

OLD TESTAMENT HISTORY

by Christine Walton

supplementary worksheets by Michelle Griffith

**Grades 1-2
Year 1
Quarter 3**

This quarter uses stories beginning with the birth of Moses through Ruth. Each lesson will consist of a Bible story and discussion and a craft, activity, or worksheet to reinforce what is being taught. Some lessons also include a life application story to give further understanding of the focus of the study. Of course, God's Word must be central to each lesson, but feel free to adapt other parts to your individual situation. It goes without saying that prayer must be an integral part of Sunday School, both as the teacher and others pray for the individual students and class as a whole at home, and through prayer by the students in class itself. Even non-Christians (and almost certainly some in your class will not know Jesus Christ) are commanded to pray. At least a short time of prayer should be included in every lesson, even though this will not be indicated in the teacher's instructions. The following explains the elements included in each lesson:

Lesson Aim

Main ideas taught in the Bible story that should be emphasized by the teacher.

Memory Verse

Verse to be memorized by the student. It should be repeated several times during the lesson at different moments to help the child remember it (see Memory Games). This quarter the verses will be **Exodus 15:1-11**.

Lesson Background

Background ideas are given to help the teacher in telling the story.

Knowledge Objectives - Facts with which the student should be familiar by the end of class.

Behavioral Objectives - Character qualities, attitudes, and actions related to the Bible story that the child should be encouraged to practice. Only God can change the sinful child's heart, but we can present God's standards so that the unbeliever may see his need of Christ and the Christian may grow in grace.

Lesson Procedure

BIBLE STORY

In most cases, the first and second grader should be able to understand the story when read straight from the Bible if a modern translation such as the New International Version is used. Because of this a Bible story, as such, is not usually given. It is recommended that, in most cases, the teacher first give an introduction. Then she should read expressively the passage from the Bible, making appropriate comments to aid understanding. Good readers, using the same version of the Bible as the teacher, may be encouraged to follow along in their Bibles. In most cases, however, the children's reading ability is such that this is a hindrance to understanding rather than a help, since it requires so much effort for them to figure out the words that they lose the continuity of the story. After the Scripture is read the teacher should paraphrase the story in her own words and ask factual and discussion-type questions to facilitate the students' understanding.

STORY

A modern-day story reinforcing concepts taught in the Bible story.

SONGS

Songs are suggested that may be sung sometime during the lesson or in an opening session if desired. It is not necessary to sing all the songs listed. Many hymns may be difficult for beginning readers, so it may be good to concentrate on two or three hymns and a few choruses per quarter. Hymns listed for several lessons would be good choices.

WORKSHEET

Some lessons include worksheets to reinforce concepts taught.

CRAFT AND/OR ACTIVITY

To reinforce lessons taught. Materials needed are underlined. The availability of pencils and crayons is assumed and the word "cut" will be underlined if scissors are needed.

Home Helps

A paper to be sent home with lesson summary and suggested activities to reinforce the lesson at home.

NOTE: Any writing done by the teacher for activities or memory work should be neatly printed for easier reading by your beginning readers. Do not use all capitals or cursive writing.

Grades 1-2
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Additional Resources

The following may be helpful supplements to the lessons in the third quarter of Year I:

Lesson 5 - *Donkey Donkey*, Roger Duvoisin, Parents Magazine Press, 1968.

I Wish That I Had Duck Feet, Theodore LeSieg, illus. B. Tobey, Random House, 1965.

Lesson 6 - *A Fish Out of Water*, Helen Palmer, illus. P.D. Eastman, Random House, 1961.

Lesson 13 - *Come To My House*, Theodore LeSieg, Random House, 1966.

**Grades 1-2
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Songs

<u>LESSON</u>	<u>SONG</u>	<u>TRINITY HYMNAL</u>
1	Little Baby Moses	
1,4	The Horse and Rider (Exodus 15:1-2)	
2	O God, We Praise Thee	105
2,3,6,8,12	Trust and Obey	672
2,3,6,12	Obey My Voice (Jeremiah 7:23)	
2,7	Holy, Holy, Holy	100
3	Before Jehovah's Awesome Throne	65
3,4	When Israel Was in Egypt Land (Let My People Go)	
4	God the Lord is King	47
4,5	Guide Me, O Thou Great Jehovah	598
5	The Steadfast Love of the Lord (Lamentations 3:22-23)	
5	Great is Thy Faithfulness	32
5,9	In Everything Give Thanks (I Thessalonians 5:18)	
6	Psalm 19 (Psalm 19:7-11)	
6	This is My Commandment	
6	Blest are the Undefined	557
7	All Praise to God	4
7	Sing to the Lord	62
7	The Lord Will Come	367
8	My Song Forever Shall Record	99
8,10,11	Conquering Now and Still to Conquer	
8,10,11,12	Not By Might (Zechariah 4:6)	
9	Rejoice in the Lord Always	
9	Now Thank We All Our God	98
9	Rejoice Ye Pure in Heart	604
10	Joshua Fit de Battle (Old Spiritual)	
10,11	Let God Arise (Psalm 68:1)	
11,12	The Weapons of Our Warfare (II Corinthians 10:4)	
12	Yield Not to Temptation	582
13	Unless the Lord Builds the House	
13	Happy the Home	720
13	Blest the Man	717
13	Unless the Lord the House Shall Build	365
13	Redeemed	

Grades 1-2
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Bible Baseball

Singles (Easy)

What evil rule did Pharaoh make about the Israelites?

How did Moses' mother try to protect him?

Who found baby Moses?

Who was Moses' nurse? (his mother)

How did God appear to Moses? (in a burning bush)

Name two of the ten plagues.

How did the Israelites cross the Red Sea?

What happened to Pharaoh's army when they tried to cross the Red Sea?

Name one food God gave the Israelites in the wilderness.

What were the Israelites to do concerning food the day before the Sabbath?

Name three of the Ten Commandments.

What idol did the Israelites make?

Name one spy who brought back a good report of the promised land. (Joshua and Caleb)

Why were the Israelites afraid to go into Canaan?

How did God punish the Israelites for complaining?

What remedy did God provide when the Israelites were bitten by poisonous snakes?

How were the Israelites to march around Jericho? (Silently)

What were the Israelites to do after the last time they marched around Jericho?

Whose sin at Jericho later caused many Israelites to die? (Achan)

How did this man (in the question above) sin?

How was Achan punished for his sin?

Who was punished with Achan?

What sign did Gideon ask for to show God was with him?

Name one of Gideon's weapons. (trumpet, jar, and torch)

Who told Samson's father about his son's birth? (the angel of the Lord; God)

What animal tried to kill Samson? (lion)

Name Ruth's husband. (Boaz)

Bible Baseball

Doubles (Average)

Name Moses' brother and sister. (Aaron and Miriam)

Name one of the three signs by which Moses was to show that God had sent him? (rod into snake, leprous hand, water into blood)

After Moses spoke to Pharaoh, how did Pharaoh make the Israelites' slavery harder?

Name five of the ten plagues.

How did God lead the Israelites in the wilderness? (pillar of cloud and fire)

Name two foods God gave the Israelites in the wilderness. (manna and quail)

What regulations did God give concerning manna?

Name five of the Ten Commandments.

Who helped the Israelites make an idol? (Aaron)

From what did the Israelites make an idol? (Gold earrings.)

Name two spies who brought back a good report of the promised land. (Joshua and Caleb)

How many times did the Israelites march around Jericho? (13)

What instrument played during the march around Jericho?

What town did the Israelites attack after Jericho and what were the results of this battle? (Ai)

Who called Gideon a "mighty warrior" and said he would save Israel?

How did Gideon stand up for God in his community by doing something to one of his father's possessions?

Name two of Gideon's weapons.

Which of Israel's enemies did Samson fight? (Philistines)

What did Samson find in the body of a dead lion? (honey)

Why did Samson kill thirty Philistines? (for their clothes)

With what did Samson kill 1,000 Philistines? (with the jawbone of a donkey)

Who had Samson's head shaved? (Delilah)

How did the Philistines hurt Samson when they captured him? (they blinded him)

How did Samson get revenge on the Philistines?

Name Ruth's mother-in-law. (Naomi)

The practice by poor people of picking up leftovers in the field is called _____.

How did Ruth show she wanted to marry Boaz?

Bible Baseball

Triples (Difficult)

Name Moses' mother and father. (Amram and Jochebed)

What does "Moses" mean? (drawn from the water)

Why did Moses flee Egypt? (people knew he had killed a man)

What was Moses' wife's name? (Zipporah)

What did God tell Moses to do when he came near the burning bush?

By what name did God reveal Himself to Moses? (Hebrew *or* English.)

Name two of the signs by which Moses was to show God had sent him.

Name seven of the ten plagues.

Describe manna.

Name seven of the Ten Commandments.

What did Moses do when he first came down from the mountains after receiving the Ten Commandments?

Name one way in which Moses punished the Israelites' idolatry. (See Home Run questions)

What tribe helped Moses punish the Israelites' idolatry? (Levites)

Who were the only people in Jericho not killed by the Israelites? (Rahab and family)

What did Achan take from Jericho? (Babylonian robe, gold, and silver)

Who tore his clothes and fell face down before the Lord after the defeat of the Israelites at Ai? (Joshua)

How did Joshua find out who the sinner was who caused the defeat at Ai?

Which of Israel's enemies did Gideon attack? (Midianites)

Name Gideon's father. (Joash)

Name one thing Gideon gave the angel of the Lord. (goat meat, bread, broth)

Tell the story of the sign Gideon requested of God.

How did God tell Gideon to choose those who would fight with him?

With how many men did Gideon fight Israel's enemies? (300)

What did a Midianite soldier dream about?

Name three of Gideon's weapons.

Name Naomi's husband. (Elimelech)

Name Ruth's son. (Obed)

A near relative who married a widow was called a _____. (kinsman-redeemer)

Bible Baseball

Home Runs (Super Tough)

To where did Moses flee when he left Egypt?

Name one of Moses' sons.

By what name did God reveal Himself to Moses? (Hebrew *and* English)

Name three of the signs by which Moses was to show that God had sent him.

Name the ten plagues.

How much manna was allowed for each person?

What did Aaron do with one omer of manna?

Name the Ten Commandments.

Who was with Moses when he came back to the camp after receiving the Ten Commandments?

Name two ways in which Moses punished the Israelites' idolatry. (Ground the golden calf to powder, threw it in the water and made the Israelites drink it, told the Israelites to kill the idolaters).

How did God punish the Israelites' idolatry?

Compare what Jesus has done to the story of the fiery snakes.

Who walked in front of the Ark in the march around Jericho and what did they carry? (Seven priests with ram's horns.)

Who were the only people in Jericho who were not killed by the Israelites and why weren't they killed?

How many men died in the battle after Jericho and what city did they attack?

What specifically did Achan take from Jericho? (a Babylonian robe, 200 shekels of silver, and a 50-shekel wedge of gold)

Name two things Gideon gave the angel of the Lord.

How did Gideon earn the name Jerubbaal? (by knocking down the altar to Baal)

Name Gideon's servant. (Purah)

What riddle did Samson ask the Philistines?

For how long did Samson judge Israel? (twenty years)

Name Naomi's husband, sons, and daughters-in-law.

How did the Israelites signify a transfer of property? (a person gave his sandal to another)

MOSES' BIRTH

Exodus 2

Lesson Aim

To teach students to trust the sovereign God who protected baby Moses.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:1 - "Then Moses and the Israelites sang this song to the Lord: 'I will sing to the Lord for He is highly exalted. The horse and its rider He has hurled into the sea.'"

Lesson Background

Exodus 2 dramatically illustrates God's sovereignty and providential care of His people. So many circumstances could have prevented Moses' rescue by Pharaoh's daughter - if the basket, which was a chest or ark made from papyrus (a triangular stalked plant growing to a height of ten feet often used for light boats), had not been watertight, if it had floated away, if the princess had not come to bathe in the river at that place on that day, or if she had not had compassion on the child, Moses would have died.

In accordance with Romans 8:28, God even used the king's edict itself to bring about good for His people. As the adopted son of Pharaoh's daughter, Moses would have become familiar with all the learning (reading, writing, grammar, poetry, arithmetic, geometry, and the like) and way of life (including courtly etiquette, administration, and morality) of the Egyptians, which would help him boldly defy Pharaoh and lead tens of thousands of Israelites on a very difficult journey. Moses' mother was also paid to nurse her son for two or three years so that the child knew the security of a loving, godly home.

This Scripture points out the faith and wisdom of Moses' parents, Amram and Jochebed (see Hebrews 11:23). Disobeying the king's edict, if discovered, would bring about severe punishment or death, yet Moses' mother bravely hid him for three months, certainly no easy task. When concealment was no longer possible, Jochebed lovingly placed Moses in a basket in the reeds and sent his older sister, whom we assume to be Miriam, to watch and see what would happen to him. Jochebed may have known that the Egyptian princess came to bathe regularly at that place, but, in any event, she did come on that day and the baby was "drawn from the water" (the meaning of "Moses").

Knowledge Objectives - To know that God protected Amram and Jochebed's son, Moses, by letting him be adopted by Pharaoh's daughter.

Behavioral Objectives - By God's grace, to trust the sovereign God who protected baby Moses.

Lesson Procedure

Introduction - Historical Context. The third quarter brings us again into the Old Testament and the history of Israel.

ACTIVITY

Today, we will make a time line to give your students some idea of what biblical events come before and after each other. You will need a piece of paper four to eight inches wide and several feet long. Butcher paper, shelf paper, or gift wrap will work well, and sheets may be taped together if necessary. Draw a line down the center of the paper lengthwise and, at evenly spaced intervals, draw short lines perpendicular to the center line, above or below which you should write years from 2000 B.C. to 2000 A.D. (or only to 250 A.D.). Allow some space to the left of 2000 B.C. A line for every 250 years is probably best. Write Egyptian rule and Roman rule over the appropriate years (Egypt 1876 - 1446 B.C.; Rome 63 B.C. - 600s A.D.). Make cards with the following words, leaving space for the children to draw a picture (do not include the dates; they are for your benefit): Creation, the Fall, Tower of Babel (all before 2000 B.C.); Abraham (2166-1991 B.C.); Isaac (2066-1886 B.C.); Jacob (2006-1859 B.C.); Joseph (1915-1805 B.C.); Moses (1526-1406 B.C.); Jesus is born (6 B.C.); Jesus lives; Jesus dies and is resurrected (33 A.D.).

Introduce this activity with questions similar to these: "Who have we been studying about lately? (Jesus.) What group of people did Jesus belong to? (Jews.) Who were the Jewish people? How did they begin?" Explain to the children that, of course, all people are descendants of the first man and woman. Ask who they are. Briefly review the events of the first quarter (see the words to be written on the cards), explaining that God chose Abraham's descendants to be His special people, whom we call the Israelites, Hebrews, or Jews. Bring the class up to the point where the Israelites are in Egypt living peaceably. Pass out the cards except for the Moses card, one or two cards per child, and have the children draw an appropriate picture for each card. Then have each child tape his card to the time line in chronological order, explaining what is on his card as he does so. If cards cannot fit next to each other, hang them taped on top of each other. The Moses card should be hung up after the Bible story. The time line should be left up for a few weeks, if possible, and saved for use during other quarters.

BIBLE STORY

Continue your introduction: "For a while, the Israelites lived peacefully, but then a new king who did not know about Joseph came to power in Egypt" (Exodus 1:8). This king, called the Pharaoh, forced the Israelites to work for him building with brick and at hard labor in the fields. The Egyptians were cruel to

the Israelites; they had to work long hours for little reward and were whipped if they disobeyed. Pharaoh was afraid that the Israelites, who were becoming a large group of people, would become angry and rebel against him. Then he had an idea how to keep the number of Israelites so small that they would be afraid to rebel. Pharaoh ordered that any time a Jewish boy was born, he was to be killed. How very sad and afraid the Israelites felt. What could they do to fight against the powerful Egyptian king? If they did not obey his laws they would be severely punished or killed. Amram and Jochebed and their children, Miriam and Aaron, were one family who were concerned about the situation. Jochebed would soon have a baby. What would happen if the child was a boy? Let's find out how God helped this family.

Read **Exodus 2:1-10** (NIV). Discuss the passage using any background material you find helpful. Be sure to emphasize God's providential care for Moses and his family and His sovereign plans for the nation of Israel; tell your children that Moses grew up to help deliver the Israelites from Egyptian bondage.

Read **Exodus 2:11-25** and discuss briefly, or merely tell your students that Moses decided to leave Egypt and live in Midian, where he married Zipporah and had two sons, Gershom and Eliezer. Point out Egypt and Midian on a map, if desired.

DRAMA

Have your students dramatize the story of Moses' birth. Narrate the story in your own words or as follows, leaving time for the children to ad lib conversations that might have occurred. Use your more creative, outspoken students to play Pharaoh's daughter, Miriam, Jochebed, and Amram. Other students could be Aaron, soldiers, the princess' companions, or neighbors. Use a doll for baby Moses.

"A long time ago in the land of Egypt a cruel king made the Israelite people work very hard. This ruler, called the Pharaoh, even made a law that all Jewish newborn baby boys were to be killed." [If you have enough students, you may want to have some be Israelites working hard in the fields or making bricks and discussing the fearful situation, and soldiers checking for newborn babies.]

"One family was happy to have a new baby, but were very concerned about what would happen to him." [Have Jochebed, Amram, Miriam, and Aaron (though he was only three at the time) discuss what a beautiful baby Moses is, the king's law, their trust in God, and what can be done about the situation. Let them finally decide to continue to hide the child.]

"Finally, Moses' family could hide him no longer, so Jochebed got a basket of papyrus, coated it with tar so it would not leak, and placed it in the Nile River. Miriam stood at a distance to see what would happen." [Children should act this out.]

"In God's providence, Pharaoh's daughter came down to bathe in the river along with some other women. She saw the basket and went to see what was inside." [The children should dramatize this, including Miriam's conversation with the princess. Miriam should then fetch Jochebed, tell her what happened, and return with her to Pharaoh's daughter, who offers to pay her to nurse Moses.]

"And so God saved Moses from death and would some day use him to help all the Israelite people."

SONGS

"Little Baby Moses"; "The Horse and Rider" (Exodus 15:1-2).

Little Baby Moses (Words and music by Paul Tripp)

Chorus: Little baby Moses, floating in the river.
Sister in the bushes, trusting God.

1. Along came a princess to bathe in the river,
Along came a princess and heard the baby cry.
Chorus.
2. The princess said, "Go and bring me the baby";
The princess said, "Bring the sweet one to me."
Chorus.
3. The princess said, "I'll need some help with this little baby."
The sister said, "I know just the right lady."
Final Chorus.

Final Chorus: Little baby Moses, rocked by his mommy.
It's such a good thing to trust in God!

Worksheet

Have the children answer the questions on the worksheet in whatever simple language they are able to use. You may have to help some of them write their answers.

Take Home Activity

Moses' basket - Ideally, have the children weave an actual reed basket. Soak the reeds for thirty (30) minutes in hot water. Arrange seven, nine, or eleven reeds in a spoke pattern. This is best done by crossing three, four, or five reeds at the center of the spoke and inserting an additional reed. Tie these together. Weave reeds over and under the spoke reeds, layer upon layer, gradually drawing the spoke reeds up into a basket shape (see a craft book for more details).

For a simple basket, cut vertical slits in an approximately six-inch-long rectangular box. You may make a box by folding up and taping the sides of a cross-shaped piece of construction paper as in Lesson 7, Quarter 2, or use a plastic berry box. Weave construction paper strips, yarn, or cloth strips in and out of the slits. Place baby Moses (made from paper, cloth, a clothespin, or the like) in his basket.

LITTLE BABY MOSES

chorus

Paul Tripp

D Em



Lit-tle ba-by Mo - ses Float-ing down the ri - ver

A D G D verse



Sis-ter in the bush-es trust-ing God A-

G A D



long came a prin - cess to bathe in the ri - ver A-

G A D



long came a prin - cess and heard the ba - by cry

BIBLE PASSAGE - LESSON FOCUS

Exodus 2 - Trust the sovereign God who protected baby Moses.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:1 - "Then Moses and the Israelites sang this song to the Lord: 'I will sing to the Lord for He is highly exalted. The horse and its rider He has hurled into the sea.'"

SUGGESTED PROJECTS

1. Review the Bible story using drama (perhaps puppets) or by drawing pictures of the different scenes from the story. These might be made into a book to be "read" to a younger child by your first or second grader.
2. Discuss God's sovereign control of history and individual lives. Relate specific examples with which you are familiar.
3. Read Exodus 1, the background to today's story, and discuss.
4. Read Exodus 2:11-25 if it was not covered in class today and discuss.
5. Read and discuss Acts 7:17-29.
6. Compare and contrast God's protection of Moses and Jesus (see Matthew 2).
7. Sing "Little Baby Moses"; "The Horse and Rider" (Exodus 15:1-2).

SUGGESTED PARENTAL READING

Scripture: Exodus 1-2; Acts 7:17-29; Hebrews 11:23; Matthew 2.

MOSES AT THE BURNING BUSH

Exodus 3-4

Lesson Aim

To teach students to obey God humbly without excuses such as Moses made.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:2 - “The Lord is my strength and my song. He has become my salvation. He is my God and I will praise him, my father’s God and I will exalt Him.”

Lesson Background

“Who am I?” Moses questioned God when told that God would use him to bring the Israelites out of Egypt. This response was somewhat understandable. Forty years earlier, physically strong, educated, in a position of power, Moses had attempted to deliver his fellow countrymen and failed. How could he possibly help them now as an old man? He was quite content shepherding his flock. God answered Moses’ objection completely: “I will be with you.” It does not matter what failings an individual has. If God is with him, nothing shall be impossible. God even provides a promise for Moses to cling to - “You (plural) will worship God on this mountain” (Mount Sinai of the Horeb mountains).

Yet Moses raises other objections, and mercifully God continues to answer these. Egyptian gods all had different names, so Moses asked by what name the God of Abraham, Isaac, and Jacob should be called. God tells him יהוה (Yahweh), “I am.” In other words, God is the self-existent one, the One who always was, is now, and always will be in the future. God finally, however, became angry when Moses begged Him to send someone else to deliver the Israelites (Exodus 4:13). He did send Aaron to be Moses’ mouthpiece, but Moses, too, had to face Pharaoh in Egypt.

God gave Moses three signs to prove to the Israelites his divine commission: his shepherd's staff turned into a snake, his hand became leprous, and water turned to blood. Commentators have seen these signs, and indeed the whole passage, as rife with symbolism, but much is conjecture and only a few obvious parallels will be noted here. The Israelites' slavery in Egypt has long been seen to have a parallel to our bondage to sin, and some see Pharaoh (who even had a snake, a picture in Scripture for sin, as his royal emblem) as a type of Satan. As for the burning bush, Scripture often represents God as a consuming fire, particularly in regard to His holiness. Commentators have also seen the burning bush symbolizing Israel's fiery trial in Egypt, where they were not consumed because God was with them.

Whatever else it may mean, Moses' rod was certainly his support, what he depended on in his shepherding life. Leprosy consistently pictures sin in Scripture. One author has compared them in their loathsomeness, contagion, rapid spread, seemingly harmless beginning, and incurability. God used these signs to demonstrate His power to the Israelites and Egyptians, but beyond this their meaning is uncertain. Moses can, in some sense, even be seen to be a representative of Christ, for he delivered Israel from bondage and acted as a mediator between Israel and God.

God often works in ways that seem strange to us. Humanly speaking, Moses was in an ideal position to rescue the Israelites at forty years old, but God realized that both Moses and the nation of Israel needed further chastening. Moses had to be humbled (and for one raised to be an Egyptian ruler, being a shepherd was certainly humiliating, especially since the Egyptians wanted nothing to do with shepherds; cf. Genesis 46:34) and learn to depend on God, not his own ability. The Israelites needed to learn that suffering is inextricably linked with a godless world so that they would desire to serve God in Canaan. Of course, their consistent desire to return to Egypt during their journey to the Promised Land shows how poorly they learned this lesson.

God is not in a hurry. He is in control and waits until the right time to deliver His people. He was also willing to use a sinful human being to accomplish His purposes. May we submit to God's will as Moses did, but without His excuses.

Knowledge Objectives - To know that God met Moses in a burning bush in Horeb where He revealed His name, told Moses to take off his sandals, and said that He would use him to deliver the Israelites from Egyptian oppression. God revealed His name to Moses and gave him three signs (the rod into a snake, leprosy, water into blood) to show His presence with Moses. Moses gave God excuses for why he should not speak to Pharaoh and God sent Moses' brother Aaron to help him.

Behavioral Objectives - By God's grace, instantly to obey Him and those in authority without excuses.

Lesson Procedure

STORY

“Excuses.” Give a good reader a copy of “Excuses” to read over before class. Introduce the story by asking if someone can tell you what an excuse is, and perhaps give an example. Most children are quite adept at excuse-making and should be able to relate easily to this. Act out the play with the student you have chosen before class. Discuss the play with the class and use it to lead into the Bible story.

BIBLE STORY

Read **Exodus 3:1-14** and **Exodus 4:1-17** (NIV). Discuss, concentrating on our duty to obey God and those in authority over us without excuse.

ACTIVITY (optional)

“**Moses**” - If possible, listen to the song “Moses” by Ken Medema. It is an excellent “sermon” on excuses.

STORY

Briefly tell the true story of the boy walking along railroad tracks whose life was saved when, told by his father to lie down, he obeyed instantly and avoided being hit by an oncoming train that he had not seen.

SONGS

“Obey My Voice” (Jeremiah 7:23 KJV); “Trust and Obey” (*Trinity Hymnal*, #672); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “O God We Praise Thee” (*Trinity Hymnal*, #105).

Class Work

Fill in the names on Moses’ family tree. Draw what turned into what for the three signs God gave Moses. Write God’s name in Hebrew and its meaning (“I am”). Do the crossword puzzle. If there is not enough time, the children can complete the class work at home.

Take Home Activity

Moses’ staff/snake - Have the children draw a snake on a piece of paper. Have them roll up the paper to represent Moses’ staff and throw it down to the ground so that it can “turn into a snake.”

EXCUSES

[Chris is reading while his mother prepares dinner.]

Mom: “Chris, please set the table.”

Chris: “In a minute, O.K., Mom?”

[His mother continues to prepare dinner.]

[Later]

Mom: “Chris, didn’t I tell you to set the table?”

Chris: “Yeah, but I’m reading.”

Mom: “I’d like it done now, please, so I can put dinner on.”

Chris: “Well, it’s Jimmy’s turn.”

Mom: “You know he has soccer practice until dinner, so stop making excuses and get to work, now.”

Chris: “But my arm still hurts from where I fell and those plates are heavy.”

Mom: “Chris, let’s talk about this. We all have jobs we don’t like to do, but we have to obey those in authority over us. God wants us to obey right away without making up a lot of excuses for why we can’t do something. God became angry with Moses when he didn’t obey instantly and was full of excuses why he couldn’t do what God said. We should obey those in authority over us unless there is a very good reason why we should not.”

Chris: “O.K., Mom, where are the knives and forks? I’ll try to obey you better the next time.”

Mom: “Let’s both pray that God will help us to obey Him.”

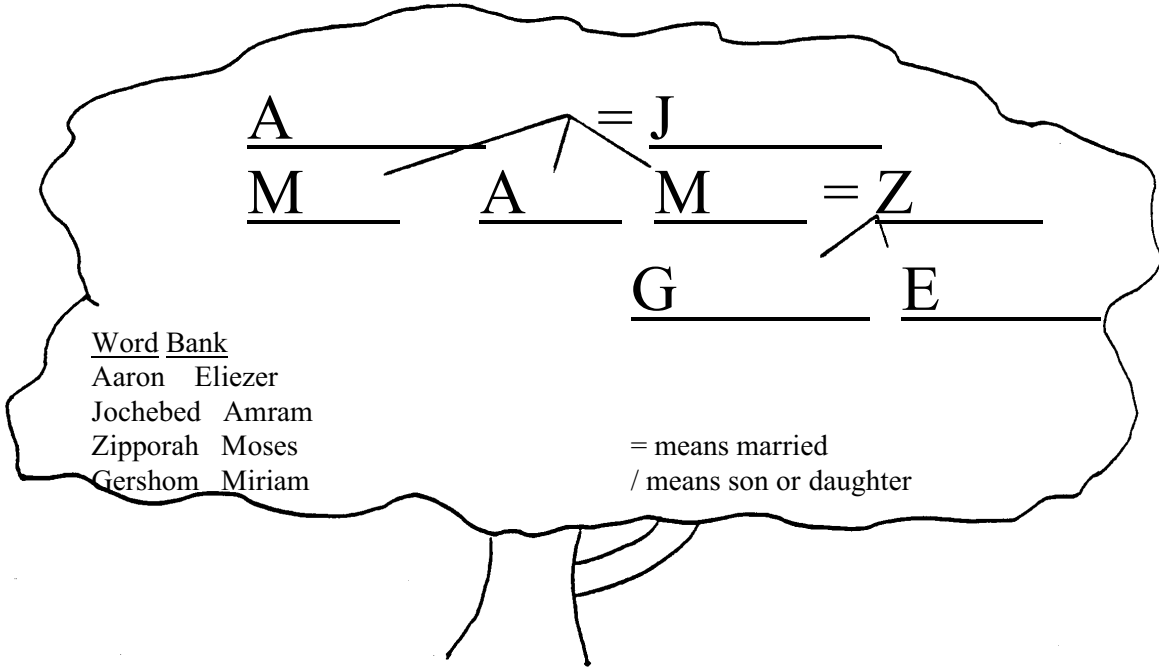
Questions:

- How did Chris disobey?
- Why is it important to obey right away?
- What might have happened if Chris had continued to disobey?
- Why should we obey even if disobedience seems to bring good consequences?

Class Work

Moses at the Burning Bush

MOSES' FAMILY TREE



God gave Moses three signs that He would be with him. Draw them.



Class Work

Moses at the Burning Bush

This is God's name that He told Moses (say Yahweh). It is in Hebrew. You try to write it. It means

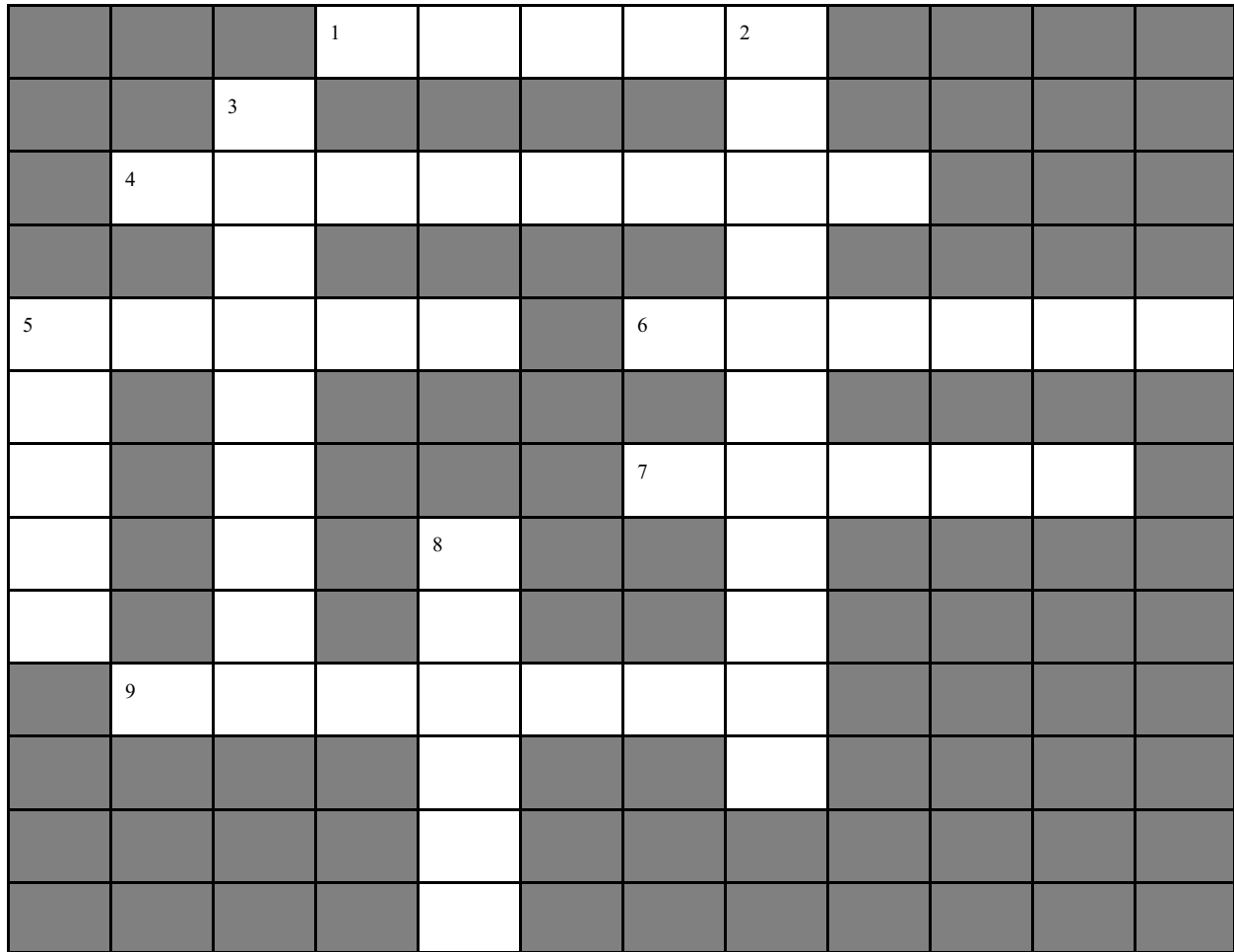
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יְהוָה

Draw a comic strip of a time when you should obey, but might have some excuses because you do not want to obey.

Class Work

Moses at the Burning Bush



ACROSS

- 1. Moses met God on this mountain.
- 4. Moses' job.
- 5. Moses' brother.
- 6. Moses' sister.
- 7. Israelites were slaves in this place.
- 9. Moses took these off in God's holy presence.

DOWN

- 2. God was in this (two words).
- 3. Egyptian king.
- 5. Moses' father.
- 8. Moses fled from Egypt to this land.

Word Bank

sandals
Egypt
Miriam
Horeb

burning bush
shepherd
Amram

Pharaoh
Aaron
Midian

BIBLE PASSAGE - LESSON FOCUS

Exodus 3 and 4 - Humbly obey God without excuses such as Moses made at the burning bush.

MEMORY VERSE

Exodus 15:2 - "The Lord is my strength and my song. He has become my salvation. He is my God and I will praise Him, my father's God and I will exalt Him."

SUGGESTED PROJECTS

1. Discuss different sections of this week's Scripture passage.
2. Finish the worksheets if they were not completed in class.
3. Role play, draw a comic strip, or write a story about a situation in which obedience might be difficult and excuses for not obeying readily available. Resolve to obey in such situations.
4. Praise your child when he obeys you instantly, without excuses, this week.
5. Sing songs about obedience or God's holiness such as: "Obey My Voice" (Jeremiah 7:23 KJV); "Trust and Obey" (*Trinity Hymnal*, #672); "Holy, Holy, Holy" (*Trinity Hymnal*, #100); "O God We Praise Thee" (*Trinity Hymnal*, #105).

SUGGESTED PARENTAL READING

Scripture - Acts 7:30-36.

THE TEN PLAGUES

Exodus 5-11

Lesson Aim

To encourage students to obey God like Moses, not like Pharaoh, who said he would do God's will but changed his mind and was punished with plagues.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:3 - "The Lord is a warrior; the Lord is His name."

Lesson Background

In Exodus 5-11, Moses began his God-ordained task of leading the Israelites out of Egypt by asking Pharaoh to let the people go free. Pharaoh, of course, refused, and thereby began a confrontation, not only between Moses and Pharaoh, but between the true and living God, Yahweh, and the gods of the Egyptians. Many of the plagues were direct attacks on Egyptian deities such as the sun god (plague of darkness) and even the supposed deity of Pharaoh himself (death of the firstborn). God's demonstration of power showed the Egyptian people, as well as the Israelites, that He was the all-powerful God who would conquer any spiritual force raised against Him. It is also interesting to note the distinction God made between His people and the Egyptians in sending the plagues.

People have different reactions when brought face to face with the living God. Pharaoh fought against God and only feigned submission when he had practically no other choice. This king was probably Amenophis II (c.1450-c.1426) the son of Thutmose III, a great conqueror who was probably the Pharaoh from whom Moses fled into Midian. Moses, on the other hand, although he still questioned God, trusted the

Lord and obeyed Him. God again graciously answered Moses' doubts and used him to deliver the Israelites from Egypt. May our reaction to God also be one of trust and loving obedience.

Knowledge Objectives - To know that God used Moses to deliver the Israelites from Egyptian bondage by confronting Pharaoh with ten demonstrations of God's power, and to be able to name these ten plagues.

Behavioral Objectives - By God's grace, to obey God like Moses and not rebel against God like Pharaoh.

Lesson Procedure

BIBLE STORY

Since today's Scripture passage is seven chapters long, it is suggested that you read parts of the story from the Bible (NIV) and intersperse it with narrative. Make the children aware of the fact that you are skipping some parts. A suggested narrative is given below:

Read **Exodus 5:1-9**. "Straw was needed to make brick, so the Israelites had to gather their own. But they could not possibly make as many bricks when they took time to gather straw, and the Egyptians beat the Israelites for not doing as much work as before. Some Israelite leaders got angry at Moses and Aaron because they felt Moses and Aaron had made things worse for them."

Read **Exodus 5:19-6:1; 6:9-12**. "Because Pharaoh would not let the Israelites go, God caused ten terrible things called plagues to happen in the land of Egypt. After each plague, Moses and Aaron asked Pharaoh to let the Israelites go. Each time, until the last, Pharaoh would not let the people of God leave. Sometimes he agreed for a while, but when God brought relief from the plague, he changed his mind and again said 'no.' These are the ten plagues." (Explain what boils, locusts, etc., are if the children do not know.) Unless you have an unusually attentive class, you should probably omit reading most of the Scripture below and merely briefly describe the plagues.

Blood -	Exodus 7:20-24
Frogs -	Exodus 8:1-6, 12-15
Gnats -	Exodus 8:16-19
Flies -	Exodus 8:20-24, 30-31
Livestock -	Exodus 9:1-7
Boils -	Exodus 9:8-12
Hail -	Exodus 9:22-26, 33-35
Locusts -	Exodus 10:12-20
Darkness -	Exodus 10:21-23
Firstborn -	Exodus 11:1-7

Discuss the Bible story. Focus on Pharaoh's disobedience and its consequences. Use any background material you feel may be helpful.

ANTIPHONAL CHORAL READING

Divide the class in half with most of the good readers in one group. The good readers should read the main part of the poem while the poorer reading group answers antiphonally with “let my people go” and Pharaoh’s “no” replies. This should be read in a chant-like manner with the underlined words emphasized in vocal stress (not meaning).

STORY

Use this story to emphasize that disobedience brings about bad consequences (God’s judgment).

The Toothbrush

Perhaps you don’t believe that toothbrushes can talk, but this is what might have happened in one family if they did.

“Hey, Red, how are you doing?” called J.T. to the toothbrush lying on the sink. Jimmy’s toothbrush, J.T. for short, sat neatly in his holder next to the soap dish.

“Okay, I guess,” answered Red, “but I wish Debbie would put me away when she’s finished using me. I don’t like lying here where I could so easily be knocked to the floor. You don’t have to worry about that, J.T.; you’re always sitting comfortably in the holder. You look so handsome, too. Your bristles aren’t getting all frayed like mine.”

“I wish they were,” Jimmy answered. “That shows you’re being used. My boy almost never brushes his teeth, and when he does, it’s just a couple of quick rubs and I’m back in the holder again. I’ve heard his mother tell him over and over again, ‘Jimmy, brush your teeth or you will get cavities,’ but does he listen to her? Nooo... Uh oh, here he comes. We’d better be quiet.”

When Jimmy left the room, the toothbrushes resumed their conversation. “Hey, what happened to Jimmy?” asked Red. “If he keeps brushing with that much energy, soon you won’t have any bristles left. He even used toothpaste. Why the big change?”

“Whew! That was a bit rough,” answered J.T. “I know why, though. He has three new fillings in his mouth. His mother was right; he did get cavities. I’m glad to see he’s brushing so well now. I just hope he’s learned his lesson and will continue to take good care of his teeth.”

Questions:

- How did Jimmy disobey his mother? What was the result of his disobedience?
- Who disobeyed God in today’s Bible story? How was he punished?

SONGS

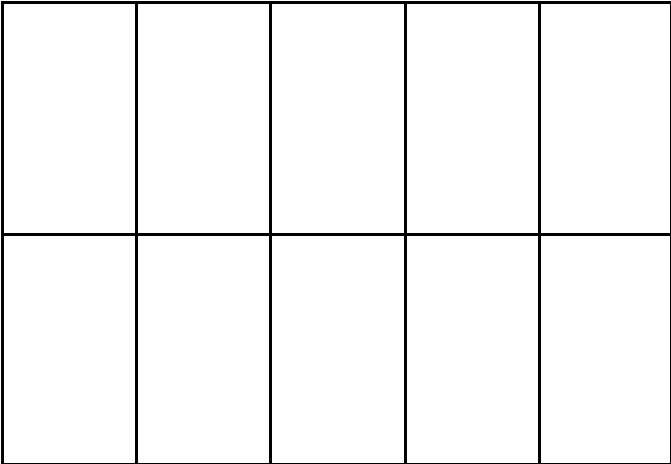
“When Israel Was In Egypt Land” (“Let My People Go” - old spiritual); “Obey My Voice” (Jeremiah 7:23, KJV); “Trust and Obey” (*Trinity Hymnal*, #672); “Before Jehovah’s Awesome Throne” (*Trinity Hymnal*, #65).

Words to “Let My People Go”

When Israel was in Egypt land; let my people go!
Oppressed so hard they could not stand; let my people go!
Go down Moses; way down in Egypt land
And tell old Pharaoh to let my people go!

Take Home Activity

Ten Plagues Drawing - Have the children divide a piece of paper into ten equally-sized sections. (Divide the paper in half lengthwise and draw four lines dividing the width into five equally-sized spaces.) Across the top the children should print "God Punishes Disobedience - The Ten Plagues," and draw a different plague God sent the Egyptians in each of the ten sections.



Class Work

The Ten Plagues

The Ten Plagues Antiphonal Choral Reading

(Have group 1 read the normal type and group 2 read the words written in bold; emphasize the underlined syllables; read as a “rap.”)

Said Moses and Aaron to th’ Egyptian foe

“Let my people go.”

“The Lord sees their labor and He knows their woe.”

“Let my people go.”

“They’re lazy,” said Pharaoh, “and they work too slow.”

“So my answer’s no.”

Brother Aaron threw his staff on the ground.

“Let my people go.”

It turned to a snake and ate the other snakes around.

“Let my people go.”

But Pharaoh’s heart in sin was bound,

“And he answered no.”

To blood God turned the river Nile.

“Let my people go.”

Fish died, the river smelled mile after mile.

“Let my people go.”

But Pharaoh said without a smile,

“No, my answer’s no.”

God sent more plagues, frogs and gnats.

“Let my people go.”

Flies came, cattle died, things like that.

“Let my people go.”

But Pharaoh just called from the throne where he sat,

“No, my answer’s no.”

Hail came, locusts came, food was hard to find.

“Let my people go.”

Darkness came and th’ Egyptians were blind.

“Let my people go.”

Pharaoh said “yes,” but he changed his mind.

“Still my answer’s no!”

God sent the last plague and Egyptian people cried.

“Let my people go.”

Firstborn sons, even Pharaoh’s own, had died.

“Let my people go.”

But th’ Israelites were safe with ev’ry need supplied.

“Yes,” said Pharaoh, “go!”

BIBLE PASSAGE - LESSON FOCUS

Exodus 5-11 - Obey God like Moses, not like Pharaoh, who said he would do God's will but changed his mind and was punished with plagues.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:3 - "The Lord is a warrior; the Lord is His name."

SUGGESTED PROJECTS

1. Read different chapters from this week's Scripture for several days and discuss. Read Psalm 105:23-45, perhaps antiphonally.
2. As a family, read the choral reading antiphonally. Slower readers should read "let my people go" and Pharaoh's "no" answers.
3. Give other examples of when God has punished disobedience and discuss. Perhaps something the family reads or sees on television this week will give you an idea.
4. Sing songs such as: "Let My People Go" (old spiritual); "Obey My Voice" (Jeremiah 7:23, KJV); "Trust and Obey" (*Trinity Hymnal*, #672); "Before Jehovah's Awesome Throne" (*Trinity Hymnal*, #65).

Words to "Let My People Go"

When Israel was in Egypt land; let my people go!
Oppressed so hard they could not stand; let my people go!
Go down Moses; way down in Egypt land
And tell old Pharaoh to let my people go!

SUGGESTED PARENTAL READING

Scripture: Psalm 105:23-45; Matthew 21:28-31.

CROSSING THE RED SEA

Exodus 14

Lesson Aim

To teach students to trust God, who brought the Israelites safely out of Egypt and through the Red Sea.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:4 - “Pharaoh’s chariots and his army He has hurled into the sea. The best of Pharaoh’s officers are drowned in the Red Sea.”

Lesson Background

“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight” (Proverbs 3:5-6). Placing complete confidence in God should not be hard for us, nor should it have been hard for the Israelites who had seen so many demonstrations of His power and concern. However, when difficult circumstances arise, it is all too easy to doubt God’s wisdom and seek deliverance merely in our own strength.

God seemed to be moving the Israelites in the wrong direction, south within the land of Egypt, away from the land of Canaan. Actually, He was preventing them from entering a waterless desert where the deaths of many would have been practically inevitable, even if it were not for the certainty of Pharaoh’s pursuit. The Israelites, however, did not see the whole plan; since they would not trust God, their situation seemed hopeless. They were surrounded by wilderness with an impassable sea ahead and an army of perhaps tens of thousands rapidly approaching from behind. Even though they probably outnumbered Pharaoh’s forces, they were untrained, without weapons, and many were women and children.

Although the Israelites refused to trust Him, God remained faithful. He had kept His promise and led them with a cloud by day and a pillar of fire by night, which not only guided the people but offered protection when the Egyptians approached. God was merciful to them and Moses, who certainly did not have an easy task leading perhaps 25,000 rebellious people. God patiently led the Israelites through suffering for their benefit and was always in control of the situation. They did not even have to raise a stick against their enemies because the Lord fought for them (Exodus 14:13-14).

The parting of the Red Sea was certainly a supernatural event. That God may have used some natural means does not detract from its miraculous character. The Egyptians had no chance to escape God's judgment. The river bed was probably like quicksand to the heavy chariots, which were usually pulled by two horses and carried two men, one the driver who carried a shield and the other an armed warrior. When tons of water flooded over them, Pharaoh's army had no hope, even if they had not been encumbered with heavy armor. According to Josephus, the Israelites picked up weapons from the Egyptian dead washed up on the shore to prepare themselves for future conflict.

God showed the Israelites His faithfulness in delivering them from Egypt and throughout their subsequent journey to the Promised Land. May we place our confidence in this same God, who is surely worthy of our trust.

Knowledge Objectives - To know that God delivered the Israelites from the power of the Egyptians when He parted the Red Sea when Moses raised his staff and stretched his hand over the sea, and that the Israelites passed through the sea on dry ground, but the Egyptians drowned when God made the waters flow back over them as they pursued the Israelites.

Behavioral Objectives - By God's grace to trust Him even when circumstances are rough and difficulties seem insurmountable.

Lesson Procedure

Introduction - "Have you ever tried to lead a group of people somewhere? Perhaps you were guiding some friends on a hike through the woods or showing your family how to find your classroom at school. It probably was not too hard a job if you were leading only a few people and if they were willing to follow you because they thought you knew where you were going. But what might have happened if they did not trust your ability as a leader? What if instead of guiding your friends to the picnic spot you had told them about, your path ended at a rock wall? Something like this happened to Moses when he led the Israelites out of Egypt, and we will learn about it today."

"But first, can someone tell me what happened in last week's Bible story? Why were the Israelites in Egypt and why did they leave?" (Briefly review Exodus 1-11.) "You should remember, too, that Moses was not just guiding a few friends. God brought about 25,000 people out of Egypt, enough to fill a big stadium. Remember last quarter when we drew circles (or Xs) to show how many Jesus fed? We would need five such papers to show how many people Moses led out of Egypt. How could God use him to do such a big job? Let's read today's Scripture and find out."

BIBLE STORY

Read **Exodus 14** (NIV). Discuss the passage, emphasizing God's trustworthiness. Use appropriate background material.

CHORAL READING - Psalm 136 (Optional)

Read Psalm 136 antiphonally. You should read the narrative part and the children should respond with “His love endures forever” when you pause (**Note:** explain the meaning of “endure”). They will not need their Bibles for this. Because of the great amount of repetition in your students’ part, to avoid silliness you may wish to read several narrative sentences together, leaving out some of their responses. In any case, they should be cautioned that this is God’s Word, and therefore it should be spoken reverently.

DRAMA (Optional)

Have your students act out the Bible story.

STORY

THE TEST

Tom was worried. His spelling test began in ten minutes and he did not know the words. It wasn’t that Tom had not tried to study. He was just finishing his other homework after school yesterday when his friend Jim knocked at the door.

“Would you help me with these math problems?” Jim had asked.

Tom had agreed. The problems did not take too long, but then Jim, who was not a Christian, started asking Tom questions about Jesus and the Bible. Tom thought his dad could help answer some of Jim’s questions too, so Jim stayed for dinner, and then the three of them talked until past Tom’s bedtime. This morning Tom had tried to study on the school bus, but the other kids’ loud talking made that difficult. Mrs. Jones, his teacher, did not understand Tom’s reason for not studying. “That’s no excuse,” she said.

Now Mrs. Jones was telling the class to put away their reading books and take out pencil and paper for the test. “Why did I spend so much time with Jim last night?” thought Tom. “It would have been better if I had never told him about God and then he wouldn’t have asked so many questions. Oh, God, I’m sorry, that isn’t true,” Tom prayed hastily, “Knowing You is the best thing in the world, but could you please help me get out of this spelling test mess, though I don’t see how you can.”

Just then, the classroom intercom crackled, “Attention all teachers. All classes are to report to the auditorium immediately. We have an important unexpected speaker and desire all classes to attend. Attention all classes ...”

“I suppose you had better put your papers away and we will have that spelling test tomorrow,” said Mrs. Jones.

“Oh, thank you, Lord,” breathed Tom, thinking how wonderful is the God who controlled his life.

Questions:

- Why did Tom feel unprepared for his spelling test?
- Was he wrong in not studying? (Not wrong, but still responsible.)
- What might Tom have been tempted to do if his class had had the test as scheduled? (Cheat.) Would this have honored God?
- How was Tom’s problem solved?
- What was the Israelites’ problem and how was it solved?
- Will God always deliver us from trouble? (No.)

SONGS

“Horse and Rider” (Exodus 15:1-2); “Let My People Go”; “Guide Me O Thou Great Jehovah” (*Trinity Hymnal*, #598); “God the Lord is King Before Him” (*Trinity Hymnal*, #47).

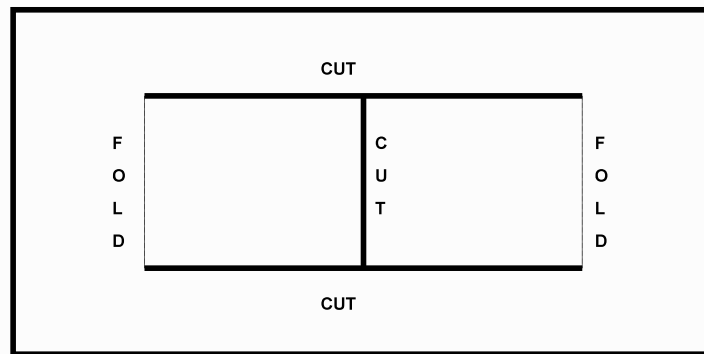
Class Work

Have the students complete the worksheet, drawing a picture of Moses at the Red Sea and answering the questions.

Take Home Activity

Do one or both of the following:

1. **Red Sea Picture** - Draw and cut a large H shape in the middle of a piece of paper. Then draw extensions of the vertical lines of the H to the ends of the paper and color the area between them blue. Color the rest of the paper light brown. Fold up the squares of paper formed by the H cuts to allow the Israelites to pass through and close them over the Egyptians. Make Egyptians and Israelites by drawing people on an index card or heavy paper folded in half (see Quarter 1, Lesson 7 for further instructions).



2. **Toy Timbrel** - The Israelites celebrated their victory with a kind of tambourine (Exodus 15:20). These instruments were covered with parchment and had small bells or pieces of brass in their rectangular or round wooden frames. A toy instrument can be made by putting dried beans between two aluminum pie plates or paper plates. Punch holes at regular intervals around the edges of the plates and lace them together with yarn using an overcast stitch. Decorate as desired.

Class Work

Crossing the Red Sea

The Israelites seemed to be at a dead end. They had a huge sea in front of them, and Pharaoh's army chasing them and coming up quickly behind them. They felt that Moses had led them there to die and wished that they were back in Egypt as slaves.

Draw a picture of Moses doing what God commanded him, which resulted in the Red Sea parting.

1. What was the ground like that the Israelites walked on through the Red Sea?

2. What did God make happen to the wheels of the Egyptian chariots?

3. When God made the Red Sea go back in its place, how much of the Egyptian army was left?

4. Why did God create such confusion for the Egyptians?

Even when things seem difficult, God can ALWAYS be trusted. Can you think of times that might be difficult when you should trust God?

BIBLE PASSAGE - LESSON FOCUS

Exodus 14 - Trust God, who brought the Israelites safely out of Egypt and through the Red Sea.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:4 - "Pharaoh's chariots and his army He has hurled into the sea. The best of Pharaoh's officers are drowned in the Red Sea."

SUGGESTED PROJECTS

1. Seek to develop a relationship of trust with your children. Keep your promises of mercy and judgment. For example, don't say, "If I find your clothes on the floor one more time I'm throwing them out"; don't say, "No T.V. until your homework's done," unless you mean it. If you say you will take your child to the park Saturday, do so. You are a model to your children of God's trustworthiness.
2. Discuss trust relationships seen in books read and television shows seen this week.
3. Read Psalm 136 antiphonally. A parent should act as the narrator while the rest of the family responds, "His love endures forever," when the parent pauses. You may wish to group some narrative portions together and leave out some responses if you think the large amount of repetition will lend itself to a foolish attitude.
4. As a family, dramatize the Bible story.
5. Read Exodus 14:13-14. God fought for the Israelites and He will surely always contend for His people. However, the Israelites discovered, as have God's people down through the ages, that spiritual warfare requires active participation. Discuss this paradox in terms your child can understand using examples and appropriate Scripture.
6. Help develop your child's leadership potential (God prepared Moses for his responsibilities). Give your child small tasks, chores and the like, and praise him when he works at them faithfully. Allow your child small chances at leadership, such as teaching a song or story to others. In all this encourage humility, however, for God taught Moses forty years in the desert as well as forty years in Pharaoh's court.
7. Read and discuss Exodus 15:22-29, the story that occurs between today's and next week's Bible story.
8. Sing songs such as: "Horse and Rider" (Exodus 15:1-2); "Let My People Go" ("When Israel Was In Egypt Land"); "Guide Me O Thou Great Jehovah" (*Trinity Hymnal*, #598); "God the Lord is King Before Him" (*Trinity Hymnal*, #47).

SUGGESTED PARENTAL READING

Scripture: Psalm 136; Exodus 15; Acts 7:35-38; I Corinthians 10:1-5; Hebrews 11:23-29.

MANNA IN THE WILDERNESS

Exodus 16

Lesson Aim

To show students that Christ, the true Bread from heaven, will provide all a Christian needs.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:5 - “The deep waters have covered them; they sank to the depths like a stone.”

Lesson Background

How quickly people forget the goodness of God! The Israelites had magnified God for delivering them from the Egyptians and praised Him that “in Your unfailing love You will lead the people You have redeemed. In Your strength You will guide them to Your holy dwelling” (Exodus 15:13). A short time later, they claimed it would have been better for them to have died in Egypt (Exodus 16:3). An unthankful, covetous attitude had caused this lack of perspective to the point that the Israelites believed a lie rather than the truth. They murmured against God (cf. Philippians 2:14) rather than praying (Philippians 4:6), yet God provided for them anyway in the form of a test (Exodus 16:4-5).

The Israelites were to gather manna (which means “What is it?”) every morning, an omer (probably about two quarts) for each person. If they hoarded the manna, which showed a lack of trust in God’s faithfulness, it would become infested with maggots. Here, even before the Ten Commandments had been given, God set apart the Sabbath as a day special to Him. On the day before the Sabbath, the Israelites were to gather a double portion so they would not have to work on the Sabbath; this food would not spoil that day. God not only provided the necessary manna, but quail, probably falling exhausted from their annual spring

migration from Africa. God is faithful and His mercies are new every morning (Lamentations 3:22-23). The Israelites had to learn that He who feeds the ravens would take care of their needs also.

Exodus 16 not only shows God's provision for the Israelites, but gives us a picture of Christ, the true bread of life (John 6:32-51). It may be difficult for us to see how the Israelites could fail to trust God for food when He had so miraculously delivered them from the power of the Egyptians. Yet God has "rescued us from the dominion of darkness and brought us into the kingdom of the Son He loves, in whom we have redemption, the forgiveness of sins" (Colossians 1:13-14), and how often we fail to have confidence in Him. "He who did not spare His own Son, but gave Him up for us all - how will He not also, along with Him, graciously give us all things?" (Romans 8:32). May we trust Him.

Knowledge Objectives - To know that God provided manna and quail for the Israelites, the regulations God gave regarding this, and what happened when the people failed to obey God.

Behavioral Objectives - By God's grace to trust Christ, the true Bread from heaven, for all our needs, and not be covetous.

Lesson Procedure

STORY

MORE

"Look at what you've got!" cried Sarah. "How are you ever going to eat all that?"

Rick shrugged his shoulders. "I dunno," he said. Rick's plate was bulging. Six tea sandwiches, two pieces of cake, three brownies, a doughnut, and dozens of cookies vied for room with one lone carrot stick.

"You know what? You're greedy!" Sarah argued. "Why didn't you leave something for somebody else? Remember what our Sunday School teacher said about being covetous."

"Maybe you're right," Rick admitted.

"Well, speaking of covetousness, don't you act quite so self-righteous, Sarah Bennet," said her older brother, Ted, trying to balance a plate and cup of punch on his lap. "What about all your stuffed animals? Any time you see a new one in the store or advertised on T.V., 'It's just so cute' you've got to have it."

"What about your model cars?" countered Sarah. "You must have about fifty of them."

"But that's different, they're collectors' items!" Ted replied. "Well," he continued more slowly, "perhaps it's not that different. Maybe we should all think about how God wants us to act."

Questions:

- How were the three children in this story alike?
- What is covetousness? God forbids this in the tenth commandment. Think of times when someone might be covetous. For example, someone might want new clothes or a bicycle when old ones are still good. Covetousness usually involves a very strong desire, not merely a "that might be nice to have" attitude.
- Is it always wrong to save things or to have some kind of collection? (No; discuss.)
- How is our trust in God related to covetousness?
- How is a thankful spirit related to covetousness? (A person will not be dissatisfied with what he has if he is thankful.)

BIBLE STORY

Read **Exodus 16** (NIV). Discuss trusting God for needs, covetousness, obedience, the Sabbath, and Jesus as the Bread of Life, using appropriate background material. This would be a good lesson to ask, “What lessons do you think we can learn from this story?” and see if your students can glean any meaning from the Scripture without the help of leading questions at first.

STORY (optional)

Sometimes a child is unthankful and dissatisfied with the way God made him and covets a different appearance. Read one of the following stories about this, or another story that deals with ingratitude or covetousness.

Donkey Donkey (Roger Duvoisin, Parents’ Magazine Press, 1968.) A donkey wishes his ears were like those of other animals.

I Wish That I Had Duck Feet (T. LeSieg, illus. B. Tobey, Random House, 1965.) A boy humorously imagines the benefits of having certain animal characteristics but concludes that the way he was made is really best.

SONGS

‘The Steadfast Love of the Lord’ (Lamentations 3:22-23); ‘In Everything Give Thanks’ (I Thessalonians 5:18); ‘Great is Thy Faithfulness’ (*Trinity Hymnal*, #32); ‘Guide Me O Thou Great Jehovah’ (*Trinity Hymnal*, #598); and songs from other lessons on obedience and thanksgiving.

Class Work

Have the students complete the worksheet, answering the questions and drawing a picture to illustrate the lesson.

Take Home Activity

Have your students dramatize the Bible story. They should gather “manna” (popcorn) from a plastic tablecloth or old sheet you have put on the floor and put it into plastic sandwich bags. Tell the children to take home some of the popcorn to use in recounting the Bible story to their parents.

Class Work

Manna in the Wilderness

1. What was the whole group of Israelites doing in the desert in our lesson today?

2. What two things did God provide for them?

3. How much manna were the people supposed to gather each day?

4. What happened if they collected more than they were supposed to collect?

5. Why on the sixth day were the Israelites supposed to gather twice as much as on the other days?

6. Draw a picture of what you think the Israelite camp may have looked like in the mornings.

Then the Lord said to Moses, "I will rain down bread from heaven for you." (Exodus 16:4)

BIBLE PASSAGE - LESSON FOCUS

Exodus 16 - Christ, the true Bread from heaven, will provide all a Christian needs.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:5 - "The deep waters have covered them; they sank to the depths like a stone."

SUGGESTED PROJECTS

1. Encourage your child to trust God, be thankful, be generous, and not covetous. Discuss these qualities in television programs seen and books read this week (e.g., *Donkey Donkey* by Roger Duvoisin or *I Wish That I Had Duck Feet* by T. LeSieg about satisfaction with the way God has made us).
2. Discuss how God provides for your needs. Show that even though our food is not produced miraculously, it is still a gift of God (e.g., what if there were a drought?). Cook something together.
3. The manna in the wilderness is a picture of Christ, the true Bread of Life (John 6:32-51). Discuss what this means and possibly attend a communion service (the child must not partake of the Lord's Supper unless he truly knows Jesus Christ.)
4. God had the Israelites gather a double portion of manna one day so they would not have to work on the Sabbath. Discuss the implications of this for us and how we should observe the Sabbath.
5. Sing: "The Steadfast Love of the Lord" (Lamentations 3:22-23); "In Everything Give Thanks" (I Thessalonians 5:18); "Great is Thy Faithfulness" (*Trinity Hymnal*, #32); "Guide Me O Thou Great Jehovah" (*Trinity Hymnal*, #598); and other songs about obedience and thanksgiving from other lessons.

SUGGESTED PARENTAL READING

Scripture: John 6:32-51; Matthew 6:25-34; Philippians 2:14; 4:6; I Thessalonians 3:16-18.

THE TEN COMMANDMENTS

Exodus 20

Lesson Aim

To help students understand that we should obey God's commandments.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:6 - "Your right hand, O Lord, was majestic in power. Your right hand, O Lord, shattered the enemy."

Lesson Background

God's commandments are an expression of His very character and foundational to Christian life. Obedience to the law cannot bring about a person's salvation, but knowledge of the law can lead him to repentance and faith in Christ (Romans 3:20). In today's society, where there is a denial of ethical absolutes, it is essential to teach our children God's precepts so that by God's grace they may come to know Him when they realize the bankruptcy of their spiritual condition.

The Ten Commandments present God's answers to all ethical decisions. The first four commandments relate to God's glory and man's relationship to God, while the last six commandments cover man's relationships with other people. Obviously, an extensive examination of the ethical implications of the Decalogue is beyond the scope of a primary Sunday School class, but a brief examination of each commandment should serve as a thought-provoking introduction. Below are a few comments and pertinent verses for each commandment and a key word describing the subject of each commandment.

1. **No other gods** - There is no other God but the Lord, “self-existent, eternal, and the foundation of all being and power” (Matthew Henry). He is the Israelites’ and our God by creation, redemption, and covenant. God has the right to command us and deserves our worship and absolute obedience.
2. **Idols** - Nothing should take God’s place in our affections; we are to worship Him alone. “Whatever is esteemed or loved, feared or served, delighted in or depended on more than God” (Matthew Henry) is an idol and must be repudiated (I John 1:21). We should not even imagine God to be other than what He has revealed Himself to be in His Word. This commandment also shows the importance of how we represent God to our children (Philippians 3:19).
3. **God’s name** - God’s name should not be used “in contempt, irreverently, or needlessly” (A. Pink); see Psalm 111:9; Matthew 5:33-37.
4. **Sabbath** - God commands man to work (I Thessalonians 4:11; II Thessalonians 3:10) for six days and rest for one based on His work of Creation and looking forward to a future heavenly Sabbath rest (Hebrews 4:1-11; Mark 2:23-28).
5. **Parents** - We should honor (Proverbs 30:17; Matthew 15:4-6) and obey (Ephesians 6:1-4; Colossians 3:20-21) our parents.
6. **Murder** - Genesis 9:5-6; Jesus applies this commandment to thought as well as deed (Matthew 5:21-22).
7. **Adultery** - Genesis 2:24; Jesus applies this commandment to thought as well as deed (Matthew 5:27-30). Indeed, all the commandments can be violated this way.
8. **Stealing** - This can be by borrowing without returning, cheating, or withholding that which is due to others as well as by outright thievery.
9. **Lying** - This can be applied not only to bearing false witness against one’s neighbor, but any form of dishonesty.
10. **Coveting** - The tenth commandment deals with more than physical possessions (Luke 12:15). It is the root of many other commandments. For example, one would not steal or commit adultery if he did not first desire that which he later took.

Knowledge Objectives - To know basically each of the Ten Commandments.

Behavioral Objectives - By God’s grace, to obey His law. Also, that God’s law may be a schoolmaster to lead your students to Christ (Galatians 2:24, KJV).

Lesson Procedure

Introduction - Introduce the lesson with questions on rules and obedience. “How many of you can do whatever you want without obeying any rules?” (Hopefully, they will respond that all people have to obey rules). “What rules do you have to obey in school? What rules do you have to obey at home? Why do we have rules? What happens if we disobey a rule?” (We are punished). “Does everyone have the same rules

to obey?" (No, e.g., one teacher may allow children to talk during lunch while another may not; parents do not usually go to bed at the same time as their children.)

"God has given us some rules. These are laws or commandments that must be obeyed by all people at all times. They do not change as the rule about your bedtime changes as you get older. They are absolute. Do people always obey God's laws? What is the punishment for disobeying God's commandments?" (Hell). "Has anyone ever obeyed all of God's laws?" (Only Jesus). "What is the purpose of God's Law?" (To instruct us in how we should live and show us our need for Christ). "God gave Moses and the Israelites ten commandments that we all should obey. Let me read them to you."

BIBLE STORY

Read **Exodus 20:1-17** (NIV). After you have read the passage, write a key subject word for each commandment (1. No other gods; 2. Idols; 3. God's name; etc.) on the chalkboard and briefly discuss each commandment using background material as needed. Use discretion with commandment seven depending on the background of your children; you may wish to say God wants Moms and Dads to love each other or God does not usually want a Mom or Dad to marry someone else.

ACTIVITY

Which Commandment? Game - Write the correct commandment numbers next to each situation.

STORY (optional)

If the record below is not available or you have extra time, read a story about obedience. *A Fish Out of Water* (Helen Palmer, illus. P. D. Eastman; Random House; 1961) tells the story of a boy who disobeys the pet shop owner's instructions and feeds a fish too much with humorously disastrous results.

RECORD

If possible, have your students listen to *Sir Oliver's Song* (Tony Salerno; Candle/Sparrow Records), which has at least one song about each commandment. You may wish to allow the children to work on their take home activity during part of the record.

SONGS

"Psalm 19" (Psalm 19:7-11); "Obey My Voice" (Jeremiah 7:23); "Trust and Obey" (*Trinity Hymnal*, #672); "This Is My Commandment"; "Blest Are the Undeiled" (*Trinity Hymnal*, #557).

Take Home Activity

Draw a picture or a comic strip of a situation where someone needs to obey one of God's Ten Commandments.

THE TEN COMMANDMENTS
(shortened form)

1. You shall have no other gods before Me.
2. You shall not make for yourself an idol.
3. You shall not misuse the name of the Lord your God.
4. Remember the Sabbath day by keeping it holy.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false testimony against your neighbor.
10. You shall not covet.

WHICH COMMANDMENT?

These people need to remember God's commandments. Which ones will help them obey God in each situation?

- ___ Kevin is walking along an aisle in the toy department when he sees a toy car that he has wanted for months.
- ___ Sometimes Mary's mother makes her so mad she feels like throwing something at her.
- ___ Mrs. Jones thinks she has misplaced Jan's homework paper, but Jan did not hand it in.
- ___ Todd's friends are trying to decide who has the worst parents by telling each other the things they think are bad about their own parents.
- ___ Don's friend wants him to sneak out of Sunday School and watch T.V. at his house.
- ___ Sam's little sister just destroyed the model he's worked on for hours.
- ___ Jim spends every minute he can with his computer and all his money for video games.
- ___ Vicki broke her mother's vase, but her mom thinks Vicki's little sister did it.
- ___ John can see the answers to the math test on the paper of the smartest kid in his class.
- ___ Andy tells his mom he is going to Paul's house, but he really wants to go to the creek where he is forbidden to go.
- ___ Laura and her friends are going crazy over the newest rock star. They spend all their time talking about him and listening to his music and spend all their money on souvenirs with his name on them and posters for their rooms.
- ___ Sam just fumbled the football for the third time.
- ___ Betty doesn't see how she can face her friends unless she has a pair of designer jeans like Alicia's.

BIBLE PASSAGE - LESSON FOCUS

Exodus 20 - We should obey God's commandments.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:6 - "Your right hand, O Lord, was majestic in power. Your right hand, O Lord, shattered the enemy."

SUGGESTED PROJECTS

1. Memorize the Ten Commandments. A simplified form is fine.
2. Discuss how God's commandments apply to different situations.
3. Discuss the fact that no one except Christ has ever kept the Commandments perfectly, and so we need Christ to pay the penalty for our sins.
4. Discuss your own family's rules, why they are necessary, and the penalty for disobeying them.
5. Praise your child when he overcomes a temptation to disobey God's commandments.
6. If possible, listen to *Sir Oliver's Song* (Tony Salerno; Candle/Sparrow Records).
7. Concentrate on obeying one commandment particularly this week (of course, we should obey all of the commandments). Read Scripture related to this commandment and discuss how you may better follow God in this area.
8. Sing songs about obeying God's Word such as "Psalm 19" (Psalm 19:7-11); "Obey My Voice" (Jeremiah 7:23); "Trust and Obey" (*Trinity Hymnal*, #672); "This Is My Commandment"; "Blest Are the undefiled" (*Trinity Hymnal*, #557).

SUGGESTED PARENTAL READING

Scripture: Deuteronomy 5; Luke 18:18-30; Romans 2-3; Psalm 19; Psalm 119.

Scripture relating to specific Commandments: (2) I John 1:21; Philippians 3:19; (3) Psalm 111:9; Matthew 5:33-37; (4) I Thessalonians 4:11; II Thessalonians 3:10; Hebrews 4:1-11; Mark 2:23-28; (5) Proverbs 30:17; Matthew 15:4-6; Ephesians 6:1-4; Colossians 3:20-21; (6) Genesis 9:5-6; Matthew 5:21-22; (7) Genesis 2:24; Matthew 5:27-30.

THE GOLDEN CALF

Exodus 32

Lesson Aim

To teach children that we should worship God, not idols as the Israelites did.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:7 - “In the greatness of your majesty you threw down those who opposed you. You unleashed your burning anger; it consumed them like stubble.”

Lesson Background

The incidents surrounding the giving of the Ten Commandments illustrate the perversity of men’s hearts and the need for those very commandments. Moses had not been away from the Israelites for long before they turned to sin. Not trusting God or Moses (note their lack of respect: “this fellow Moses” - Exodus 32:1) and thinking that Moses was dead or had deserted them, they impatiently demanded a new god (note, not a new leader as might have been expected). Whether the Israelites actually turned back to the idolatry of Egypt or saw the Golden Calf as a representation of Jehovah, their sin was equally heinous. Notice, too, that false religion always leads to corrupt morality. The Israelites had polluted the pure worship of God and had to be punished, first by Moses as God’s representative and later by God Himself in the form of a plague. Moses’ actions in dealing with his sinful people may seem ruthless unless we remember the absolute holiness of God and realize, too, that the Israelites had an opportunity to repent (Exodus 32:6) before judgment came upon them. It must have been difficult for the Levites to obey God and kill those close to them, but they had to learn that they must not love anything more than God (Matthew 10:32-39). We must give God unquestioned obedience.

God used two brothers with different levels of commitment to deliver His people from Egyptian oppression. It is uncertain whether Aaron turned to idolatry himself or made the Golden Calf in fear of the Israelites, although it was likely the latter. As difficult as it would have been to go against the wishes of tens of thousands of people, Aaron should have stood firm. His lack of courage evidenced itself, too, in his refusal to admit his sin (“out came this calf!”) by laying all the blame on the Israelites (Exodus 32:22-24). Moses, on the other hand, boldly obeyed God in judging the people. Yet he loved the people and prayed that God would forgive them even if it meant that Moses would be “blotted out of God’s book” (Exodus 32:32). What amazing love Moses had, and what a temptation it must have been for him to agree to God’s offer to make him a great leader without those troublesome Israelites! Moses first of all sought God’s glory, however, and made his plea for mercy on this basis (Exodus 32:12). Moses in his role as intercessor acts as a type of Christ. Moses also, like Christ, went away from his people to be with God and returned, as Christ will some day, to judge sinners (II Peter 3:3-9).

There is no such thing as true autonomy. All people bow down to God or idols. May we worship the true and living God.

Knowledge Objectives - To know that the Israelites worshiped a Golden Calf, which Aaron made for them from their earrings; that Moses, returning from his meeting with God on Mount Sinai, smashed the tablets containing the Ten Commandments in anger and told those who were for the Lord to kill the idolaters, which the Levites did; and that God punished the Israelites with a plague.

Behavioral Objectives - By God’s grace, to worship Him alone.

Lesson Procedure

Introduction - Ask your students what an idol is and discuss. Help the children to understand that an idol needn’t be of wood or stone but is “whatever is esteemed or loved, feared or served, delighted in or depended on, more than God” (Matthew Henry). We must worship God alone. You may wish to play the song “Just One God is He” on the record *Sir Oliver’s Song* (Candle/Sparrow) at this time. Ask your students what they learned about in last week’s story. Explain that while Moses was receiving the Ten Commandments on Mount Sinai, the Israelites were disobeying God and making an idol.

BIBLE STORY

Read **Exodus 32** (NIV) and discuss.

STORY

Ask the children if they ever get tired of waiting for something, perhaps for their parents to finish a conversation or for a friend to finish his homework and come out to play. We must be careful that our impatience does not lead us into further sin. Read “Wait For Me.”

WAIT FOR ME

“Dad, there’s something wrong with my bike; the wheel wobbles,” said Billy.

“It sure does,” answered his father. “Those nuts need tightening. I have to go to work and can’t help you now, but I’ll try to fix it when I get home. Don’t ride your bike until then and don’t try to do it yourself. You are not strong enough to turn the nuts tightly without tools and they may fall off.”

Later, Billy’s friends came over. “Come on, Bill,” said George. “We’re all ready for the bike ride to the creek.”

“Sorry, I can’t go,” replied Billy. “My bike’s broken. My Dad said he’d fix it later.”

“He could take forever to get around to it. Can’t you fix it?” asked George.

“Let’s go,” said Ed.

“Yeah,” continued George. “The baby can’t even fix his own bike.”

“Wait a minute,” called Billy. “I’m coming with you.” Billy quickly tightened the nuts and started off. Things went fine until they hit Green Street hill.

“Race you to the bottom,” called George and they headed off. Halfway down Billy’s wheel began to wobble. Twenty feet later the bike hit a bump and the wheel and Billy went flying.

“Oh,” groaned Billy, “my head, my knee. Get me home.”

“Billy, I bought a special wrench so we could fix the ... what happened to you?” said a voice.

“I’m sorry, Dad,” Billy said. “I wanted to go bike riding with the guys and didn’t know if you’d ever fix it. I tried to fix the bike myself and the wheel fell off on Green Street hill.”

“Can’t you trust me to keep my word, Bill? God was merciful or you could have been seriously injured. But I’m glad you told me the truth. I will have to punish you, but now I will go and try to fix that bike.”

Questions:

- What did Bill want to do?
- Did he obey his father? Why not? (Impatience, did not trust his father.)
- What happened because of Bill’s disobedience?
- How did the Israelites disobey?
- What reasons did they give for disobeying? (Again, impatience, lack of trust.)
- What were the consequences of the Israelites’ disobedience?

SONGS

“All Praise to God” (*Trinity Hymnal*, #4); “Sing to the Lord” (*Trinity Hymnal*, #62); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “The Lord Will Come” (*Trinity Hymnal*, #367).

Class Work

Have the students complete the worksheet, answering questions and drawing pictures to illustrate the lesson.

Take Home Activity

True/False Worship Pictures. Have your students divide a piece of paper in half; they may fold the paper in half and reopen it to do this. On top of the left half they should print “We Should Worship God,” while on top of the right half they should print “Not Idols.” On the left side of the paper they should draw a man praying and perhaps reading the Bible. On the right half of the paper, the children should draw pictures and/or cut and glue magazine pictures of things that people idolize. Point out to your students that most of these things are not evil in themselves, but become so when we desire them and worship them more than God.

BIBLE PASSAGE - LESSON FOCUS

Exodus 32 - We should worship God, not idols as the Israelites did.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:7 - “In the greatness of your majesty you threw down those who opposed you. You unleashed your burning anger; it consumed them like stubble.”

SUGGESTED PROJECTS

1. Matthew Henry described an idol as “whatever is esteemed or loved, feared or served, delighted in or depended on, more than God.” Discuss what things you are tempted to make idols of and how you can avoid doing so. Remember, a thing needn’t be evil in itself, but can become an idol when we give it more attention than God.
2. Note idols in books read or television programs seen this week; how can you keep them from becoming your idols?
3. Since long before the Golden Calf until now, money has been the idol of many. Materialism is rampant in our society and abhorred by God, yet those who practice “simple living” can also make money a god by focusing all their energies on time-consuming ways of saving it. Discuss how your family can honor God with your money and not let it become an idol.
4. Children in need of role models are apt to idolize sports, music, film and T.V. stars. How can you discourage your child’s adulation of people not worthy of emulation while approving of positive role models (I Corinthians 11:1), who nonetheless should not become idols?
5. Sing praise to the true God with such hymns as “All Praise to God” (*Trinity Hymnal*, #4); “Sing to the Lord” (*Trinity Hymnal*, #62); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “The Lord Will Come” (*Trinity Hymnal*, #367).

SUGGESTED PARENTAL READING

Scripture: Acts 7:39-43; Psalm 106:19-23; I Corinthians 10:1-10; II Peter 3; Romans 1; Ephesians 5:5; I Samuel 13:8-14.

SPIES ENTER THE PROMISED LAND

Numbers 13; Deuteronomy 1

Lesson Aim

To encourage students to trust God's promises boldly in spite of obstacles and others' opinions, as did Joshua and Caleb.

Memory Verse

This quarter, Exodus 15:1-11; this week, review Exodus 15:1-7.

Lesson Background

A great deal can depend on a person's perspective, especially in the spiritual realm. Joshua and Caleb saw the same region as the other ten spies, yet because they believed God, they emphasized the benefits of the Promised Land over the risks of conquering it. Our fears can often keep us from obeying God's will when we magnify the dangers of a situation out of all proportion. God had assured the Israelites of His presence and provision of a good land for them (Genesis 15:18). He had shown them His faithfulness in delivering them from Egypt and guiding them through the wilderness. How foolish it would be for the Israelites to return to slavery through that dangerous country. Surely the God who had saved His people from the powerful Egyptians would keep His promise (Exodus 33:2) and help them conquer the Amorites.

Yet the Israelites continued in their disbelief, and so God punished them by not allowing them to enter the Promised Land. Their children, however, whom the Israelites perhaps used as an excuse for their fears, would be permitted to enter when they were grown, as well as Joshua and Caleb, who had remained faithful to God. It must have been difficult for Joshua and Caleb to stand up to the pressure put upon them by their fellow Israelites. May we, too, boldly trust God's promises in spite of obstacles and ridicule.

Knowledge Objectives - To know that one man from each tribe of the Israelites went to spy out the land God had promised them, but although all twelve spies reported it to be a fruitful land, ten cautioned the Israelites against entering because of the size of the Amorite inhabitants, while Joshua and Caleb encouraged them to trust God and enter the land.

Behavioral Objectives - By God's grace, to trust His promises boldly in spite of obstacles and others' opinions.

Lesson Procedure

Introduction - Introduce the Bible story somewhat as follows: "How many of you have ever looked down at the ground from a tall building or an airplane? How did the people on the ground appear to you? Were those people really the size of ants? No, you just had a different perspective on what they looked like. How do things look through a microscope, telescope, or pair of binoculars?" (If possible, demonstrate by bringing one of these to class.) "Sometimes the things we are afraid of can seem much 'bigger' than they really are. This is what happened to the people in today's Bible story because they did not trust God to do what He had promised."

BIBLE STORY

Read **Numbers 13:17-33** and **Deuteronomy 1:32-40** (NIV). Discuss using pertinent background material. Emphasize trusting God, who keeps His promises, and standing firm for the truth as Caleb and Joshua did.

STORY

A NEW FRIEND

"There's that new kid again," thought Brian, "eating alone as usual." Brian knew he should talk to Daniel, but remembering what had happened earlier in the day held him back. "Daniel is a dummy, Daniel is a dummy," the other boys had taunted.

"No, he isn't," Brian had objected, "he just can't hear very well, and so he talks funny because he doesn't know what the words should sound like."

"Naw, he's weird," Bill had said, "like the funny way he moves his fingers when he's talking to Miss Jones. Uh, uh, he's weird and if you keep sticking up for him, you're weird too."

That had been yesterday, and Brian hadn't said anything more. But the more Brian thought about it, the more he knew God wanted him to be Dan's friend. It would be hard, though, especially at first, because the other boys would laugh at him and perhaps not be too friendly to him any more. "But I've got to do it," said Brian softly to himself. "Please help me, Lord."

With that, Brian got up and walked slowly across the playground. The distance seemed huge and some of the boys snickered and pointed when they saw where he was heading. Brian, however, felt more confident the further he walked. He was doing what was right and God would have to take care of the rest.

"Hi, Dan." Brian said clearly, smiling straight at the boy. "What do you have for lunch?"

Questions:

- What decision did Brian have to make?
- Why didn't Brian want to talk to Daniel?
- Why did the other boys laugh at Daniel?

- Who did Brian ask to help him with his problem?
- How did God help Brian with his problem?
- What decision did the twelve spies who went into the promised land have to make (Trust God's word and do what is right or follow circumstances and others' opinions - cf. Brian's situation.)
- Which spies obeyed God? How did God bless their obedience?

SONGS

“Not By Might” (Zechariah 4:6); “Conquering Now and Still to Conquer”; “My Song Forever Shall Record” (*Trinity Hymnal*, #99); “Trust and Obey” (*Trinity Hymnal*, #672).

Class Work

Have the students complete the worksheet to help them review the content of the lesson.

Take Home Activity

Have your students divide a piece of paper in half. On top of the left half they should print “Joshua and Caleb Saw” and on top of the right half, “Others Saw.” On the left half of the paper have your students draw a scene of large fruit, small men, and a man praying. On the right half of the paper, they should draw small fruit and giant men.

Class Work

Spies Enter the Promised Land

1. How many men went to spy out the land God promised to the Israelites? _____

2. How many men did not want Israel to go to the Promised Land? _____

3. Which men wanted Israel to trust God and enter the Promised Land?

4. God has promised His children that He will never leave or forsake them. What things might cause God's children not to believe in Him?

God is always completely trustworthy. He does not lie. God's promises are always true.

BIBLE PASSAGE - LESSON FOCUS

Numbers 13:17-33; Deuteronomy 1:19-46 - Like Joshua and Caleb, we should boldly trust God's promises in spite of obstacles and the opinions of others.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, review Exodus 15:1-7.

SUGGESTED PROJECTS

1. God is trustworthy. What are some of His promises that He will fulfill? Since God is faithful to keep His promises, we should keep ours. Do so this week.
2. Fears can become giants in our minds. What are some fears God can help you conquer? Work on doing so this week.
3. Sometimes people's opinions can be helpful, but other times, as in today's Bible story, they can hinder us from doing God's will. Discuss how we should respond to others' counsel.
4. Read a book or watch a television program in which someone boldly stands for what is right in the face of strong opposition.
5. Sing hymns such as: "Not By Might" (Zechariah 4:6); "Conquering Now and Still to Conquer"; "Trust and Obey" (*Trinity Hymnal*, #672); "My Song Forever Shall Record" (*Trinity Hymnal*, #99).

SUGGESTED PARENTAL READING

Books: Read a true or fictional story about someone standing for truth against opposition, for example a biography of William Carey. Also, find examples of people in Scripture who did so and how they handled these confrontations.

MOSES AND THE FIERY SERPENTS

Numbers 21:4-9

Lesson Aim

To teach students that we should not complain as the Israelites did, but look to Christ in faith.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:8 -“By the blast of your nostrils the waters piled up. The surging waters stood firm like a wall; the deep waters congealed in the heart of the sea.”

Lesson Background

Unthankfulness is at the root of complaining, and in today's Scripture passage, God finally punishes the Israelites' persistent ingratitude. The Israelites failed to appreciate the mighty deliverance God had wrought in Egypt and His continued providential care. They would not acknowledge His blessings and exaggerated their trials (Numbers 21:5). Unbelief caused the Israelites to think they would die in the wilderness and God, in judgment, indeed brought this upon them by sending poisonous snakes among them. The word in verse 8, not the usual one for “snake,” means “fiery” or “burning ones”; whether this refers to the burning wound they inflicted or their shiny color is uncertain. Like many of us, the Israelites thought they were justified in their grumbling. They were marching away from Canaan through a hot, stony area of frequent sandstorms. Yet contrary to their perceptions, God knew what He was doing, not only in using the wilderness to test them, but by keeping them from war, inevitable had they traveled the shorter way through Edom.

Numbers 21:4-9 gives a beautiful picture of our sinful condition and the remedy for it. Throughout Scripture, a snake symbolizes Satan or sin (Genesis 3; Revelation 12:9). Jesus Christ, though sinless (I Peter 2:22 cf. the bronze snake that had no venom in it), was made in human likeness and was lifted up to die on

a cross (cf. the pole with the bronze snake; John 12:33-34) so that all who looked to Him would be healed (John 3:14-15; I Peter 2:24). “God made Him who had no sin to be sin for us, so that in Him we might become the righteousness of God” (II Corinthians 5:21). Just as the Israelites had to see their need and follow God’s seemingly foolish direction to look at a bronze snake to be healed, only those who come to realize their own sinfulness and look to Jesus in faith can be saved. What the law was powerless to do, God did through Christ (Romans 8:3).

It is distressing to realize that man can even twist God’s blessings into sin. The bronze serpent itself eventually became an object of worship until it was destroyed by King Hezekiah (II Kings 18:4). May we not be like the complaining, idolatrous Israelites, but truly look to the Lord in thanksgiving and joy.

Knowledge Objectives - To know that God sent fiery, poisonous snakes to bite the Israelites in judgment for their complaining, but that if the Israelites looked at a bronze snake Moses held up on a pole, they were healed. To know also that this is a type of Christ and what He can do for a sinner.

Behavioral Objectives - By God’s grace not to complain but to turn to Christ in faith.

Lesson Procedure

Introduction - Introduce the Bible story by asking if any child in your class has ever seen or held a snake. Ask them to tell you what they know about snakes, being sure at least to bring out the fact that some are poisonous and some are not (but it is a good idea to stay away from all snakes unless you are with someone who knows a lot about them!). Ask your students if they can think of any snakes found in the Bible and use Genesis 3 and Revelation 12:9 to show that in Scripture a snake often represents Satan or sin. Tell them that today’s Bible story has to do with snakes and complaining. Ask them if they ever complain. Ask what sorts of things they complain about. Ask your students how they think God feels about this behavior.

BIBLE STORY

Read **Numbers 21:4-9** (NIV) and discuss. Explain the typological significance of the story, but though all of your students need to turn to Christ in faith, the primary application of the passage to them at this time should probably be that we should not complain.

STORY

SOUP AGAIN

“Soup again,” Tom complained. “I don’t like soup. We always have soup.”

“Tom,” his mother reminded, “God doesn’t want us to grumble and complain.”

Tom didn’t listen. After supper, the family sat down to play games and Tom started grumbling again. “I don’t like that game. I wanna play this one.”

“You chose last week,” said his mother. “It’s Mary’s turn.”

“You’re just a dummy,” Tom told his sister. “Well, I get the red game marker and you can’t have it, so there.”

“Tom, if you don’t behave, you will have to go to bed now.”

When it was bedtime Tom said, “Mom, I hate these stupid yellow pajamas. I want new ones.”

“Tom,” his mom said, “You’ve been grumpy all day. Nothing seems to satisfy you. Do you know what happened to the Israelites when they complained?”

“No,” said Tom.

“God sent snakes to bite them and many people died.”

“Really?” Tom said.

“But some didn’t die because God said that anyone who looked at a bronze snake on a pole Moses held would live.”

“That’s a funny thing to do to get well. We go to the doctor when we’re sick.”

“Maybe some of the Israelites thought it was a strange thing to do, too, but only those who looked in faith to the pole were healed. It’s like only those who look to Christ can have their sins forgiven.”

“Mom, I didn’t know how much God hates complaining.”

“Well,” said Tom’s mother, “it’s like telling God you don’t like the job He’s doing with your life. Why don’t you look to Jesus and tell Him you are sorry?”

“O.K.,” said Tom.

Questions:

- How did Tom sin?
- How did the Israelites sin?
- What did the Israelites need to do to be healed?
- What did Tom need to do to be forgiven for complaining?
- How can we be forgiven for our sins? (By “looking to Jesus,” trusting Him who became sin for His children to forgive us as we confess our sins and repent.)

SONGS

“Rejoice in the Lord Always”; “In Everything Give Thanks” (I Thessalonians 5:18); “Now Thank We All Our God” (*Trinity Hymnal*, #98); “Rejoice Ye Pure In Heart” (*Trinity Hymnal*, #604).

Class Work

Have the students complete the worksheet, answering the questions and drawing a picture to help reinforce the lesson.

Take Home Activity

Philippians 2:14 Mobile - Have the children print Philippians 2:14 (NIV: “Do everything without complaining or arguing”) on six small pieces of paper, one word on each piece. They may cut the pieces of paper in interesting shapes and/or color them, if desired. Attach a 4-8 inch piece of yarn or thread to each paper with tape or by tying it through a hole poked in the paper. To make a traditional mobile, tie the free ends of the threads attached to the words “do” and “everything” to opposite ends of a dowel rod or drinking straw. Attach the other threads (in the proper order for the words) at evenly spaced intervals to a second dowel rod or straw. Then tie an approximately 8-inch thread to the center of each dowel rod to attach them together and another thread to each end of the first rod with which to hang the mobile. When you have balanced the mobile, a small piece of tape or slit in the straw will help keep the strings in place. A traditional mobile can be difficult to make and balance so you may find it preferable, particularly with a large class, to simplify matters by hanging all the Bible verse words from one dowel rod, straw, or a clothes hanger. Different length threads will allow all the words to fit and add visual interest.

Class Work

Moses and the Fiery Serpents

What did the Israelites complain to Moses about?

1. _____
2. _____
3. _____
4. _____

What was the “miserable food” the Israelites were complaining about?

What did the Lord send as punishment for their complaining?

Draw a picture of what the Israelites were to do in order to be saved from dying from the snake bites.

BIBLE PASSAGE - LESSON FOCUS

Numbers 21:4-9 - We should not complain as the Israelites did, but look to Christ in faith.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:8 - “By the blast of your nostrils the waters piled up. The surging waters stood firm like a wall; the deep waters congealed in the heart of the sea.”

SUGGESTED PROJECTS

1. Memorize Philippians 2:14. In a loving way, point out when family members complain this week.
2. Look for specific things for which to praise and thank people this week, and do so.
3. Note when characters complain in books read and television programs seen this week. Does this complaining have any obvious effect on their lives?
4. Complaining is basically caused by ingratitude and lack of trust. Thank God for what He has done for you and is doing in your lives.
5. Sing songs of thanksgiving and joy to God such as: “Rejoice in the Lord Always”; “In Everything Give Thanks” (I Thessalonians 5:18); “Now Thank We All Our God” (*Trinity Hymnal*, #98); “Rejoice Ye Pure In Heart” (*Trinity Hymnal*, #604).

SUGGESTED PARENTAL READING

Scripture: Genesis 3; Revelation 12:9; II Corinthians 5:21; John 3; John 12:30-36; I Peter 2:21-25; Romans 8:3; Colossians 2:13-15; Romans 1; Philippians 2.

JOSHUA AND THE BATTLES OF JERICHO AND AI

Joshua 6-7

Lesson Aim

To encourage students to confess and forsake sin and turn to God who can enable us to conquer enemies.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:9 - “The enemy boasted, ‘I will pursue, I will overtake them. I will divide the spoils. I will gorge myself on them. I will draw my sword and my hand will destroy them.’”

Lesson Background

Today’s lesson presents a contrast between faithfulness to God and sin by examining the Israelites’ attack on two Canaanite cities, Jericho and Ai. Jericho, though a small city of only seven acres, had the advantage of being located halfway up a hill (with Ai guarding the higher ground at the top) and being protected by high walls. From the beginning, God wanted to show the Israelites that He would be the true Conqueror in their battles, so He devised a seemingly foolish plan so that His people would learn to trust Him, not themselves, and not be discouraged in further conflict. God told the Israelites to walk around Jericho for seven days in silence, bearing the reproaches of their enemies while they waited for salvation from the Lord. How difficult it would have been for the Israelites as the wicked inhabitants of Jericho, trusting in seemingly impenetrable defenses, grew more and more confident, daily laughing at the ways of the righteous. God rewarded the patient and exact obedience of His people and the walls of the city fell. Whether God accomplished this by means of the vibrations of thousands of voices and stamping feet or by purely miraculous means makes little difference.

As the first fruit of the Israelites' homeland, Jericho was to be completely devoted to God. The city was to be burned and all the people and animals killed except faithful Rahab and her family. All spoil was to be destroyed except the precious metals which, purified by fire, would be used in God's service. God commanded that such an evil city should not be rebuilt, but remain a perpetual memorial to His wrath. The man who ignored God's warnings concerning this (Joshua 6:26) did so with consequent tragedy (I Kings 16:34).

Calamity also came upon the Israelites because another man ignored God's instructions. Achan coveted spoil from Jericho, silver and gold and a Babylonian robe, and acted upon his desires, probably assuming that nobody would know and that this small reward for all the adversity he had been through would hardly make a difference to anybody. But God demands complete obedience. Achan had not stolen from men, but from God, and had broken His commands. Achan did not put God first in his life, and because of one man's sin, thirty-six men died. The Israelite nation, too, was culpable for the defeat at Ai (Joshua 7:11), for it seems they went up against it in pride (Joshua 7:3). Apparently, they did not pray to God, as they had before the battle of Jericho, but trusted in their own strength. When Joshua does seek God (and admirably, his primary concern is for God's honor - Joshua 7:7-9), the Lord immediately informs him of the sin within the congregation and gives instruction on how it is to be rooted out so God can bless His people. All Israel had to judge Achan, for all were guilty for allowing sin to remain among them. Achan's family was even killed because of their intimate connection with sin (there very well may have been complicity or at least knowledge of Achan's actions). Happily, Achan finally did confess his sin, but how much better it would have been for him, his family, and the whole Israelite nation if he had resisted sin and trusted God in His goodness to provide for all his needs (the Israelites were allowed to take spoil at Ai!). May we not be proud and prayerless like the Israelites and so become insensitive to sin. May we not, like Achan, allow even "small" sins in our lives that can lead to the downfall of a whole congregation, but resist sin, confess it when we do sin, and trust God to be victorious in our battles with sin.

Knowledge Objectives - To know that the Israelites marched silently thirteen times around Jericho and then shouted when the priests blew trumpets, with the result that the walls of the city fell; to know that Achan disobeyed God and took silver, gold, and a Babylonian robe as spoil from Jericho, causing the death of thirty-six men when the Israelites attacked Ai, and that God later condemned Achan and his family to death for this sin.

Behavioral Objectives - By God's grace not to be proud and insensitive to sin, but to trust God, resist sin, and confess it when we do sin.

Lesson Procedure

Introduction - In the Old Testament system, God used Israel to annihilate the evil Canaanite nations. Obviously, God does not want us to kill our present-day neighbors and burn their possessions, and it may be difficult for your children to understand why God told Israel to do so. Discuss the role Israel had in carrying out God's judgments and what it meant for something to be devoted to God (in the case of Jericho, it meant the total destruction of the city).

BIBLE STORY

Part 1 - Read **Joshua 6** and discuss using any background material deemed pertinent.

Drama - Have your students act out Joshua 6. Place several students within a circle of chairs to be the people of Jericho who taunt the Israelites. For added realism, place large pieces of cardboard or boxes between the chairs to represent the walls, which can fall at the appropriate time. Have the other children march silently once around the chairs you have used to represent Jericho and then go to a different part of the room and pretend to sleep for the night. Repeat five times and then on the “seventh day” have your students march around seven times, shouting when the priests blow the trumpet after the seventh encirclement. When they shout, they should knock down the cardboard walls of “Jericho” or push aside the chairs and “destroy” the inhabitants. Be sure your students do not become too enthusiastic in their eagerness to overthrow the city. A warning before the enactment of the story should help assure relative calm.

Part 2 - Read **Joshua 7** and discuss using relevant background material.

STORY

THE STOLEN CARDS

“Joe, Joe, look what I got,” called Don, “a model plane.”

“That’s nice. Where’d you get it?” asked Joe.

“I sold Christmas cards,” Don answered. “This company sends you the cards, you sell them, and when you send back the money, you get to choose a prize.”

“I did that once, but I did a lot better than getting a model plane. I got \$100.00,” said Joe.

“\$100.00!” said Don. “You must have sold a lot of cards.”

“Naw,” Joe said, “I just didn’t send the company the money back.”

“But that’s stealing!” said Don. “You’ll get in trouble.”

“No, I won’t. They sent a letter asking where the money was, but I just said I never got the cards. They even called my Dad, but he told them he didn’t know anything about it and that I wouldn’t do something like that. Besides, they’re a big company. They can afford it.”

“They can’t afford it if a lot of kids do what you did. Besides, that’s not the point. It’s stealing and lying and God says that’s wrong. You ought to return that money.”

“Are you kidding?” said Joe. “I’ve spent most of it. Where am I going to get more? Anyway, like I said, nobody was hurt by it.”

Two weeks later, Don was startled by a newspaper headline - *Brown and Leeds Card Company Closes - Children’s Dishonesty Cited*. “I wonder if that’s the company Joe got his cards from?” Don thought. “Maybe they will find out what he did. Even if they don’t, I guess God will punish him some day if Joe doesn’t repent.”

Questions:

- What did Joe do that was wrong?
- Why was it wrong? (God says that lying and stealing are wrong.)
- What were the consequences of his actions? (Company, other card sellers, Joe’s family, and Joe hurt.) **Note:** Sin always hurts the sinner even if the sin is never discovered. Sin hurts other people too.
- What was Achan’s sin?
- What were the consequences of Achan’s sin?
- How was Achan punished?
- For further thought: What might Don have done about the situation?

SONGS

“Joshua Fit de Battle” (old spiritual); “Let God Arise” (Psalm 68:1); “Not by Might” (Zechariah 4:6); “Conquering Now and Still to Conquer.”

Take Home Activity

Jericho Model - Construct a paper cube to be the city of Jericho by drawing and cutting out a large X shape and folding up the sides. This is similar to what was done in Quarter 2, Lesson 7, but this time do not make a roof or tape the sides (so that the walls of Jericho can fall down). Color a stone pattern on the walls, if desired. Construct paper figures as in previous lessons, drawing many figures on each rectangle of paper to represent the army (and the inhabitants of Jericho). Joshua and others may be drawn as single figures, if desired.

BIBLE PASSAGE - LESSON FOCUS

Joshua 6-7 - We should not sin as Achan did, but fight sin like Joshua.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:9 - “The enemy boasted, ‘I will pursue, I will overtake them. I will divide the spoils. I will gorge myself on them. I will draw my sword and my hand will destroy them.’”

SUGGESTED PROJECTS

1. God told the Israelites to annihilate their enemies. Jesus told us to love our enemies (i.e., people - Matthew 5:43-48) but we should fight sin (Ephesians 6:10-18). Think of ways you can do both this week.
2. Achan stole from the Lord. Do we do this by keeping time or money for ourselves that rightly belongs to God? If so, we should confess and forsake our sin. Help your children see how they might be sinning in this way too.
3. Achan coveted and then he stole. Are we guilty of covetousness? If so, we should confess and forsake this sin (see James 1:13-15; I John 1:9; 2:15-17). Television commercials are often based on an appeal to avarice. Help your children to see that this is so by examining several advertisements. Lovingly point out times when your children are covetous. God can supply all our needs.
4. Sing songs such as: “Joshua Fit de Battle” (old spiritual); “Let God Arise” (Psalm 68:1); “Not by Might” (Zechariah 4:6); “Conquering Now and Still to Conquer.”

SUGGESTED PARENTAL READING

Scripture: Hebrews 11:30-31; Acts 5:1-10; Matthew 5:43-48; Ephesians 6:10-18; James 1:13-15; I John 2:15-17; I Corinthians 1:18-25.

GIDEON

Judges 6-7

Lesson Aim

To show students that God can use the least of us to accomplish mighty things for Him, often by seemingly foolish means, if we humbly do His will.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:10 - “But You blew with Your breath, and the sea covered them. They sank like lead in the mighty waters.”

Lesson Background

The history of the Israelite nation followed a repetitive pattern, one often evident in our lives as well: God blessed the people, they became proud and sinned, God judged the people, and the people repented. This pattern is particularly noticeable in the period of the judges whom God raised up to deliver the Israelites from various nations who were oppressing them as instruments of God’s wrath. Apparently, the judges controlled only a portion of Israel at one time and some governed simultaneously. Our course of study will only allow brief glimpses of two judges, Gideon and Samson.

The Midianites, descendants of Abraham by Keturah, lived northeast of the Moabites on the east side of the Jordan and came annually to seize the Israelite harvest. After seven years of subjugation, the Angel of the Lord (a *theophany*, a preincarnate appearance of Christ) came to see Gideon, designating him a mighty warrior who would save Israel out of Midian’s hand. “‘But Lord,’ Gideon asked, ‘how can I save Israel? My clan is the weakest in Manasseh and I am the least in my family.’ The Lord answered, ‘I will be with you, and you will strike down all the Midianites together’” (Judges 6:15-16). God can use the least of us to glorify Him if we humbly trust Him.

At first, Gideon had difficulty believing God's Word and so asked Him for signs. These the Lord kindly gave him, consuming by fire Gideon's offering (Judges 6:17-24) and providing the wet and dry fleece (Judges 6:36-40). It seems that such a presumptuous action as questioning God's Word would be utterly condemned by the Lord, but this passage contains no denunciation of Gideon, only God's reassurances that He would be with him. How kind God is to us in our weakness.

Gideon, though afraid, obeyed God. He tore down his father's altar to Baal and cut down the Asherah pole beside it as God commanded him. This bold action, which could easily have resulted in Gideon's death, instead seemed to establish him as a sort of leader in the eyes of the people and help his father, Joash, realize the futility of worshipping idols. Later, Gideon bravely obeyed the Lord by attacking the Midianites, a far superior force (132,000 Midianites versus 32,000 Israelites, which God reduced to 300 men). The three hundred chosen men may have been picked for their courage and alertness (their manner of drinking allowed them to watch for the enemy), or perhaps this test was of a more arbitrary nature. In any case, God sovereignly selected a small number of men to rescue Israel from the hand of the Midianites so that He would receive the glory for the deliverance and so the people would not become proud and dependent on themselves. Gideon may have doubted the Lord's wisdom in sending out such a small force with such unusual weapons, but he nonetheless obeyed God (later the Israelites probably seized the weapons the Midianites left behind in their flight). Like Caleb and Joshua, he eventually trusted God's word and not the abilities of his forces.

However, it seems that Gideon did not remain completely humble. He refused to reign over the Israelites, telling them, "I will not rule over you, nor will my son rule over you. The Lord will rule over you" (Judges 8:23), but he did succumb to making an ephod with gold from the plunder of the Midianites. "All Israel prostituted themselves by worshipping it there, and it became a snare to Gideon and his family" (Judges 8:27). We can be thankful that God used Gideon in spite of his weakness to accomplish mighty things for His glory. May he do the same with us.

Knowledge Objectives - To know the basic events of the life of Gideon related in Judges 6-7: Israel's sin and God's punishment of them by the Midianites, the appearance of the Angel of the Lord who consumed by fire Gideon's offering, the tearing down of Baal's altar, the sign of the wet and dry fleece, the choosing of the three hundred, Gideon's visit to the Midianite camp, and the defeat of the Midianites.

Behavioral Objectives - To obey God humbly and trust Him in "impossible" situations.

Lesson Procedure

BIBLE STORY

Introduction (Part 1) - Ask your students the following: "Have you ever felt that you can't do anything important or can't do anything for God because you are little or have trouble in school or your family is not rich or famous? Do you ever wonder when God is going to stop the trouble happening all around you? The young man in today's Bible story felt this way. Let's see what happened to this Israelite named Gideon when he had a special visitor, the Angel of the Lord who was probably really Jesus Christ."

(Part 1) Read **Judges 6** (NIV) or tell the story yourself because of length. Be sure to include all the parts of the narrative as listed under Knowledge Objectives. Discuss the passage as you read it and afterward, pointing out such things as Gideon's humility, obedience in spite of fear and obstacles, and God's kindness and use of a weak vessel.

Introduction (Part 2) - “God had promised to be with Gideon; how happy this must have made him feel. But Gideon had to organize an army to fight the Midianites. What kind of an army would you get together and what weapons would you use?” Presumably, your students will devise a huge army employing powerful weapons. “Do you know what God told Gideon about the army he had gathered together? God told him the army was too big! Not only that, God told Gideon to use some very strange weapons to fight the enemy. Let’s see what they were.”

(Part 2) Read (or relate) **Judges 7** (NIV). Discuss using pertinent background material. Be sure your students understand how and why God used Gideon’s small forces and unusual weapons.

STORY (optional)

If desired, tell the old story of the lion and the mouse: A lion captured a mouse who begged his captor to be merciful and promised to help the lion someday if he were released. The lion thought it absurd that such a tiny creature could ever help him, but nonetheless let the mouse go free. Later, the lion was captured by hunters and the mouse rescued him by gnawing through the ropes that held him. Of course, the mouse did not have a God-ordained task as Gideon did, but both were “insignificant” creatures who bravely accomplished seemingly impossible feats by unusual means. The story may reinforce these ideas as long as the obvious differences between God’s Word and this myth are pointed out.

SONGS

“Not by Might” (Zechariah 4:6); “Let God Arise” (Psalm 68:1); “The Weapons of Our Warfare” (II Corinthians 10:4); “Conquering Now and Still to Conquer.”

Take Home Activity

Worksheet - Students should work independently, although younger children will probably require help with reading and spelling.

Class Work

Gideon

Judges 6-7. Number these events in order.

- _____ Gideon asked for the sign of the fleece.
- _____ The Midianites oppressed Israel for seven years.
- _____ Gideon fought the Midianites.
- _____ The angel of the Lord appeared to Gideon.
- _____ The Israelites sinned.
- _____ A Midianite soldier had a dream.
- _____ Gideon destroyed his father's altar to Baal.

Find these answers in the puzzle.

A false god. _____

Gideon asked God for a sign using this.

Enemies of Israel. _____

A soldier had a dream about this.

The number of soldiers with which Gideon fought. _____

One of Gideon's weapons. _____

Gideon offered this animal to the Angel of the Lord. _____

Gideon's father's name. _____

When the Angel of the Lord appeared to Gideon he was threshing this. _____

U K B A A L 6 3 0 M
P T R U M P E T J J
F L E E C E T A W O
O 4 A 3 0 0 O P H A
M I D I A N I T E S
1 0 0 S V G O D A H
X M I P C G O A T B

Draw Gideon's unusual weapons.

BIBLE PASSAGE - LESSON FOCUS

Judges 6-7 - God can use the least of us to accomplish mighty things for Him, often by seemingly foolish means, if we humbly do His will.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:10 - “But You blew with Your breath, and the sea covered them. They sank like lead in the mighty waters.”

SUGGESTED PROJECTS

1. Read Judges 6-8 for family devotions, a portion each day for several days this week, and discuss.
2. Finish the worksheet if it was not completed in class.
3. Read Scripture passages about other judges. If interested, research to find out what portion of Israel each judge ruled and draw a map of Israel labeling the tribes and their judges.
4. Read biographies of seemingly insignificant people who accomplished great things for God.
5. God can do the impossible; trust Him with difficult situations in your life. Help your children to do so too.
6. As Gideon did, tear down the “altars to false gods,” that is things that are more important to you than God or that you are trusting or worshiping instead of God, in your life. Help your children to do so also.
7. Sing songs about victory in Christ such as: “Not by Might” (Zechariah 4:6); “Let God Arise” (Psalm 68:1); “The Weapons of our Warfare” (II Corinthians 10:4); “Conquering Now and Still to Conquer.”

SUGGESTED PARENTAL READING

Scripture: Judges; I Corinthians 1:18-31.

SAMSON

Judges 13-16

Lesson Aim

To teach students that, unlike Samson, we should resist temptation and humbly submit our lives to God.

Memory Verse

This quarter, Exodus 15:1-11; this week, Exodus 15:11 - “Who among the gods is like You, O Lord? Who is like You - majestic in holiness, awesome in glory, working wonders?”

Lesson Background

The author of Judges devoted much of his narrative to one of the most puzzling characters in Scripture - Samson. A judge for twenty years who began to deliver Israel from forty years of oppression by the Philistines, Samson was nonetheless plagued by personal sin, which eventually led to his capture and death.

Samson’s arrival held great promise. Not only was his birth foretold by the Angel of the Lord (a theophany, cf. Gideon’s call), but Samson was to be a Nazirite for his entire life. A person became a Nazirite by taking a special vow of separation to God. He was not to cut his hair, touch dead bodies, or consume grape products or fermented drink for the period of the vow (Numbers 6:1-21). Manoah was quite concerned about what his son would do when he grew up, but the Angel of the Lord told him in effect that a person’s manner of life and dedication to God were far more important than his occupation. God began to work in Samson’s life, for “the Spirit of the Lord began to stir in him while he was in Mahaneh-Dan, between Zorah and Eshtaol” (Judges 13:25), and often we read of the Spirit of the Lord coming upon him. The difficulty lies in the fact that many of these times Samson seems to be acting in a sinful manner. Some people have regarded Samson as a type of Israel, which sinned and yet was blessed by God’s presence. Briefly examining such incidents in Samson’s life may be helpful.

We read of God's Spirit coming upon Samson in Judges 14:6, 14:19, and 15:14. It would seem that Samson could not be held guilty for initially killing the lion in self-defense, but his culpability in returning to eat honey from the beast's carcass depends on whether the Nazirite prohibition against touching dead bodies applied to animals or only humans. The killing of the thirty Philistines for their clothes appears to be simple murder unless it might be considered an act of war. The incident with the donkey's jawbone in Judges 15 seems to fall somewhat more under this category. Were Samson's exploits motivated by selfishness and spite (revenge is mentioned as the primary consideration even in his death), or did he seek the deliverance of Israel and the glory of God? The answer to such enigmas may remain foggy, but certain aspects of Samson's character stand out clearly. Samson's besetting sin was a weakness for women. From his youth he sought out foreign women even though God had forbidden the Israelites from making alliances with Canaanite nations (Deuteronomy 7:1-4; Exodus 34:11-16; Joshua 13:2-3; Deuteronomy 21:10-14). Finally Delilah, enticing him little by little to disdain his relationship with God, occasioned his downfall.

Samson, so strong and brave, a man of such promise, by his undisciplined life brought dishonor to God's name. This should warn us to be especially careful of our weak points, sins we seem to have conquered but which at moments of stress will break forth, causing us to stumble anew. For Samson, the problem was women; our besetting sins may be worry, dishonesty, or a violent temper. Whatever the case, we must seek God in prayer and be especially ready to resist Satan's attacks in these areas. The Philistines did not know the secret of Samson's strength, but they certainly knew his weakness. We must not give in to temptation as Samson did, but deal ruthlessly with sin. We should beware of the illusion that we are without sin because God is using us, for such was the case with corrupt Samson. Finally, we must not presume that our lives cannot become shipwrecked as Samson's was, assuming that because we have a good start in Christian things we will never disappoint God. Samson had "a lot going for him" and yet lived a tragic life because he was not completely dedicated to God. We ought to be humble and realize that, but for God's grace, we will be like Samson.

Knowledge Objectives - To know the basic story of Samson's life, including the announcement of his birth, his encounter with the lion, his marriage to the Philistine woman (including the incident of the riddle and the death of thirty Philistines), his killing a thousand Philistines with the jawbone of a donkey, the shaving of his hair with the help of Delilah, his capture by the Philistines, and his death.

Behavioral Objectives - By God's grace, to resist temptation and humbly submit our lives to God.

Lesson Procedure

Introduction - Mention your students' favorite superhero and the amazing things he is able to do. Point out that these characters are pretend, but that in today's Bible story we will learn about a real man who was so strong that he once, with God's help, killed a lion with his bare hands.

BIBLE STORY

Because of the length of the Bible passage, it is recommended that you read the shortened story of Samson's life written below, but you may include longer passages of Scripture or tell the story in your own words if you prefer. Point out background information and moral lessons to the students as you tell the story and afterward.

"Last week we read how when Israel sinned, God sent the Midianites to punish them. He then rescued His people through Gideon when they cried to the Lord for help. In today's story, the Israelites have

again sinned and been conquered, this time by the powerful Philistines. [Read **Judges 13:1-6.**] What exciting news! Manoah's wife was going to have a baby, a special baby who would rescue Israel from the Philistines who had troubled them for forty years. This baby would also be a Nazirite from even before he was born. A Nazirite was a person specially dedicated to God who would not cut his hair, drink alcoholic beverages or anything made from grapes, or touch dead bodies. Later, the Angel of the Lord appeared to Manoah's wife again and she brought her husband to meet their awesome visitor. The Angel of the Lord repeated His earlier instructions and then ascended in the flame of a burnt offering! Then Manoah and his wife realized that their visitor was the Lord. Do you remember how the Lord also appeared to Gideon? Manoah's wife 'gave birth to a boy and named him Samson. He grew and the Lord blessed him' (Judges 13:24)."

"As Samson grew up he became very strong (once he tore down the doors of a city gate and carried them thirty miles away), but he did not always do the things he should. God had told the Israelites that they should not marry the people of Canaan, but Samson had different ideas. [Read **Judges 14:1-15.**] Samson's wife did persuade him to tell the answer to the riddle, which she in turn related to the Philistines. When the Philistines correctly solved the riddle, Samson realized what had happened and angrily left his wife; he killed thirty men from Ashkelon to get their clothes to pay for his bet. After a while, Samson returned to his wife but discovered that she had married another man because her family had assumed that Samson would not come back to her. Furious, Samson decided to take revenge."

"[Read **Judges 15:4-8.**] Samson continued his one-man war against the Philistines, at one time killing a thousand men with the jawbone of a donkey. He judged Israel for twenty years [Read **Judges 16:4-30.**]"

STORY

THE CHEATER

"Hey, Bill, did you hear what happened to Ben?"

"Sure did. Can you believe it? Cheating on Mrs. Gray's math test! And him a preacher's son and all. He invited me to his Sunday School and I thought I'd go sometime, but no way I want to go to a place that turns out cheaters!"

"Yeah, I know what you mean. I don't know him real well, but he always seemed like a pretty neat guy. I wonder how he could get himself into so much trouble?"

* * * * *

Ben was trying to figure out the same thing. He would have laughed if someone had told him six months before that he would be suspended from school for cheating. Ben had always been an excellent student, getting almost all A's on his report card, but this year's work was a lot harder - he just couldn't seem to remember those multiplication tables - and he had come home with a "D" in math. Ben's parents were not exactly angry with him, but he could see they were disappointed, for none of his older brothers had ever received a grade lower than a "C+" on their report cards - and that was in handwriting. Ben did not know what he would do until Mrs. Gray moved Mary Lou, the smartest student in the class, to the seat in front of him so she could see the board. The way Mary Lou scrunched her head close to her work while she wrote, Ben couldn't help but see her paper.

Immediately, Ben's work began to improve. Mrs. Gray wrote an encouraging note home to Ben's parents and his mom prepared his favorite dinner to show how pleased she was with his good progress. "I just knew you could do better if you applied yourself," she said.

After that, Ben always copied from Mary Lou's paper. "It doesn't matter; I'm not hurting anybody. What good is multiplication, anyway?" Ben told himself.

Then came the day when Ben found out that Mary Lou had the chicken pox and would be out of school at least a week. That same day, Mrs. Gray announced that the next day the class would have a test on all the multiplication facts they had learned. Fearfully, Ben watched while Mrs. Gray put a copy of the test in her file folder and told the children that it was now time for assembly. What could Ben do? Frantically, he raised his hand. "Mrs. Gray, Mrs. Gray."

"What is it, Benjamin?"

"I have to use the boys' room. Please can I go before assembly? I've gotta go!"

"Well, you usually don't ask unless it is really necessary," said his teacher. "All right, but hurry down to sit with our class in the auditorium as soon as you're done."

"Yes, Mrs. Gray," said Ben. As soon as he saw that the class had left, Ben sneaked up to his teacher's desk and grabbed a copy of the math test. Hurriedly, Ben hid it in his notebook and that night used his father's calculator to find the answers to the problems. The next day during the test, he pretended to work on the paper on which he already had the answers. However, Mrs. Gray discovered his cheating. "Benjamin Anderson," she said, "I am shocked! Please give me that paper and go right to the principal's office."

Ben felt as if the sky had fallen. Why, oh why, did he ever get into this mess?

Questions:

- What did Ben do that was wrong?
- Who did he hurt by his actions?
- Would it have made a difference if he had not been caught?
- What effect did this have on his friends?
- Ben said that he couldn't help looking at Mary Lou's paper - do you think this is true? (he might have seen it once accidentally, but he should not have kept looking).
- What should Ben have done?
- If you were Ben's friend, how could you help him before he cheated? After he cheated?
- How can we avoid and/or not give in to temptation?

SONGS

"The Weapons of Our Warfare" (II Corinthians 10:14); "Not by Might" (Zechariah 4:6); "Obey My Voice" (Jeremiah 7:23 KJV); "Yield Not to Temptation" (*Trinity Hymnal*, #582); "Trust and Obey" (*Trinity Hymnal*, #672).

Take Home Activity

Worksheet - Have your children order the events, draw the appropriate pictures (or symbols, e.g., scissors, altar, jawbone) in the numbered spaces, and, if there is time, play the Samson game with a partner. Use coins or buttons for markers and flip a coin to move the marker the proper number of spaces - heads one space, tails two spaces.

Put these events in numerical order.

**Draw pictures for these events
on the other side of this paper.**

_____ Samson kills 1,000 men with the jawbone of a donkey.

_____ Samson's birth is foretold.

_____ Samson kills many Philistines when he dies.

_____ Samson kills a lion.

_____ Samson tells a riddle and kills 30 Philistines for their clothes.

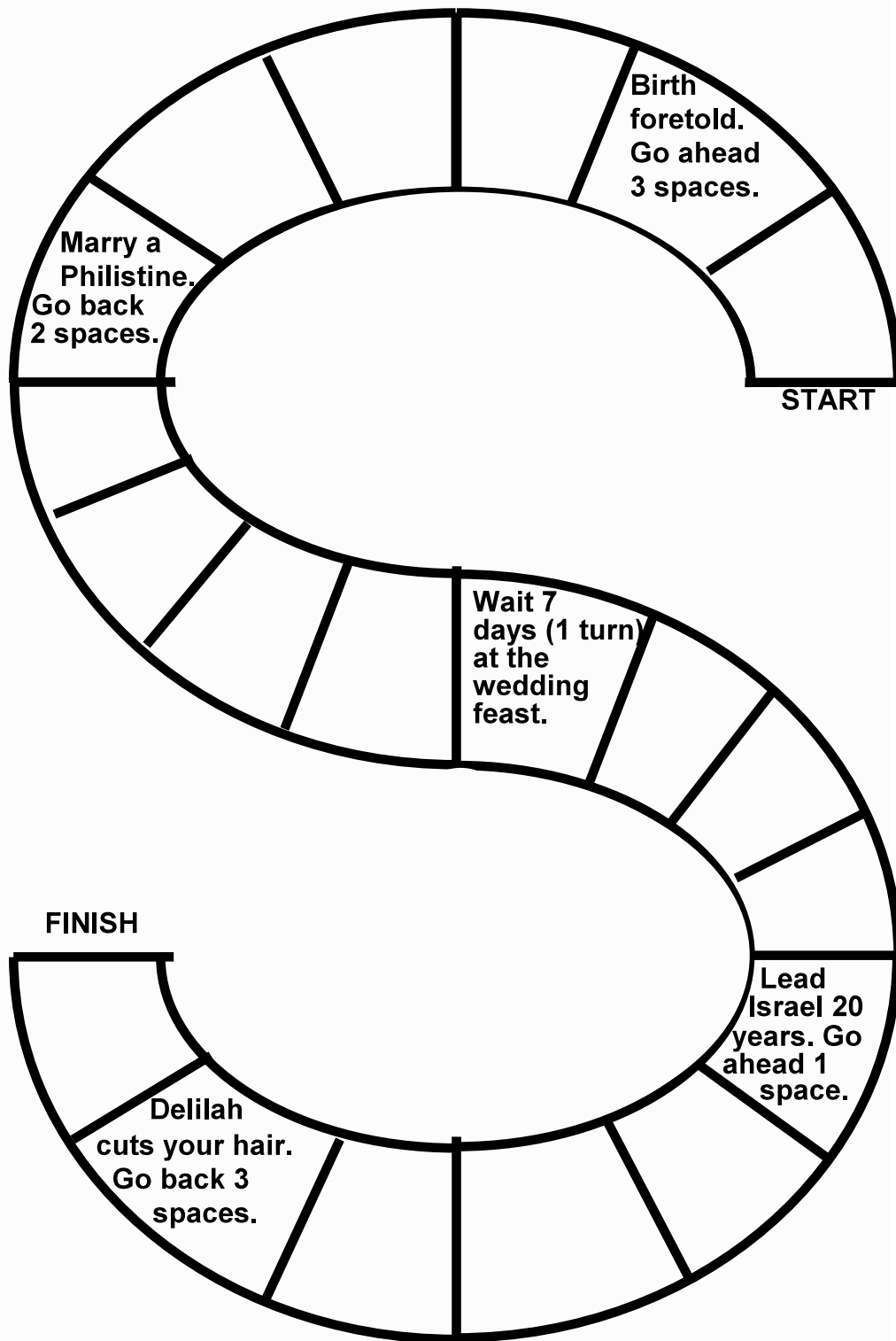
_____ Delilah cuts Samson's hair.

THE SAMSON GAME

Directions:

Use coins or buttons for markers and flip a coin to move the marker the proper number of spaces; heads - one space, tails - two spaces.

THE SAMSON GAME



BIBLE PASSAGE - LESSON FOCUS

Judges 13-16 - Unlike Samson, we should resist temptation and humbly submit our lives to God.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, Exodus 15:11 - “Who among the gods is like You, O Lord? Who is like You - majestic in holiness, awesome in glory, working wonders?”

SUGGESTED PROJECTS

1. Read sections of Judges 13-16 for devotions this week and discuss.
2. Sin is our enemy, not the Midianites or the Philistines. Read Ephesians 6:10-20 to find out how we should fight sin. Discuss how each part of the Christian soldier’s armor can protect him and help him fight against sin. Draw a soldier and label his weapons according to Ephesians 6. Sing “The Weapons of Our Warfare” (II Corinthians 10:14).
3. Pray that God will help you avoid and resist temptation and think of practical ways to do so. This can be especially helpful with besetting sins, areas of weakness in which we seem to sin again and again.
4. Help your child (and yourself) not to be proud but to realize that but for God’s grace he will grow up to be like Samson in his moral weakness. Approach God humbly, realizing our vulnerability to sin.
5. Even if God is using you for His glory (God used sinful Samson and even includes him among the heroes of faith - cf. Hebrews 11:32), examine your life for sin and forsake it.
6. Continue reading about other figures in the book of Judges.
7. Sing songs such as: “The Weapons of Our Warfare” (II Corinthians 10:14); “Not by Might” (Zechariah 4:6); “Obey My Voice” (Jeremiah 7:23 KJV); “Yield not to Temptation” (*Trinity Hymnal*, #582); “Trust and Obey” (*Trinity Hymnal*, #672).

SUGGESTED PARENTAL READING

Scripture: I Peter 5:5-9; James 1:13-15; Numbers 6:1-21; Exodus 34:11-16; Ephesians 6:10-20; Judges.

RUTH

Ruth

Lesson Aim

To encourage students to glorify God and serve others, especially within the families where God has placed us, as did Ruth and Boaz.

Memory Verse

This quarter, Exodus 15:1-11; this week, review Exodus 15:1-11.

Lesson Background

The book of Ruth has much to teach us about our relationship to God and others. We can learn much by examining the behavior of the characters involved, the sovereign acts of God in their lives, and the redemptive picture they present.

During the period of the Judges, Ruth, a Moabite, had married an Israelite, the son of Elimelech and Naomi, who had come with his family to Moab because of a famine in their native Israel. When Elimelech and his sons Mahlon and Kilion died, Ruth decided to go with her mother-in-law to Israel. Even though she would be sacrificing the comfort and protection of her parents or a new husband's home to face poverty, derision, and cultural barriers in a foreign land, Ruth would not be dissuaded from making Naomi's people her people and Naomi's God her God (Ruth 1:10). In order to provide for herself and Naomi, Ruth had little recourse but to glean or pick up leftovers from people's fields, a provision God had made for the poor, the alien, the fatherless, and the widow (Deuteronomy 24:17-22, Leviticus 19:9-10; 23:22). This she did willingly and God sovereignly brought her to the attention of Boaz, Naomi's close relative, who would dramatically change her life. How amazing were God's providential dealings with this girl - to bring her from an alien land to a specific field at the proper time to meet a kinsman of Naomi. God wonderfully

ordered these and other marvelous circumstances to prepare a union that would, in future generations, eventually result in the birth of the Messiah.

In fact, the story of Ruth gives us a picture of the salvation brought about by Christ. Like us, Ruth was “an alien from the covenant of promise, beyond expectation of the blessings of Israel or Israel’s God.” Poor and helpless, she cast herself upon the mercy of Boaz, who represents Christ, asking for his protection and marriage to her (Ruth 3). Ruth sought refuge with Boaz but would not have done so had not Boaz first shown kindness, love and concern for her. God had set up certain regulations in the Old Testament to keep land within a family and to provide heirs for widows who had been left childless (Deuteronomy 25:5-6; Leviticus 25:23-28). As a close relative, Boaz had the right to purchase Naomi’s property and marry Ruth, but first he had to eliminate the claims of a prior kinsman. Wealthy Boaz then paid the price of redemption and Ruth became his bride. Like Christ, Boaz had the right, power, and will to redeem (Matthew Henry).

Boaz and Ruth demonstrate many qualities worthy of our emulation, for example Boaz in his love for God (e.g., Ruth 2:4), compassion (Ruth 2:8-9), and generosity (Ruth 2:16-18), and Ruth in her determination to follow the one true God, her love and loyalty to her family (e.g., Ruth 1:16-17), her respect and obedience (Ruth 3:5), hard work (Ruth 2:7), and humility (Ruth 2:10). May we strive to be like them and glorify our God.

Knowledge Objectives - To know that the Moabite, Ruth, followed Naomi to the land of Israel, declaring Naomi’s people to be her people and Naomi’s God her God; that God sovereignly worked to bring about the marriage of Ruth and Boaz, who would be the forbears of Christ; as well as to know some details as to how this came about, and the fact that the book of Ruth gives us a picture of salvation through Christ.

Behavioral Objectives - By God’s grace, to glorify God and serve others, especially within the families where God has placed us. To thank God for our families and His providential dealings in our lives as well as for sending Jesus to redeem lost sinners.

Lesson Procedure

BIBLE STORY

As in last week’s story, a combination of Scripture and the narrative below (or your own) will probably be the best approach to relating Ruth to your children.

Read **Ruth 1:1-7**. Naomi urged her daughters-in-law to return to their own country. Orpah decided to do so “but Ruth replied, ‘Don’t urge me to leave you or turn back from you. Where you go I will go, and where you stay I will stay. Your people will be my people and your God my God. Where you die I will die, and there I will be buried. May the Lord deal with me be it ever so severely, if anything but death separates you from me.’ When Naomi realized that Ruth was determined to go with her, she stopped urging her” (Ruth 1:16-18). [Ask what we can learn about Ruth from this section of Scripture.]

Read **Ruth 1:22-2:12** [after 2:2, explain that this was called “**gleaning**” and why God made such provision]. “Boaz told his workers to drop some extra stalks on the ground for Ruth to glean and gave her some food to eat at mealtime. Ruth went home and told Naomi about the man who had been so good to her, and Naomi excitedly informed her that Boaz was a near relative. Then she told Ruth to do an odd thing: ‘Wash and perfume yourself, and put on your best clothes. Then go down to the threshing floor, but don’t let [Boaz] know you are there until he has finished eating and drinking. When he lies down, note the place

where he is lying. Then go and uncover his feet and lie down. He will tell you what to do' (Ruth 3:4-5). Why did Naomi want Ruth to act in such a peculiar way? God had given the people of Israel a law to help childless widows and to keep land from being sold out of a family. A close relative, known as a Kinsman-Redeemer, would marry the widow and their sons could then inherit the land that had been owned by the widow's dead husband. If Ruth uncovered Boaz' feet, she would be asking for his protection and asking him to marry her as a Kinsman-Redeemer. How did Ruth answer Naomi's unusual request?"

Read **Ruth 3:5-13**. "How do you think Ruth felt when Boaz left her? Excited? Afraid? What if the closer relative wanted to act as Kinsman-Redeemer and marry Ruth instead of Boaz, whom she loved? But God had planned circumstances for their good and His glory. The near kinsman wanted to purchase the property from Naomi, but when he found out that to do so he also had to marry Ruth, he quickly changed his mind. He gave Boaz his sandal to show that he no longer had any claim on the property. So Boaz took Ruth and she became his wife. Then he went to her and the Lord enabled her to conceive, and she gave birth to a son (Ruth 4:13). The family was very happy, and Naomi helped to take care of her grandson, who was named Obed. God planned for Obed to have an important place in history, too, for he became the father of Jesse, whose son was David, and David's son's son very many generations later was Jesus!" (Discuss any further aspects of Ruth you would like to consider, including brief mention of its typological significance.)

STORY (optional)

Do one or both of the following:

1. Discuss the fact that God has placed us all in families and that we should imitate Ruth and Boaz in such qualities as obedience, humility, and generosity in our families. Read a book about families. *Come to My House* (Theodore LeSieg, Random House, 1966) shows different types of homes and can be used to consider the idea that while people live in many kinds of houses with different family members, God's rules about obedience and love remain the same. The same sort of discussion can be had using magazine (e.g., *National Geographic*) pictures of families and houses from various countries.

2. Discuss different ways in which we can help our families, for example, keeping our rooms clean, being quiet, watching a baby brother or sister, being cheerful, not complaining, taking care of responsibilities on time, or doing our work diligently. Make "coupons" to give to family members, e.g., "Dishes done free one time"; "This entitles bearer to three free table settings"; "Return this coupon and I will do your chores for one day." Do not make coupons for the child's regular chores.

SONGS

"Unless the Lord Builds the House"; "Happy the Home" (*Trinity Hymnal*, #720); "Blest the Man" (*Trinity Hymnal*, #717); "Unless the Lord the House Shall Build" (*Trinity Hymnal*, #365); also if most of your students are Christians, "Redeemed."

Take Home Activity

Family Message Board - (This may be used as a Mother's Day present, if desired). Have your children print "God Made Families" on the top of a rectangular piece of light-colored heavy poster board at least 6 inches by 6 inches and no larger than 11½ inches by 15 inches. Heavy cardboard or white paper glued (use glue sticks) to cardboard may also be used. Your students should then draw a simple picture of their families with felt-tipped pens under the words "God Made Families." Under the family picture they may write "Messages," if desired. Allow some blank space below this, if possible. Cover each child's message

board with clear contact paper. Non-permanent markers or crayons can now be used to write messages on the board that can be easily erased. Be careful in your choice of contact paper. The ink from certain non-permanent markers will bead up and not write clearly on certain brands of contact paper. Use the least shiny contact paper you can find and tell your students to experiment with different markers to find ones that will work well. Hang the board with a piece of yarn or string.

Alternate Message Board - Non-permanent markers will write easily on and wipe off bathroom tiles. The children should print “God Made Families” and draw a picture of their families with permanent ink write-on-any-surface felt-tipped markers (be careful of clothes!). Do not write the word “Messages” on the tile. Ribbon may be glued around the outside of the tile, if desired. This message board may also be used as a trivet.

BIBLE PASSAGE - LESSON FOCUS

Ruth - We should glorify God and serve others, especially within the families where God has placed us, as did Ruth and Boaz.

MEMORY VERSE

This quarter, Exodus 15:1-11; this week, review Exodus 15:1-11.

SUGGESTED PROJECTS

1. Read a chapter of Ruth each day and discuss, especially noting the positive character qualities shown by Boaz and Ruth.
2. Make a family tree showing Jesus' forebears (you may leave out many of the names, but do include Ruth, Boaz, Obed, Jesse, and David). Make a family tree for your family; a wall chart with photographs would help your child see where he fits in his family even better, but you do not need to be so elaborate.
3. Have each family member do something special for another family member this week.
4. Do something together as a family, e.g., read aloud, play a game, ride bikes, have a picnic, visit a nearby historical site or museum, play a sport, work on a hobby, cook a treat, look at the family photograph album, slides, or movies - but whatever you do, do it together.
5. Read about Christ the Redeemer (see Suggested Parental Reading).
6. Discuss what it means for a person to have God as his Father and how a person can become a member of God's family.
7. Sing "Unless the Lord Build the House"; "Happy the Home" (*Trinity Hymnal*, #720); "Blest the Man" (*Trinity Hymnal*, #717); "Unless the Lord the House Shall Build" (*Trinity Hymnal*, #365). If your child is a Christian you may wish to sing "Redeemed."

SUGGESTED PARENTAL READING

Scripture: **Gleaning** (Deuteronomy 24:17-22; Leviticus 19:9-10, 23:22); **Kinsman-Redeemer** (Deuteronomy 25:5-6; Leviticus 25:23-28); **Christ the Redeemer** (Galatians 3:13; 4:5; Titus 2:14; I Peter 1:18; Romans 3:24; 8:23; Ephesians 1:5-7, 14; Colossians 1:14).

Books:

You may also wish to read a Christian book on the family and parenting such as:

Christian Living in the Home (Jay Adams, Presbyterian and Reformed, 1972.)

Shepherding a Child's Heart (Tedd Tripp, Shepherd Press, 1998.)

Dare to Discipline (James Dobson, Tyndale, 1972.) or other parenting books by this author.