “God Sets His People Free.”

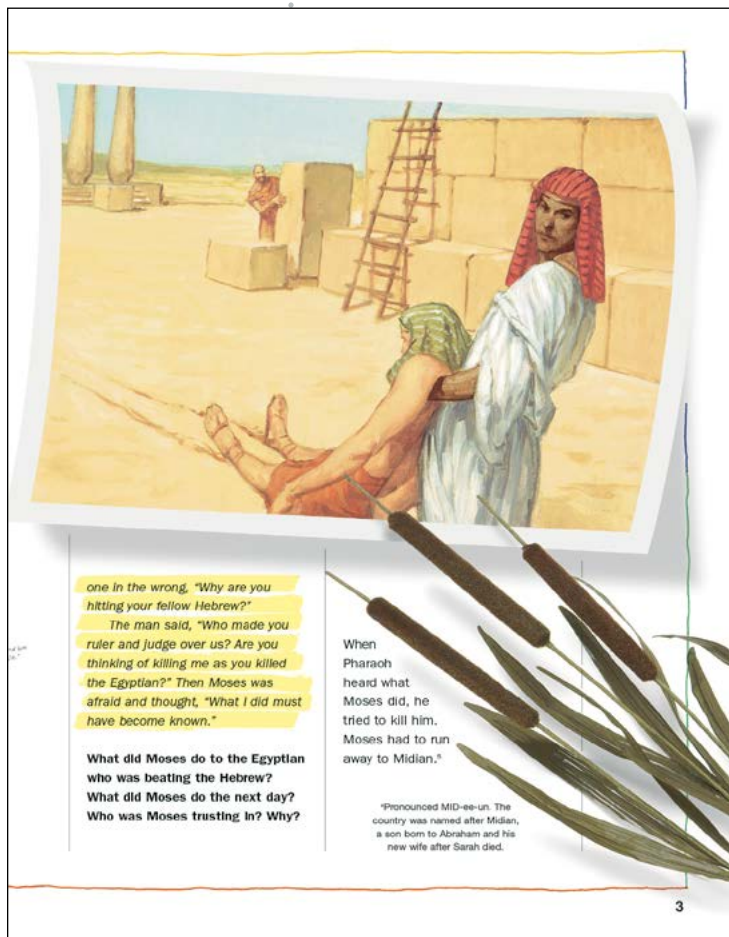
▶ **Was it right for the midwives and the mother to disobey Pharaoh? Why?** (*Yes, because we need to obey God's directions above all others. God's directions will not lead us down a wrong path. God is always right.*)

Ask another volunteer to read the second section of Scripture Spotlight (Ex. 2:11-14).

▶ **What did Moses do to the Egyptian who was beating the Hebrew?** (*Killed him and hid his body in the sand.*)

▶ **What did Moses do the next day?** (*Tried to stop two Hebrews from fighting.*)

▶ **Who was Moses trusting in? Why?** (*Himself, because he didn't know God's directions. Sometimes we act without thinking, or we think it's easier to do things our own way.*)



Ask a student to read the concluding paragraph.

Sometimes, we want to run away and avoid the consequences of our actions. This is what Moses did when he ran away to Midian.

Bible Review

We can see that rescuing the Hebrews was a big job! Moses was not quite ready for it. Let's take a look at where Moses started out in the story and where he ended up.

Display "The Long March Home" Teaching Aid. Use this two-sided map this quarter to help students keep track of the progress of God's people as they travel to the promised land. The "Bible Map Figures" Teaching Aid has figures that represent events that took place throughout this quarter's lessons. Trace Moses' flight to Midian on the map.

Have a student place Figure 1A (brick) in the area around Rameses. Have another student place Figure 1B on the Nile River near Goshen. Baby Moses' basket floated him to safety along the Nile River, according to God's plan.

- ▶ Do you think that when Moses grew up, he or the other Hebrew people understood what was happening to them? *(Let students respond.)*

Have students turn to *Bible Adventures* page 1. The Hebrews had to look back at God's promises to keep serving while waiting for God to save them. Let's look at those Scriptures. Ask three volunteers to read Genesis 15:13-15; 17:8; 35:11.

- ▶ What does Genesis 15:13-15 promise? *(God said that Abraham's descendants would be enslaved and mistreated for 400 years. God, however, promised He would punish the Egyptians and bring the Hebrews out of bondage with great possessions.)*

Though the Hebrews were slaves in Egypt, Genesis 17:8 promised them that God had a way of providing a homeland.

- ▶ What was the promise? *(God promised the Hebrews the land of Canaan.)*
- ▶ To whom did God promise this? *(See verse 9: Abraham.)*

Although the Hebrews seemed powerless and were ruled over by the Egyptian pharaoh, God made another promise to Abraham's grandson Jacob.

- ▶ What did God promise Jacob in Genesis 35:11? *(God promised that the Hebrews would become a nation and kings would come from their line.)*

Check the correct boxes on the checklist on this page based upon what you believe God expected of His people while they waited for the fulfillment of His promises.

- ▶ How would the suggestions on the list help or hinder the Israelites? *(Let students give their opinions here.)*



STEP 3 Bible Application
(5–10 minutes)


Objective: That your students will use Scripture to determine which way is God's way.

Materials:

Bible Adventures p. 4
Bibles
pencils

Memory Work

Have students find Isaiah 55:8 (the Key Verse) in their Bibles, then read it aloud together.

 **How can we learn about what God wants us to do?** (*Help your students understand that God reveals Himself and His ways to us in the Bible. Reading the Bible and discussing what we have read, praying, and talking with other Christians who know God's Word can help us to learn God's way.*)

Let's take a look at page 4 in *Bible Adventures* and see if we can identify with what's happening there. The Key Verse is an example of God revealing Himself. Here God tells us that His thoughts and ways are uniquely His own. If we try to figure things out by ourselves, we might use methods that God would not use.

Divide your class into three groups. Give each group one of the scenarios on page 4. Have them look up the verses, then come up with three possible options for handling the problem. Explain that one might be their natural reaction, one might be a practical idea, and one might be God's way of doing things.

After a few minutes of work time, gather the class back together. Have each group give their solutions. If you are short on time, have your students complete each statement as a group.

STEP 4 

Life Response
(5–10 minutes)

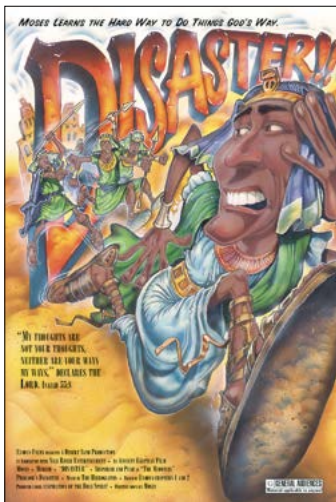
Bible Truth:

God's ways of doing things are not always our ways.

POP quiz! Name _____

Directions: Please do not speak or ask any questions while anyone is working on the quiz. Keep your eyes on your own papers. When you have finished, sit quietly until everyone has finished.

1. Read every instruction before you do anything.
2. Proceed carefully and cautiously.
3. Write your name in the space provided.
4. Draw a picture of your favorite backyard animal.
5. Draw your mouth with your left hand if you are right-handed and with your right hand if you are left-handed.
6. From the word "total" in the upper right-hand corner of this page, tug on your left apostrophe.
7. Tug on your left apostrophe.
8. Put the name "Abraham" in the lower right-hand corner of this page.
9. Write around the name of your favorite food.
10. Hold your head "yes."
11. On the opposite side of this page, write the names of any three socks of the Bible.
12. Draw the back of the Bible that has the most letters in its name.
13. Draw a triangle around the circle you just drew.
14. Touch your forehead with your right index finger.
15. Arrange the fingers of your left hand.
16. If you have not yet followed these directions, write "I have" at the bottom of this page.
17. On the inside side of this page, write the word "happy."
18. Draw an eye shape around the word "happy" and then add eyelashes.
19. Shut your eyes for three seconds.
20. Please ignore instructions five through sixteen. Follow the instructions in sentence three, and hand in your quiz.



Objective: That your students will look for opportunities to follow God's way this week.

Materials:

copies of "Pop Quiz!" Teaching Aid—used in Step 1
Bibles
pencils
markers

Moses was 40 years old when he killed the Egyptian. As we've learned, he definitely wasn't following God's way when he committed this crime. If he had trusted in God to give him guidance, he would not have killed the man. Even though you are not nearly as old as Moses, you are like Moses in one important way. You can make choices whether to follow God's way or your own way.

We have choices every day. We can live the amazing, original, one-of-a-kind life God has planned for us. This week there's probably some situation in which you can choose your way or God's way. Whether we want to admit it or not, when we face a choice, we are wisest when we remember that God wants us to do things His way.

As a class, brainstorm different choices and situations your preteens will face during the week. On the back of the quiz from Step 1, have each student write down several ideas of when they will ask for help in doing things God's way next week (sitting with someone at lunch who appears lonely; doing a chore before being asked; sending someone a note to encourage or cheer them; walking away when tempted to fight with a sibling). Then have them creatively write the memory verse, Isaiah 55:8, under their ideas to remind them that God will help them follow His way.

Spend some time discussing their answers. End in prayer asking for God's help to follow His way in the specific areas students mentioned.

Send home the Cover wrap of *Bible Adventures*. Point out how it is a movie poster of today's lesson.

**Closing Activity**

Close the session in prayer. Be aware of students who might wish to talk with you about salvation. You'll find suggestions for discussing salvation on the inside back cover of this teacher's commentary.