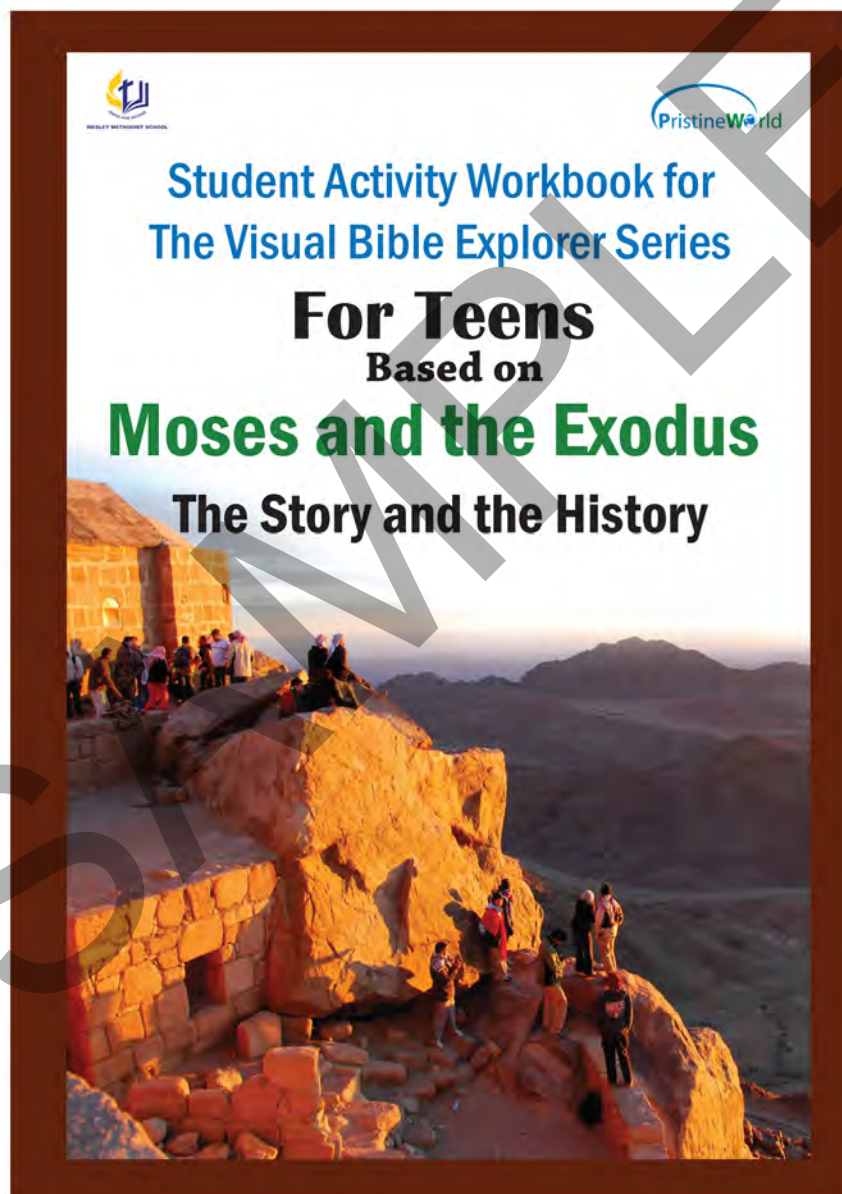


# Teacher's Guide

## For Early Teens

Based on



# Moses and the Exodus

## The Story and the History

SAMPLE



**Teacher's Guide**  
**for**  
**Student Activity Workbook**  
**The Visual Bible Explorer Series**  
**for Teens**  
**Based on**  
**Moses and the Exodus**

Peter C. T. Lim

# Copyrights



First published in Malaysia in 2020 by Pristine World Sdn Bhd  
Copyright © 2020 Pristine World Sdn Bhd, Malaysia

All rights reserved. No part of this publication or multimedia may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, without the prior written permission of the copyright owner.

Scripture taken from the **HOLY BIBLE, NEW INTERNATIONAL VERSION®**.  
Copyright © 1973, 1978, 1984 by International Bible Society. Used by permission of Zondervan Publishing House. All rights reserved.

The “NIV” and “New International Version” trademarks are registered in the United States Patent and Trademark Office by International Bible Society. Use of either trademark requires the written permission of International Bible Society.

# How to use the book

## **Using the Book as a Companion Book**

This Student Workbook was designed as a companion book and therefore works best when used together with the multimedia book The Visual Bible Explorer Series – Moses and the Exodus’.

In a Bible class environment, the teacher can play the multimedia lesson by lesson and then break the class up according to their age groups. In their age group classes, the teacher can then use the workbook to re-emphasize a lesson that was taught in the multimedia.

## **Using the Book without the Multimedia**

We understand that not all classes may have the benefit of the multimedia book. A Bible class can be conducted with the Student Workbook and a Bible. In such cases it would be especially important for someone to read aloud the given passage for the lesson. Quotations used in the workbook are taken from the New International Version <sup>(NIV)</sup>.

## **Duration of each Lesson**

We recommend that the teacher takes about 40 minutes, at least, to complete each lesson. However if the class cannot finish a lesson within their allotted time, they can continue or finish it in the following week. Ideally, it should be one lesson per week.

## **Journaling their responses**

Ask the children to write their answers to the questions on the book itself. The book will then serve as a journal as they take this journey of discovery in their understanding of the Bible; but remind the children that the process requires learning as well as application.

May you all be richly blessed as you use The Visual Bible Explorer Series in learning and applying valuable lessons from the Bible.

**Peter C. T. Lim**  
**Director**  
**Pristine World Sdn Bhd**

# Chronology of the Exodus Story

1. T-80 years	<ul style="list-style-type: none"> <li>- 80 years before the Exodus – Egypt persecutes the Israelites and massacres their baby boys</li> <li>- Moses is born and adopted by an Egyptian princess</li> </ul>
2. T-40 yrs	<ul style="list-style-type: none"> <li>- Moses flees to Midian, marries Zipporah and becomes a shepherd</li> </ul>
3. A few months before the Exodus	<ul style="list-style-type: none"> <li>- God speaks to Moses from a burning bush</li> <li>- Moses and Aaron confront Pharaoh</li> <li>- The Ten plagues of Egypt begin</li> </ul>
4. Exodus Day	<ul style="list-style-type: none"> <li>- Midnight – The Tenth Plague strikes Egypt</li> <li>- Soon after midnight – Moses receives the order to bring his people out of Egypt</li> </ul>
5. T + A Few days up to 40 days	<ul style="list-style-type: none"> <li>- God parts the Red Sea to let His people escape.</li> <li>- The Egyptian army drown when they try to follow</li> <li>- 3 days after crossing the Red Sea – the Israelites arrive at Marah – place of bitter water</li> <li>- Later they arrive at Elim</li> <li>- Joshua leads Israel to battle the Amalekites at Rephidim</li> </ul>
6. T + 50 days	<ul style="list-style-type: none"> <li>- Israel camps at Mt Sinai and Moses receives the Ten Commandments</li> <li>- Israel makes a covenant with God</li> <li>- Aaron makes the Golden Calf and Israel breaks their covenant</li> <li>- There is a civil war in the camp and 3000 people are killed</li> <li>- Moses receives the second set of Stone Tablets and renews the Covenant</li> </ul>
7. T + a few months	<ul style="list-style-type: none"> <li>- Israel sends 12 spies to the Promised Land</li> <li>- Based on their report, Israel rebels against Moses and refuses to enter the Promised Land</li> <li>- God punishes Israel</li> </ul>
8. T + 39 years	<ul style="list-style-type: none"> <li>- Miriam dies at Kadesh</li> <li>- Later Aaron dies and is buried at Mt Hor</li> <li>- God uses a donkey to teach Balaam a lesson. Later Balaam pronounces a blessing on Israel and a curse on Moab</li> </ul>
9. T + 40 years	<ul style="list-style-type: none"> <li>- Moses passes the leadership of Israel to Joshua</li> <li>- Moses dies at the summit of Mt Nebo overlooking the Promised Land</li> <li>- Israel is poised, ready to enter the Promised Land</li> </ul>

Notes:

T – Represents the Exodus Day

# Moses and the Exodus

## Contents

Week No.	Lesson	Title	Textbook pg	CD	Workbook pg
<b>CD-1</b>					
1	1 part 1	Introduction to Moses and the Exodus	6		6
2	1 part 2	Persecution of the Israelites and the Birth of Moses	10	1	8
3	2	Moses and the Burning Bush	19	2	11
4	3	The Confrontation with Pharaoh	27	3	14
5	4	The First Nine Plagues of Egypt	32	4	17
6	5	The Last Plague & the Passover	40	5	19
7	6	The Exodus	45	6	22
<b>CD-2</b>					
8	7	Food, Water and War	53	1	24
9	8	The Ten Comaandments	59	2	26
10	9 part 1	The Lord Makes a Covenant with Israel	65	3	29
11	9 part 2	Israel makes a Tabernacle for God	65	3	31
12	10	The Golden Calf Rebellion	72	4	33
13	11	The Rebellion of the Spies	79	5	35
14	12 part 1	The Waters of Meribah and the Bronze snake	86	6	37
15	12 part 2	Balak, Balaam and the Donkey	89	6	39
16	13	Moses and Joshua	94	7	41
17	14 part 1	Life of Moses	-	-	43
18	14 part 2	Epilogue to Moses and the Exodus	101	-	45
19	15	Additional Lesson for the Covenant and Tabernacle	-	-	46

# Lesson 1 part 1: INTRODUCTION TO MOSES AND THE EXODUS

## Lesson Objectives:

- To have an overview understanding of the Exodus Story
- To know some of the key characters in the story

**Bible Reference:** Ex 6:8

**Verse to Reflect:** Jeremiah 29:11 For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.

## Lesson from the story

To have a quick broad picture of the Exodus story.

## Observation Questions

1. *record*
2. *66*
3. *Moses*
4. *later*
5. *slaves, free*
6. *Pharaoh*
7. *Goshen*
8. *Ten*
9. *going out*
10. *430*
11. *80*
12. **Who was the assistant of Moses who later became his successor?**  
*Joshua*
13. **Who was the person who adopted Moses as a son?**  
*Pharaoh's daughter*
14. **What was the promise that God had made to Abraham about his descendants? (Refer to Genesis 15:13-14)**  
*For four hundred years, the Israelites will be strongers in a country not their own and they will be enslaved and mistreated there God will later punish the nation they serve and they will come out with great pussions.*
15. **How many plagues was Egypt struck with before Pharaoh let the Israelites leave?**  
*10*

## **Discussion Questions:**

1. **Pharaoh orders the death of all newborn boys, but baby Moses is saved by Pharaoh's own daughter. In what ways can you see God at work spoiling the plans of bad people?**

*Although the ruler of Egypt had evil plans, God uses Pharaoh's own daughter to spoil his plans.*

## **Author's Notes:**

**I will attempt to give some additional thoughts in the Teacher's Guide under this heading.**

**My chief source of reference is Teach the Text Commentary Series – EXODUS by T. Desmond Alexander from Baker Books. Other sources I use are stated in the Reference page 104 of the text book.**

### **In the Introduction, what we want to achieve is:**

- We introduce the Bible. Exodus is the second book of the Bible
- The historical context of the Bible. When it was written and for what purpose it was written. It was written by Moses, probably sometime when they were wandering in the desert but before the death of Moses. The date is probably around the middle of the 15<sup>th</sup> century BC based on 1 Kings 6:1 i.e. 480 years before the 'fourth year of Solomon's reign over Israel, assuming that Solomon's reign started around 970 BC.
- Some Christian scholars have an alternative date, which is the middle of the 13<sup>th</sup> century BC, based on archaeological findings and a different interpretation of 1 Kings 6:1. The rationale for this approach is stated in the Extra Information Historical Check on page 10 in the text book.
- Introduce the main characters of the story in the life of Moses
- Moses and the Exodus will cover much of the book of Exodus but will go beyond it to cover the historical parts of the books of Numbers and Deuteronomy. The focus is on the historical narrative of the life of Moses and moral lessons we can draw from it. Of course we will also state what Christians conclude from the lessons.
- Ultimately, the story is about how God delivers his people from slavery and gives them a moral code by which He desires them to live by to become a people of God.

# Lesson 1 part 2: PERSECUTION OF THE ISRAELITES AND THE BIRTH OF MOSES

Based on the chapter 1 in the text book and in the multimedia CD-1

**Lesson Objectives:** God protects his people. He uses the mid-wives and Pharaoh's own daughter to thwart the evil plans of the Egyptians.

**Bible Reference:** Ex 1:1-22; Ex 2:2-10

**Verse to Reflect:** Psalm 5:12 Surely, Lord, you bless the righteous; you surround them with your favour as with a shield.

## Lessons from the story

1. The Israelites are growing in numbers. This worries Pharaoh. He makes them suffer as slaves and even tries to destroy them. The Lord protects the Israelites.
2. Moses is rescued and brought up by Pharaoh's daughter. This is God's way of protecting and preparing Moses for an important task in the future.

## Read Exodus 1:1-2:10

1. **About how many years have passed from the time when Jacob and his family came to Egypt until the birth of Moses? (Ex 12:40)**

*About 430 years*

2. **How many people were in Jacob's family when he went to Egypt? (Ex 1:5)**

*70*

3. **Joseph had been a great and powerful leader in Egypt. Why was there a change to the treatment of the Israelites? (Ex 1:6-8)**

*A new king who did not know about what Joseph did ruled Egypt. He was worried that if the Israelites became too numerous they might side with Egypt's enemies.*

4. **Where did the Hebrew people settle in Egypt? (Ex 9:26)**

*Goshen*

5. **How did Pharaoh try to control the population of the Israelites? (Ex 1:8-16)**

*He forced them to become slaves and ordered the Hebrew mid-wives to kill all the baby boys.*

6. **Name the cities that the slaves help build for Pharaoh. (Ex 1:11)**

*Pithom and Rameses*

7. **What kind of newborn baby will be thrown into the Nile? (Ex 1:22)**

*Male, Hebrew babies*

## Quiz

Write the correct number from the Answers on the ( ) given.

1. Who were the parents of Moses? (3)  
**Amran & Jochebed**
2. Name the brother and sister of Moses. (1)  
**Aaron & Miriam**
3. Moses was put in a papyrus basket by his mother. What did she use to make the basket waterproof? (4)  
**Tar & Pitch**
4. Pharaoh's daughter found baby Moses and decided to (7) the baby for herself. **Keep**
5. Who nursed baby Moses for the Pharaoh's daughter? (9) **Jochebed**
6. Pharaoh's daughter named the baby she rescued 'Moses' because (13). **She drew him from the water**
7. Moses's mother sent him on a little voyage. What kind of transport did she use? (12) **Papyrus basket**

## Application Questions:

1. **What important role did Moses' parents play in the life of Moses?**  
*They disobeyed Pharaoh's orders by saving baby Moses.*
2. **In what ways did Miriam help? Are there ways we can help like Miriam?**  
*Miriam helped by following the papyrus basket carrying Moses, down the river and later suggesting to the princess to get a Hebrew woman to nurse baby Moses.*
3. **Why do you think Pharaoh's daughter disobeyed her father's order?**  
*It must have been dangerous for the princess to disobey Pharaoh's orders. exodus 2:6 tells us that the princess felt pity for the baby Moses.*

4. **When was the last time you did something important and courageous?**

### **Answers to Multimedia Quiz**

1. **( C )** *This fact is not mentioned in the given passage but it is mentioned in the multimedia story. Exodus 12:40 says that the number of years is 430 years ... approximately 400 years would therefore be the closest answer.*
2. **( E )** *This question is actually a revision question because the answer is mentioned in the Genesis Volume 2 story. Refer to Genesis 47:27. It is mentioned again in Exodus, for example when the plagues struck Egypt, the land of Goshen where the Israelites lived was always spared. Refer to Exodus 9:26.*
3. **( E )** *Refer to Exodus 1:8-16.*

### **Answers to Discussion Questions in the Multimedia**

1. **How do you think the family of Moses felt when Moses was born. Remember that Pharaoh had sent soldiers to kill all new born baby boys. Discuss what you think each family member felt.**  
*There are no clear cut answers for this question. Some points to consider include:*
  - *How terrible the feeling must have been to lose any child or member of one's family.*
  - *One dilemma for every family would have been – should they try to hide the child, or flee and defy Pharaoh's order – and perhaps risk the wrath of Pharaoh's soldiers on themselves? There are no clear cut answers for this question. The Bible does give some hints. However, you can also refer to the interesting facts given on page 15 of the Multimedia Story Book.*
2. **Why did the midwives not obey the orders of Pharaoh.**  
*We are not given the exact reason for the actions of the midwives. Use this question to provoke the children into thinking about what they would do in such a situation.*  
*Points to consider:*
  - *Exodus 20:13 – tells us God prohibits murder.*
  - *It is not very likely that all Hebrew women are able to bear children rapidly – Rachel, beloved wife of Jacob certainly had a very difficult delivery Gen 35:16.*
  - *Exodus 1:7 tells us the midwives 'feared God' and did not do what the king of Egypt had told them to do.*
  - *The midwives were commended in the Bible and God rewarded them – not for their dishonesty (if it was that which saved the Hebrew children) but because they feared God.*

3. **The more Pharaoh tried to oppress the Israelites, the more the Israelites increased in numbers. How do you account for this?**

*This is another question to get the children to think and feel like a Hebrew living in Egypt, during the time of the Exodus.*

*Points to consider:*

- *The Hebrew people were wrongly persecuted.*
- *It was a life of drudgery.*

*But there is only one answer to this question. It was the Sovereign God in action. Although God allowed His people to be persecuted at this time by the Egyptians, He would still watch over them and cause them to increase and multiply in numbers.*

4. **Why do you think Pharaoh's daughter defied her father's order?**

*Ask the student to share any experience they have. It may not have been a very dramatic situation. Just any situation when they had to speak up or do some thing to protect what they believed was right.*

### **Author's Notes:**

You can tell them the story of Casper Ten Boom. Look up Wikipedia for the story.

During WWII, Jews were being hunted down and marked for death. Anyone offering them safe haven meant risking imprisonment and death for themselves and even their family. Casper and his four children took such a risk and saved an estimated 800 Jews from death in Nazi occupied Holland. The whole family was arrested and except for Corrie Ten Boom, one of the daughters, died in concentration camps. Corrie survived and later went on to inspire millions of people, sharing the message of God's unfailing love and power of forgiveness.

Here is an excerpt of Casper Ten Boom's life from Wikipedia

Casper ten Boom (18 May 1859 – 9 March 1944) was a Dutch Christian who helped many Jews and resisters escape the Nazis during the Holocaust of World War II. He is the father of Betsie and Corrie ten Boom, who also aided the Jews and were sent to Ravensbrück concentration camp, where Betsie died. Casper died 9 March 1944 in The Hague, after nine days of imprisonment in the Scheveningen Prison. In 2008, he was recognised as Righteous Among the Nations by Yad Vashem.

5. **When Pharaoh's daughter decided to adopt Moses, what do you think was going on in the minds of the two women?**

*There are no clear answers for this question. The question is meant to stir the thinking of the children. How painful it must have been for Jochebed to have to give her son to Pharaoh's daughter and yet, how relieved she must have been to realize that her son would live and be raised with the privileges of a prince.*

6. **When was the last time you had to do something courageous? What was the problem and what gave you the strength to overcome it?**

*Points to consider:*

*Consider the courage of*

- *The midwives who acted according to their conscience.*
- *The parents of Moses who hid the baby Moses and later trusted him into God's care.*
- *Pharaoh's daughter who defied her father's orders. Ask the children when they did something according to their conscience which required courage.*

SAMPLE

# Lesson 2: MOSES AND THE BURNING BUSH

Based on chapter 2 of the text book and the multimedia CD-1

**Lesson Objectives:** To know that God will prepare us for the task He has for us.  
To learn how to respond in faith to God's call

**Bible Reference:** Ex 2:11-25, Exodus 3:1-4:17

**Verse to Reflect:** Exodus 3:4

When the Lord saw that he had gone over to look, God called to him from within the bush, "Moses! Moses!"  
And Moses said, "Here I am."

## Lessons from the story

1. God promised to free the Israelites and give them a land of their own.
2. Although Moses lived in the palace and was an Egyptian prince, he identifies with the Israelites. He sees their suffering and feels for them.

## Observation Questions

1. **How old was Moses when he killed the Egyptian task master?**  
*40 years old*
2. **What did Moses do when he realised that his killing of an Egyptian had become known, even to Pharaoh?**  
*He fled to Midian*
3. **Who did Moses marry and what was her occupation?**  
*Zipporah, shepherd*
4. **What job did Moses take up after he got married?**  
*Shepherd*
5. **What was unusual about the burning bush?**  
*The bush was on fire but it did not burn up*
6. **How did God introduce Himself to Moses?**  
*God said, "I am the God of your father, the God of Abraham the God of Isaac and the God of Jacob."*
7. **What did God say He was going to do and why?**  
*He said he was going to rescue the Israelites from the Egyptians because he has heard their cries and he is concerned about their suffering.*
8. **When Moses was given his mission, give the excuses that Moses made and what was God's solution for each of those excuses.**  
*Read Exodus 4:1-17*

### Moses's Excuse

1. *What if they do not believe me or listen to me sa, 'The Lord id not appear to you?'*
2. *-*
3. *-*
4. *I have never been eloquire*
5. *Please send someone else.*

### God's reply

1. *"Throw your staff on the ground" and the staff became a snake. God said "Reach out and grab it by the tail" and the snake turned back into a staff*
2. *Put your hand into your cloak, when Mosetook it out, it was leprous. After putting it back and taking it out again, it was restored.*
3. *Take some water from the Nile and pour it on the day ground. the water will became blood.*
4. *Who gave humans their month? Who gives the sight? I will help you speak*
5. *What about your brother. Aaron the Levite? I know he can speak well*

## Activity Corner:

Find the words listed below in the Word Search



### Answers to Multimedia Quiz

- (E) Read the chapter in the book. Refer to Exodus 2:11-14
- (A) Refer to Exodus 2:15
- (A) Refer to Exodus 2:21
- (B) Read the chapter in the book. The Bible also gives another name for Jethro i.e. Reuel. Refer to Exodus 2:18 and Exodus 3:1
- (B) Refer to Exodus 2:23
- (A) Refer to Exodus 2:24-25
- (D) Refer to Exodus 3
- (B) Refer to Exodus 3:8
- (D) Refer to Exodus 3:2
- (D) Refer to Exodus 4:10
- (C) Refer to Exodus 4:14
- (E) Refer to Exodus 4:1 - 17

### Answers to Discussion Questions in the Multimedia

- Describe in your own words the mission that Moses received from God at the site of the burning bush.**  
*There are many questions in this section. The questions have been set not with the intention of asking the children to go very deep into the answers. Rather it is to try to bring them into the scene. If they were role-playing the characters, how would they have reacted? Also, it is important to try and draw out application lessons from these questions.*  
*Points to consider for this question:*
  - The answer is found in the given passage for this lesson.
  - Just ask the children to say in their own words what they understand from the passage.
- Describe Moses' response. What were his excuses? Some points to consider:**  
*In simple terms Moses gave two excuses*
  - They would not believe him.
  - They would ask him, by what name does he call this God, who has sent him.
  - He is not eloquent; slow of speech and tongue.
  - Moses was quite a 'reluctant hero'.
  - He was staring at a miraculous sight – a bush that was burning without being burnt.
  - He was hearing the voice of God.
  - Yet he was not confident that he could convince his people or lead his people.
  - The important point to draw from this question is that – it was just an excuse.

- How did God counter the excuses that Moses gave?**  
*Ask the children if they were the angel of the Lord in the burning bush speaking to Moses how they might have reacted. Would they have lost their patience with Moses?*

- Here you are standing in front of a miraculous sight and you doubt?
- God is giving you a chance of a lifetime. How many men would have wanted to be given such an honour?
- Moses may have had a heart for his fellow Hebrew people but may have been reluctant because he was realistic about how difficult the task would be. However, these are the very qualities that God wanted – an earnest heart, with a mature and realistic view.
- Yet, God was very patient with Moses.
- God gave Moses His name.
- He would help Moses perform many signs and miracles.
- He would teach Moses what to say in front of Pharaoh and his own people.
- He allowed Aaron to go with Moses and would teach both of them what to do or say.

- How do you think Moses felt, growing up in the palace of Egypt and realizing that he was actually a Hebrew. The Egyptians lived comfortable lives while the Hebrews were cruelly oppressed as slaves.**

*We don't know when Moses knew that he was Hebrew and not an Egyptian. However, there are some references in the Bible which are worth considering.*

- From Exodus 2:9-10 we know that baby Moses was nursed by his own mother until he was of age. In Hebrew terms, this could have been from 3 to 6 years. If Moses was 6 years old when he was returned to the princess (Ex 2:10) then Moses may have remembered some of the things he had been taught while being nursed by his mother.
- Exodus 2:11 seems to indicate that Moses was aware of his origins as a young man.

- Why do you think God chose Moses to lead his people on such an important mission?**

*Some points to consider:*

- This is God's sovereign decision. Moses did not do anything to earn this right. People could not make this decision for God. They waited 430 years for God to send the deliverer. Ultimately it was God who chose the time and the person.
- However, some points can be made about how God had prepared Moses for his task ahead.
- Moses would be nursed by his own mother but obtain the education privileges of an Egyptian prince.
- The Bible does not give us details about the early life of Moses, but in Acts 7:22 it says "Moses was educated in all the wisdom of the Egyptians and was powerful in speech and action."

- From the above reference we can gather that Moses was probably well educated and was a man of action.
- However, from the encounter with God at the burning bush, we can also observe that Moses was a reluctant leader. Exodus 4:10 tells us that he was not eloquent and was slow of speech and tongue. Also Exodus 6:12, 30. But when God had convinced him that he was the man for the job, Moses put his whole being into the job. He did not waiver in his faith. He led Israel through 40 years of terrible testing in the desert.
- Moses had spent 40 years in the court of Pharaoh, educated in Egyptian science and arts, as well as leadership. Then he spent another 40 years in the desert as a shepherd. Here he received practical training on taking care of sheep in the desert.
- Although God chose a mere man for this very difficult mission, He promised Moses that He would be with him in Exodus 4:12, in "Now go; I will help you speak and will teach you what to say."

**6. What can we learn about the character of Moses from this story?**

The life of Moses after the age of 40 is told in some detail from the books of Exodus right through to Deuteronomy. For this question, try to focus on the character of Moses as revealed in the story so far. Allowing scripture to interpret scripture, there are some points to consider:

- In Acts 7:23 – 29, Stephen gives an interpretation of the actions of Moses in Exodus 2:11 – 14. Moses killed an Egyptian to avenge his mistreatment of a fellow Hebrew.
- Acts 7:25 Moses thought that his own people would realize that God was using him to rescue them, but they did not.
- One could interpret from this that at this time, Moses was impetuous, and thought in a worldly way. He thought he could gain the acceptance of the Hebrew people by violent action. He thought he could use his knowledge and strength to lead the Hebrew people. He was to learn other wise. It was only by God's power and leadership, that the people of Israel would be rescued.
- However, Moses did have some good points even at this time. Acts 7:23 tells us that when Moses was 40 years old he went to visit his 'fellow Israelites'. Although he had enjoyed all the privileges of an Egyptian prince, yet when he saw how badly they were mistreated, he could not accept such an injustice. He would step in to help the oppressed people, at the risk of his own life.

**7. What can we learn about God in story 1 and 2 that would encourage us to trust him in difficult times?**

Points to consider:

- God is sovereign. When it appears as though He is not watching, He actually is watching and caring for His people.

- God will honour His promises. Exodus 2:24 reminds us that God remembers His covenant promises, and He cares for His people.
- Israel must have worried whether their God would remember them. Moses may have thought that God had forgotten him in the desert of Midian. But God had forgotten any of them. He was just getting ready to unveil and rollout His sovereign plan of action.

**8. When we are sure that God is speaking to us, asking us to do something, what are the things that influence our answer?**

Points to consider:

Here the question is when we know that God has spoken to us, what are the things that influence our answer.

- Is it the impossibility of the task?
- Is it the limitations of our capabilities?
- Is it the objections that we would face?
- Or is it the greatness of our God?

Remember that Moses was not rebuked for being realistic. He was not told that the task would be easy.

**Application:**

**The Wilderness (from Hero to Zero) experience**

Ask the students to share if they had experienced a difficult period in their life and how the experience had helped them. Just as Moses had to undergo a wilderness experience to prepare him for his future work, did they see any positive outcomes from their period of difficulty?

**Author's Notes:**

Moses rejected the comfortable life of an Egyptian prince and identified himself with his own people who were being oppressed as slaves. In Hebrews 11:25, the New Testament writer reminds us that Moses "chose to be mistreated along with the people of God rather than to enjoy the fleeting pleasures of sin."

Choosing long term benefits over 'fleeting' immediate gratification is a continuing theme taught in the Bible. Just as Esau sold his birth rights for the fleeting gratification of a lentil porridge meal, we are encouraged to seek after the long term benefits instead of instant gratification with no long term benefits or worse still, with long term trouble.

This is an option. Google Psychologist Walter Mischel of Stanford University. In 1972 he performed a famous series of experiments on the power of delayed gratification. Children were given one marshmallow, which they could choose to eat immediately or refrain from eating for several minutes. Those who delayed would be given another marshmallow. Mischel followed up with these children in adolescence and learned that those who had exercised self-control scored higher in aptitude tests and were generally noted as better students. Although later experiments with a large population showed that economic background also played an important role, it still did not take away some truths from his original hypothesis.

# Lesson 3: MOSES CONFRONTS PHARAOH

Based on chapter 3 of the text book and the multimedia CD-1

**Lesson Objectives:** To know that God is with us all the time and will help us achieve the tasks that He has assigned us

**Bible Reference:** Ex 4:16-20, Ex 5:1-9, 6:1-10, 7:1-13

**Verse to Reflect:** Psalm 145:18-19

<sup>18</sup> The Lord is near to all who call on him,  
to all who call on him in truth.

<sup>19</sup> He fulfills the desires of those who fear him;  
he hears their cry and saves them.

## Lesson from the story

At first the Israelites believed what Moses tells them, but when they receive greater oppression from Pharaoh, they were quick to turn their anger on Moses.

### Observation Questions

1. **What did God tell Moses to say to Pharaoh?  
(Ex 4:21-23)**

*Israel is my first born son, and I told you, "Let my son go, so he may worship me." But you refused to let him go, so I will kill your first born son.*

2. **Who did Moses and Aaron meet and talk to first and what was their response? (Ex 4:29-30)**

*They first met all the elders of the Israelites, Aaron performed the signs before the people, and they believed. When they heard the Lord was concerned about them and had seen their misery, they bowed down and worship.*

3. **How did Pharaoh respond when Moses and Aaron first met him to ask for the release of the Israelites and what was the reason he gave? (Ex 5:1-4)**

*Who is the Lord, that I should obey him and let Israel go? I do not know the Lord and I will not let Israel go. Moses and Aaron, why are you taking the people away from their labor? Get back to your work!*

4. **What did Pharaoh do to the Israelites after listening to Moses and Aaron? (Ex 5:6-14)**

*He commanded that the slave drivers and overseers should no longer supply straw for the making of bricks. However, the Israelites had to make the same number of bricks as before.*

5. **When the Israelite overseers went and appealed to Pharaoh, what did Pharaoh say? (Ex 5:17-18)**

*He said they were lazy, which was why they wanted to go and sacrifice to the Lord.*

6. **Who did the Israelite overseers blame and what did they say?**

*They blamed Moses and Aaron and said, "May the Lord look on you and judge you! You have made us obnoxious to Pharaoh and his officials and have put a sword in their hand to kill us.*

7. **What did Moses do then?**

*Moses played to God and said "Why have you brought this trouble on your people? Is this why you sent us? Ever since I went to Pharaoh to speak in your name, he has brought trouble on the Israelites, and you have not rescued your people at all.*

8. Fill in the blanks with the following words: **slavery, judgment, Egypt, free, Lord, people** and **powerful**.

God said to Moses, "Therefore, say to the people of Israel: 'I am the **Lord**. I will **true** you from your oppression and will rescue you from **slavery** in Egypt. I will redeem you with a **powerful** arm and great acts of **judgment**. I will claim you as my own **people**, and I will be your God who has freed you from your oppression in **Egypt**.' "

9. **Give the name of the two Egyptians who opposed Moses? Refer to 2 Timothy 3:8.**

*Jannes and Jambres*

10. **Describe the battle of the snakes (Exodus 7:10-13) and its impact on Pharaoh.**

*Aaron threw his staff down in front of Pharaoh and it became a snake. Pharaoh summoned wise men and sorcerers who did the same thing and their staffs became snakes. Aaron's staff swallowed up their staffs. Pharaoh's heart hardened and he would not listen to Moses and Aaron.*

### **Application Questions:**

1. **Can you share a discouragement that you have faced when you tried to do something good but people misunderstood your actions as something bad or your well-intended actions did not have good results and people blamed you for the bad results. What did you do then?**  
*Ask the students to share from their life experiences*
2. **Moses had to confront Pharaoh to ask for his people to be set free. How do you think Moses felt? What would you do if you had to ask someone powerful and unfriendly for something you felt was justified?**  
*Ask the students to share their thoughts. Their opinions can be shared in the class. Some possible suggestions are talk to friends first. Ask for their opinion. Talk to parents. Talk to older people who have experience and ask for their advice*

### **Author's Note:**

Sometimes the message we bear may not be popular. But if we believe our message is true and urgent, then we have to bring that message to all the people who need to hear it.

Prior to the beginning of WWII, Britain and France were determined not to be dragged into another major war with Germany. So began a policy of appeasement. Google 'peace for our time' when the British prime minister declared that he had signed a peace treaty with Germany in 1938. During this time Winston Churchill kept warning the nation that there could be no peace with the Nazi tyranny. Less than a year later, after the loss of Czechoslovakia, Britain and France were at war with Germany.

Below is an excerpt from Wikipedia:

"Peace for our time" was a declaration made by the Prime Minister of the United Kingdom Neville Chamberlain in his 30 September 1938 speech concerning the Munich Agreement and the Anglo-German Declaration.<sup>[1]</sup> The phrase echoed Benjamin Disraeli, who, upon returning from the Congress of Berlin in 1878, stated, "I have returned from Germany with peace for our time". It is primarily remembered for its ironic value: less than a year after the agreement, continued pressure for return of the Polish corridor by Hitler, and subsequently the invasion of Poland was followed by declarations of war on Germany by France and the United Kingdom.

### **Answers to Multimedia Quiz**

1. ( C ) Refer Exodus 4:24 and 4:27  
In Exodus 4:27 it says Aaron met Moses at the mountain of God  
But in Exodus 4:24 it says that Moses had already started his journey on his way. Therefore the children can be marked as correct if they give either (a) or (c) as the answer. The multimedia marks c as the correct answer but a can also be marked as correct. The teacher can take note of this.

2. ( B ) Refer to Exodus 4:29
3. ( B ) Refer to Exodus 5:2
4. ( D ) Refer to Exodus 5:1 – 9
5. ( D ) Refer to Exodus 5:20 – 21
6. ( B ) Refer to Exodus 5:22
7. ( C ) Refer to Exodus 6:1 – 2
8. ( A ) Refer to Exodus 7:12
9. ( B ) Refer to Exodus 7:13
10. ( C ) Refer to Exodus 7:1

### **Answers to Discussion Questions in the Multimedia**

1. **Looking at the action of Pharaoh in this story, what kind of person do you think he was?**

*Points to consider:*

- In the beginning we could say Pharaoh was proud, arrogant and an unbeliever.
- He did not care for the Hebrew people.
- But later on in the story when it became obvious that his own people were suffering because of the plagues, then it could be said that he was wicked towards his own people for the sake of his pride.

2. **Why do you think Pharaoh rejected the word of God given through Moses?**

*Some points to consider:*

- Pharaoh was proud. In his mind he must have thought how could the God of the Hebrew slaves be superior to the gods of the Egyptians who have achieved so much greatness?
- Accepting the word of God would mean his admission of the inferiority of his gods.
- Doing what Moses demanded would mean losing a source of cheap labour. He had many building projects going on – Pithom and Rameses – it would be a great economic and political loss if he let them go.

3. **What are some of the things in your life that might distract you from listening to a clear word from the Lord?**

*Ask the children to think if they were in the position of Pharaoh, how might he have been distracted?  
Refer to the notes above in question 2.*

4. **How does God respond to Moses' prayer? Read Exodus 6:1-12 and Exodus 7:1-15. Describe in your own words how does God guide and prepare Moses for the difficult task ahead?**

*Ask the children to read the passages and summarise what God said in their own words. Ask them to highlight the key points in God's message to Moses – in their own words*

*Points to consider:*

- He reminds Moses that he is the mighty God, able to perform great wonders.
- He reminds Moses that He is a covenant-keeping God who will not forget His promises.
- He has heard the groaning of the Israelites suffering from the oppression of the Egyptians.

- He forewarns Moses that Pharaoh will not listen to him. His heart will be hardened. But God knows this is going to happen and tells Moses to expect it. The Israelites will only be set free when the Egyptians have seen the mighty hand of God punishing them for their unbelief and disobedience.

5. **What can we learn from this story about God?**

Ask the children what new things they have learned about God. What new characteristics have they learned about God from this chapter.

Points to consider:

- How God continues to teach and guide Moses, preparing him for the difficult task ahead.
- Explain to the children what 'hardening Pharaoh's heart' means. Pharaoh certainly had a choice. He could have obeyed or disobeyed. He made his choice. But the phrase showed how the Old Testament writers acknowledged God's sovereignty in all things.

6. **What can we learn from this story about Moses?**

This question is similar to the question in the previous lesson. However, the character of Moses has developed. He faces rejection again. But this time he doesn't run in despair. He turns to the Lord for help.

Ask the children to compare and contrast the character of Moses in this chapter with the earlier chapters.

Ask them how they have also grown in the Lord since they came to receive Jesus as their Saviour, or since a year ago.

# Lesson 4: THE FIRST NINE PLAGUES OF EGYPT

Based on chapter 4 of the text book and the multimedia CD-1

**Lesson Objectives:** To understand that Pharaoh's stubbornness brought disaster to Egypt. God will use faithful people to carry out his purposes

**Bible Reference:** Ex 7:14-9:7

**Verse to Reflect:** Exodus 7:16 Then say to him, 'The Lord, the God of the Hebrews, has sent me to say to you: Let my people go, so that they may worship me in the wilderness. But until now you have not listened.'

## Lesson from the story

God uses Pharaoh's stubbornness to bring about a series of plagues. The gods of Egypt could not help them.

### Select from the above to fill in the following blanks.

- The waters of the Nile turned to blood
- The 1st and 2nd plagues only
- The plague of Gnats
- Goshen

### Write the number for the order of the Plagues. (The first 5 plagues)

	Bible Ref.	Plague No.
The plague of Gnat	Exodus 8:16-19	<u>3</u>
The plague of Flies	Exodus 8:20-30	<u>4</u>
The plague of blood	Exodus 7:14-24	<u>1</u>
The plague of livestock	Exodus 9:1-7	<u>5</u>
The plague of Frogs	Exodus 8:2-15	<u>2</u>

### Activity Corner:

Find the words listed below in the Word Search - The Next 5 plagues



### Application:

- God's word must be obeyed, otherwise there is punishment. God desires for us to repent. Just like the story here, it is not so much that God wanted to punish the people 9 times, but rather, He has given them (and Pharaoh) 9 chances to repent.

**In what ways can we quickly learn from our mistakes and avoid making them again - share some examples.**

Ask the students to share. Review how the Pharaoh of Abraham's time had reacted when he was given the warning by God as written in Genesis 12:17-20. The pharaoh did not suffer further losses.

### Author's note:

Pharaoh's magicians were able to replicate some of the signs. We should not be deceived by any signs which are not in line with what is taught in God's word.

Even when great signs were shown, Pharaoh refused to obey. Not everyone will believe in signs or miracles. We have to expect this to happen in some situations.

### **Answers to Multimedia Quiz**

1. ( A ) Refer to Exodus 7:17
2. ( B ) Refer to Exodus 7:22 and Exodus 8:7
3. ( C ) Refer to Exodus 8:19
4. ( B ) Read the chapter and find the references where this fact is stated. In several of the plagues it is explicitly stated in the Bible that Goshen was spared the plague.
5. ( B ) This is not mentioned in the Bible. It is told in the story. Explain to the children that this question is only to test whether they were paying attention to the multimedia or not.
6. ( E ) It was the ninth plague. Refer to Exodus 10:21
7. ( A ) Refer to Exodus 9:20
8. ( D ) Refer to Exodus 10:5
9. ( D ) Refer to Exodus 10:7
10. ( B ) Refer to Exodus 10:13

### **Answers to Discussion Questions in the Multimedia**

1. **From the story, describe the condition of Pharaoh's heart?**

*The Lesson of the Question here is to see what has happened to Pharaoh's heart. Points to consider:*

- *In the beginning, he was a proud, arrogant king, who made decisions based on racial discrimination and economics. When things got worse, his pride seems to have taken over.*
- *Surely it must have been very obvious that he was fighting against something supernatural; note how each of the plagues did not affect Goshen, where the Israelites lived.*
- *Even his senior ministers advised him against challenging Moses and his God.*
- *But then it was his pride versus the God of Moses and Israel. Even the suffering of his own people did not matter.*

2. **In what ways can we still see such a spirit being displayed?**

*Ask the children to think of some world leaders today who still behave like Pharaoh. Ask them to think of anyone they know who might still behave like that. But remind them, as Christians, we must be careful about making 'judgment'. God will be the final judge. But we must be shrewd, and understand what is going on around us, so that we can avoid but pray for 'evil' people. Remind them that God hates sin or evil, but still loves the sinner and desires for them to repent.*

3. **Describe your feelings if you were the following people at the time of the plagues.**

*There is no direct answer given in the Bible for this question. The question is an attempt to get the children to imagine what if they were there at the time of the Exodus. Some points to consider:*

- *If you were an Egyptian peasant*
- o *Egyptians were superstitious and feared the elements of nature and unknown. They worshipped many gods. They probably would have greatly feared Moses.*
- o *The evidence for their fear of Moses was that they believed what Moses said would come true. This question is asked again in the next lesson. New points that can be included will include Exodus 9:20 which tells us that the officials of Pharaoh hurried to bring their livestock and slaves indoors when they heard Moses warn them about the coming of a terrible hailstorm.*
- *If you were an Israelite*
- o *Israelites would have witnessed the terrible things that were happening to the Egyptians.*
- o *It would have vindicated their fear of the one true God.*
- o *Could see that Goshen was protected from the plagues.*
- o *It would have increased their faith in God. This faith was needed because they had to trust God to bring them over the desert into the Promised Land.*

# Lesson 5: THE LAST PLAGUE AND THE PASSOVER

Based on chapter 5 of the text book and the multimedia CD-1

**Lesson Objectives:** To understand the seriousness of God's warning and judgement and also to know that God provides a way out of our troubles

**Bible Reference:** Ex 10:24–12:30

**Verse to Reflect:** 1 Corinthians 5:7 Get rid of the old yeast, so that you may be a new unleavened batch—as you really are. For Christ, our Passover lamb, has been sacrificed.

## Lessons from the story

1. Pharaoh was given many chances to change his mind. He refused and brought disaster to himself and his people.
2. In the New Testament, Jesus used this event to show how He would become the Passover Lamb that was sacrificed for our sins.

## Jumble Quiz

Un-jumble the words in the box and make it into a sentence.

**Hint: The words are from a Bible verse(s). Read Exodus 11 and 12.**

*in the Jumble Quiz, there are some words missing in the puzzle. Apologies for that.*

*Please re-print the passage and leave the underlined words blank. Give them the passage, to make it easier, and then ask them to fill in the words.*

### Exodus 12:7-11 New International Version (NIV)

<sup>7</sup> Then they are to take some of the blood and put it on the sides and tops of the doorframes of the houses where they eat the lambs. <sup>8</sup> That same night they are to eat the meat roasted over the fire, along with bitter herbs, and bread made without yeast. <sup>9</sup> Do not eat the meat raw or boiled in water, but roast it over a fire—with the head, legs and internal organs. <sup>10</sup> Do not leave any of it till morning; if some is left till morning, you must burn it. <sup>11</sup> This is how you are to eat it: with your cloak tucked into your belt, your sandals on your feet and your staff in your hand. Eat it in haste; it is the Lord's Passover.

### Exodus 12:7-11 New International Version (NIV)

<sup>7</sup> Then they are to \_\_\_\_\_ some of the \_\_\_\_\_ and put it on the \_\_\_\_\_ and \_\_\_\_\_ of the \_\_\_\_\_ of the \_\_\_\_\_ where they eat the \_\_\_\_\_. <sup>8</sup> That same \_\_\_\_\_ they are to eat the \_\_\_\_\_ over the \_\_\_\_\_, \_\_\_\_\_ with \_\_\_\_\_, and \_\_\_\_\_ <sup>9</sup> Do not \_\_\_\_\_ the meat \_\_\_\_\_ or \_\_\_\_\_ in

\_\_\_\_\_, but \_\_\_\_\_ it over a \_\_\_\_\_-\_\_\_\_\_ the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. <sup>10</sup> Do not \_\_\_\_\_ any of it \_\_\_\_\_; if some is \_\_\_\_\_ till morning, you \_\_\_\_\_ it. <sup>11</sup> This is how you are to eat it: with your \_\_\_\_\_ into your \_\_\_\_\_, your \_\_\_\_\_ on your \_\_\_\_\_ and your \_\_\_\_\_ in your \_\_\_\_\_. Eat it in \_\_\_\_\_; it is the \_\_\_\_\_'s \_\_\_\_\_.

## Application Questions - The 'Angel at your Door' experience

1. **How were the Israelites to remember the Passover event in later years and why did God ask them to do this? (See Exodus 12:1-28)**  
*Ask the students to share*
2. **Share some traditions we know or practice and what was the history behind it. What is the practice trying to remind us of?**  
*Suggest some festivals and ask the students why do they think they celebrate it? Examples can be: birthdays, memorials, weddings, New Year, Chinese New Year, Thanksgiving (in USA), Christmas etc*
3. **When we have gone through some difficult situation in our life, what can we do to give thanks to God and to remember the event so that we can be encouraged in future difficult times?**  
*Ask the students if they have ever created their own traditions which are personal to them. Something they do to remember a difficult time or an achievement they have attained.*

### **Author's note:**

This chapter is a very important in understanding Christ's work as the redeeming sacrificial lamb in the Gospels. It is a pre-cursor to God's actions in accepting Jesus' death on the cross as a sacrifice for the sins of the world so that those who believe will be forgiven. This is what Christians believe in.

You can illustrate this by googling the story of 'freikauf' i.e. the buying of freedom. Here is an excerpt of the story from Wikipedia:

**Häftlingsfreikauf** ("Prisoners' ransom") is the term used in Germany for an informal, and for many years, secret, series of transactions between the German Democratic Republic (East Germany) and the German Federal Republic (West Germany) between 1962 and 1989.<sup>[1]</sup> Over this period nearly 34,000 East German political prisoners were "freigekauft" (ransomed). West Germany paid East Germany, generally in cash or goods, an average of approximately 40,000 Deutsche Marks per person.<sup>[2]</sup> Political prisoners whose freedom had been purchased could choose to be expelled directly from their place of detention to West Germany, and frequently were given no notice or opportunity to communicate with their families, nor to say goodbye to fellow prisoners, before being transferred to the West.

The practice ended in October 1989 when remaining political prisoners began to be released in the context of the Peaceful Revolution and the rapid succession of changes that led, formally in October 1990, to German reunification.<sup>[3]</sup> Between 1964 and October 1989, it is believed that 33,755 political prisoners had their freedom purchased for a nominal total price of 3.5 billion Deutsche Marks in terms of the equivalent currency's modern purchasing power. In addition to the release of political prisoners, approximately 250,000 exit visas were purchased by West Germany on behalf of East Germans who wished to emigrate.<sup>[4]</sup>

The cash payments helped support the economy of East Germany, which was in a state of permanent financial crisis from the 1970s till German reunification.<sup>[5]</sup>

The Evangelical Church's Stuttgart based German Evangelical Alliance played a facilitating role in mediating the transactions. Close relations between the East and West German Evangelical church communities were tolerated by East Germany's ruling SED (party).

### **Answers to Multimedia Quiz**

1. ( B ) Refer to Exodus 11:24
2. ( E ) Refer to the story
3. ( B ) Refer to Exodus 12:11
4. ( A ) Refer to Exodus 11:4
5. ( D ) Refer to Exodus 12:6
6. ( A ) Refer to Exodus 12:31-32
7. ( A ) Refer to Exodus 12:17
8. ( E ) Refer to Exodus 11:4

### **Answers to Discussion Questions in the Multimedia**

1. **Why do you think the Lord instructed Israel to do the things they had to do on the Passover night so that the avenging angel would pass over them? How would these things help Israel to remember the first Passover better?**

*This is not an easy question to answer in the sense that depending on the age and understanding of the children you are teaching, the explanation can be very simple or it can be very profound. On the other hand, if you ask your children this question and listen to their answers, you can also learn about how they think and they may come up with some pearls of wisdom. However, do not encourage over-speculation. Points to consider:*

- Ask and listen. Explain according to their age and capacity to understand.
- This event was so important that it would mark the beginning of the year for them as a nation. Refer to Exodus 12:2.
- They were to take an unblemished lamb or young goat (about 1 year old) into their house on the 10th day of that month. Refer to Exodus 12:3 - 5.
- They were to take care of it until the 14th day of the month. Refer to Exodus 12:6. Ask the children, why they think God asked them to take this young animal into their house and personally take care of it for 4 days.
- Then they had to slaughter the animal on the 14th day of the month, at twilight (Exodus 12:6).
- They then had to take the blood of the animal and put it on the sides and tops of the door frames of their house (Exodus 12:7).
- They were then to eat the animal – and there was specific way to cook and eat the animal given in Exodus 12:8 – 12.
- The angel of the Lord will pass over Egypt and bring judgment on Egypt but will spare the houses with the blood on the doorframes.
- Some lessons to consider include:
  - o God wanted this to be a constant reminder that He is their God, their Deliverer who will save them from the slavery and oppression of Egypt.
  - o They were to eat bread made without yeast. In the Old Testament, bread symbolized sin. They were to remove the yeast from their houses. Refer to Exodus 12:15 – 17. Again and again, these acts were to show that God detests sin. We cannot commit sin repeatedly without repentance and expect to live in harmony with God.
  - o There was a sense of hurriedness in the preparations. Eat the food with their traveling clothes and equipment. No time for the bread to rise. They had to travel in a moment's notice. When God gave them their freedom or salvation, there should be no delay in receiving it.
  - o The children of Israel had to do something to show their faith and trust in God. They had to put

up a sign to show who they believed in; their faith was in the Lord who would rescue them.

- o Israel was not saved because of their goodness, but because the Lord had chosen them.
- o An unblemished animal had to be sacrificed for them to be saved. Ask them – if they can see that this is a picture of our Lord Jesus. Jesus is the perfect ‘lamb of God’. If we put our trust in Jesus and accept Him as our Lord, He can take away our sins. John the Baptist, the herald of the Lord Jesus was given this knowledge. This is in John 1:29 The next day John saw Jesus coming toward him and said, “Look, the Lamb of God, who takes away the sin of the world!”.

**2. Imagine yourself as a family head in Israel. How would you explain the meaning of the Passover feast to your children?**

Ask the children to pretend they are now parents or heads of a family in Israel. A hundred years have now passed and they are already living in the Promised Land. How would they explain the meaning of this feast to their children?

The points to consider:

- Exodus 12:27 then tell them, ‘It is the Passover sacrifice to the Lord, who passed over the houses of the Israelites in Egypt and spared our homes when he struck down the Egyptians.’ Then the people bowed down and worshipped.
- Some points are similar to question 1.

**3. The shield against the avenging angel in Egypt was the blood of a perfect lamb. How does this image teach us about what Jesus would do on the cross for us and what should our response be?**

Ask the children how this picture relates to what the Lord Jesus did on the cross for us. We are looking again at the lesson of how Jesus is the perfect Lamb of God. Refer to the above notes for clarification.

# Lesson 6: THE EXODUS

Based on chapter 6 of the text book and the multimedia CD-1

**Lesson Objectives:** Understand that when we are following God's instructions, He will help us overcome all obstacles

**Bible Reference:** Ex 12:31-42; Ex 13:17-22; Ex 14:1-31

**Verse to Reflect:** Romans 8:28

And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

## Lessons from the story

1. The Lord proved to His people that He is God.
2. The Lord confirms that Moses is His appointed leader. He speaks through Moses and performs great signs and wonders through him.

## Quiz

1. Pharaoh asked Moses to bless him
2. He did not want them to fight with the Philistines because "If they face war, they might change their minds and return to Egypt."
3. Pi Hahiroth opposite Baal Zephon
4. 70
5. Pillar of cloud
6. Pillar of fire
7. Rameses
8. b. The angel of the Lord
9. c. All of the above
10. c. Stand firm, the Lord will fight for you
11. a. Strpmg East womd
12. c. At day break

## Application Questions - The 'Red Sea' experience

1. When Pharaoh allowed the Israelites to leave Egypt, most of the Israelites might have thought their troubles were over. When they were trapped between Pharaoh's army and the Red Sea, they started to doubt God's ability to save them, even after having witnessed 10 miraculous plagues earlier.

## a. How should they have reacted?

Ask the students to give their opinion

## b. Those of us who have been blessed in many ways; how should we react when we are faced with new challenges? Do we blame God?

Ask the students to share

## Author's note:

God helps His people. There is nothing that Moses or the Israelites could have done to escape the mighty Egyptian army. This story shows that it is God's actions alone that delivers the Israelites from slavery. But the story will not end here. God saves His people so that they can live better lives. That will come later.

## Answers to Multimedia Quiz

1. ( B ) Refer to Exodus 13:19
2. ( E ) Refer to Exodus 13:17
3. ( B ) Perhaps you can avoid this question. Although b is the given answer in the multimedia, refer to Exodus 14:2, a is also correct. Refer to Exodus 14:9. The multimedia interactive quiz gives the answer as (b), but both can be accepted. Pi Hahiroth between Migdol and the Sea, was the place given in Exodus 14:2 where the Israelites were instructed to encamp. The more correct answer is actually Pi Hahiroth opposite Baal Zephon, as stated in Exodus 14:9, when Pharaoh overtook them.
4. ( E ) Answer is in the story and in Exodus 1:5
5. ( C ) Refer to Exodus 13:21
6. ( E ) The Lord went ahead of them in a pillar of fire. Refer to Exodus 13:21
7. ( D ) Refer to Exodus 12:37. Use the reference map given in the book.
8. ( C ) Refer to Exodus 14:19-20
9. ( E ) Refer to Exodus 14:10-12
10. ( B ) Refer to Exodus 14:13-14

11. ( A ) Refer to Exodus 14:21
12. ( B ) Refer to Exodus 14:27
13. ( E ) Refer to Exodus 14:28

### **Answers to Discussion Questions in the Multimedia**

**1. Describe in your own words, why the Israelites were 'driven out' of Egypt?**

Ask the children how did the Israelites leave Egypt and explain the scenario in their own words. If they were a movie director making a movie of the Exodus – how would they have directed this scene.

Points to consider:

- Pharaoh thought he could be deceitful with Moses or play a game of mockery with the Lord. He had told Moses He could go, but only take the men and leave the women and children behind (Exodus 10:10-11).
- Then Pharaoh said they could all go, but had to leave their livestock behind (Exodus 11:24).
- Who is Pharaoh that he could play such games with the God of the Universe? There was to be no compromise.
- In fact Pharaoh and Egypt would let Israel take everything they owned, and more, and urged them to leave as soon as possible.
- Exodus 12:32 – 36. It would be as though the Egyptians had been dealt a terrible defeat in battle and were 'plundered' (12:36).
- That was how much the Egyptians had come to fear the God of Moses and the Israelites.

**2. Imagine you were at the scene when the Israelites had a very great gathering and marched out of Egypt like an army in their divisions (Exodus 12:51). How would you feel if you were (a) an Egyptian (b) an Israelite?**

There is no theological point to make here. Try to get the children to imagine they were present at the Exodus. Imagine they were there. How would they have felt if they were an Israelite or an Egyptian.

Points to consider:

- The Israelites started from the city of Rameses. This would have been quite a majestic and magnificent city. If this was indeed Rameses II of Egypt, it would have been one of the most magnificent cities of the world at that time. Imagine the power behind such a city, crushed by the judgment of God. They had absolutely no power over a bunch of slaves and their leader, Moses.
- The Egyptians at this point would have been thoroughly demoralized. Everyone of them must have been affected by the plagues, especially the last plague. Their country was in ruins.
- They may have been relieved that the Israelites were leaving at last.

**3. What impressions would you have if you were an Israelite who had just crossed the Red Sea and witnessed the destruction of Pharaoh's army? How would you feel towards God and towards Moses?**

Ask the children to imagine they were at the scene, just after crossing the Red Sea. How would they have felt?

What would their feelings be toward Moses? And toward God?

**4. In what way do Christians belong to God? What gives God the right to ask us to offer ourselves to him as a 'living sacrifice'? (Refer to Romans 12:1-2)**

Ask the children to reflect – in what ways have they experienced saving grace from God.

Besides their salvation, in what other ways have they experienced grace from God.

Why would they want to give their lives to God. Older children can be asked – have they had a Red Sea Crossing experience in their lives?

How have we responded to God's claim on our lives so far?

Ask the children to share what they have done for God and share some recent experiences.

# Lesson 7: FOOD, WATER AND WAR

Based on chapter 7 of the text book and chapter 1 of the multimedia CD-2

**Lesson Objectives:** God is the Provider and Protector of His people.

**Bible Reference:** Ex 15:22-27, Ex 16:1-23 and Ex 17:1-17

**Verse to Reflect:** John 6:35

Then Jesus declared. "I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty"

## Lessons from the story

1. God teaches the Israelites that He is their Provider.
2. God not only provides food and water, He protects them from the enemy.

### Multiple choices:

1. b. Desert of Shur
2. a. 3 days and nights
3. c. It was too bitter to drink
4. b. He prayed first and then threw a piece of stone into the water
5. b. 12 springs & 70 palm trees
6. a. It is between Elim and Sinai
7. d. on the 15th day of the 2nd month after they left Egypt
8. b. Quail and manna
9. d. All of the above
10. The Amalekites
11. Joshua
12. Aaron and Hur

### Application:

1. **The Israelites had seen how powerful God is and how He fulfills promises and yet when they faced difficulties they did not trust Him to lead them. They thought He had deserted them. If you were in the same shoes as the Israelites, walking through the desert with very little food; no MCD or nasi lemak stall in sight, what would you do?**

Ask the students to share their thoughts

2. **Why do you think God led Moses and Joshua to defeat the Amalekites in such an unusual way? What was the lesson intended for the Israelites and for us today?**

Again, it was to show that they would win only because God helped them to win. But there is a progression of how God delivers the Israelites in this story. In the earlier chapters, the Israelites did not have to do anything except to obey the instructions given to them by Moses. This time, they had to fight, but it was God who would give them the victory

### Author's note:

The attack of the Amalekites is a solemn reminder of how God's people can come under attack from the forces of

evil. We need to be unified in defending those who are most vulnerable. However, this story does not in any way justify us initiating attack on others. The Israelites were defending themselves.

### Answers to Multimedia Quiz

1. ( C ) Refer to Exodus 15:22
2. ( A ) Refer to Exodus 15:22
3. ( B ) Refer to Exodus 15:23
4. ( E ) Refer to Exodus 15:25
5. ( C ) Refer to Exodus 15:27
6. ( D ) Refer to Exodus 16:1
7. ( E ) Refer to Exodus 16:1
8. ( C ) Exodus 16:13
9. ( E ) Exodus 16:15 - 19

### Answers to Discussion Questions in the Multimedia

1. **Read Exodus 15: 22-27. Imagine you were together with the Israelites in the desert with no water for three days. How would you feel and why?**

This is an 'imagine you were there' question. Ask the children to play director to a big budget Hollywood film. The Israelites have just crossed the Red Sea. How would they direct this scene? What details they will put into their movie? What would Moses be doing and looking like? How would they direct Aaron, Miriam and the Israelites?

Points to consider:

- They had just experienced a wonderful miracle from God.
- Three days in the desert without fresh water can be extremely uncomfortable.
- Why did God allow this? Couldn't they have a more comfortable journey to the Promised Land?

2. **Read Exodus 16: 1-8. When the Israelites were faced with starvation in the desert, they grumbled bitterly against Moses and Aaron. In what sense were they complaining against God?**

The answer may seem to be obvious. Points to consider:

- Moses and Aaron acted on behalf of God.
- So when the people were angry with God, they spoke against Moses and Aaron.
- If they realized that by grumbling against Moses and Aaron, they were grumbling against God, would they grumble so bitterly?
- They had seen how powerful God is. Anyone, like the Egyptians, who acted against God, would receive harsh punishment. Moses was pleading with the people to trust in God. The Lord God had performed so many miracles to bring them out of Egypt. They need not fear. He is the powerful God who fulfills promises.

3. **Read Exodus 17: 1-7. When the Israelites were faced with another water shortage, they complained bitterly against Moses again. Why do you think they had such a short memory?**

Ask the children to imagine they were at the scene, just after crossing the Red Sea. Use this question to recap what had happened earlier. Also use this question to ask the children to imagine they were there.

Points to consider:

- They quarreled with Moses bitterly, comparing life in Egypt favourably with what they were experiencing now.
- Exodus 17:4 Moses said "What am I to do with these people? They are almost ready to stone me." From this we know how angry the people were with Moses.
- Perhaps after the excitement of escaping death from the Egyptians, the people now realize that the journey to the Promised Land is not to be easy, or short.
- Is there a lesson we can learn here about our salvation and walk in the Christian life?
- The Lord used the situation to strengthen Moses' position as their leader as well as His ability to provide for them in the wilderness. He instructed Moses to bring some elders of Israel so that the miracle would be witnessed by them.
- Note the big question that was asked here in Exodus 17:7, "Is the Lord among us or not?" God, through Moses, kept showing them the answer.

4. **Why do you think the Lord led Moses and Joshua to defeat the Amalekites in such an unusual way? What do you think was the lesson here for Israel?**

Use the map in the book to help the children trace the journey made by the Israelites. Show them where Rephidim is. In a desert-like wilderness, places where water can be found become very strategic places. This is the probable reason why the Amalekites attacked the Israelites. Use the interesting facts in the book to explain to them the background of the Amalekites. Read the references given in the interesting facts. They were descendants of Abraham also. But they did not fear God and were cruel towards

Israel. Use photos available to show them what kind of place Rephidim is; how desolate it can be, and how important water would be in such a place. Now we are ready to tackle the question. Points to consider:

- This is the first time that Israel has been called to defend themselves with arms as a nation since their exile to Egypt.
- Although God was still going to perform a miracle, this time, they could not just sit back and watch the show. They had to work, and fight for their survival.
- But God would show that the miracle still belonged to Him, because they would win only whilst Moses' hands were raised.
- Joshua appears here for the first time in the book of Exodus.
- In the battle, Joshua would be their leader. But they had to look to Moses who was their spiritual leader. However, there had to be no doubt that God was the one who would give them victory. Moses was not God. His hands could grow tired, and he had to be helped by Aaron and Hur.

5. **What can we learn from this story about Moses and about God? And how can we apply them in our lives?**

Ask the children, what new things they have learnt about the character of Moses. Is there anything new that they have learnt about God? Explain to the children that God's character does not really change. He is the 'I AM' from everlasting to everlasting. However, depending on the readiness of His people, He gradually reveals Himself to the Israelites. Points to consider:

- Moses separated the duties of the leader. Joshua was to lead the Israelites on the ground. But they had to look at Moses, whose hands must be raised, in order to assure victory.
- Joshua was the ground commander. But Moses was the spiritual leader.
- The spiritual leader also needed help, from his assistants, Aaron and Hur.
- Moses now knew that victory really depended on God. He would no longer take things into his own hands, as he did against the Egyptians in Exodus 2:11 – 15. He would trust in God to provide the victory.
- He would also let a younger assistant lead in the battle. Perhaps one day, this young assistant may become a future leader and his successor.
- God was elevating the position of Moses. He could now call the elders of Israel to witness the miracle of bringing water from the rock.
- Moses did not have to personally fight the battle. He could assign this task to an assistant. He would stand on a hill and lead from a distance performing an important task of showing that it was God who would provide victory to the Israelites.
- Ask the children how they can apply these lessons to their own lives.

# Lesson 8: THE TEN COMMANDMENTS

Based on chapter 8 and chapter 2 of the multimedia CD-2

**Lesson Objectives:** To understand what are the laws that God has given to His people and why

**Bible Reference:** Ex 19:1-8, Ex 20:1-11

**Verse to Reflect:** Ex 19:5

Now if you obey me fully and keep my covenant, then out of all nations you will be my treasured possession...

## Lessons from the story

1. The first set of commandments teaches His people to Love Him (God) and how He expects them to relate to Him.
2. The second set of commandments teaches His people how they should relate to on another.

## Observation Questions

1. The Israelites camped at the base of **Mount Sinai**.
2. Where did God speak to Moses? **the summit of M. Sinai**
3. God instructed Moses to tell the Israelites
  - a. The whole world belongs to **God**.
  - b. But if you will **obey** my laws and keep my covenant, then you will be my prized possession. You will be a kingdom of **priests** and a **holy** nation.

Commandment	Example of how we can break this commandment in the modern context. Where relevant, give some New Testament references.
1 You shall have no other gods before me.	We could worship things like money or people, for example, certain celebrities.
2 You shall not make for yourself an idol in the form of anything the earth beholds or in the waters below	We should not worship idols. We should not make idols of angels and worship them.
3 You shall not misuse the name of the Lord our God,	We should avoid saying, "Oh my God", and we should avoid using God's name if we are unsure if what we are saying is correct
4 Remember the Sabbath day by keeping it holy	Not setting aside a day, or any time, to rest and/or reflect on godly things.
5 Honour your father and mother	Not showing respect to your parent. Not taking care of them when they are old.
6 You shall not commit murder	Murdering someone
7 You shall not commit adultery	Having sex with someone else's spouse
8 You shall not steal	Stealing something, including money that is not your own
9 You shall not give false testimony against your neighbour	Don't lie
10 You shall not covet anything that belongs to your neighbour	Would want to own things that belong to others like posh cars

## **Application:**

1. **Select a commandment that speaks to you most and give your reasons.**

Ask the students to share about how they could apply the Ten Commandments. Some points to consider:

- Why are laws or rules important for a society to function well
- Why do you think God wanted to give the Israelites laws
- How far should we in not telling lies? How about not telling the complete truth? Why is it important to tell the truth?
- We may not physically murder a person, but what about character assassination? Why is it wrong to say bad things about someone behind their backs? Is it wrong?
- Can we just depend on our conscience without referring to a written code?

2. **What are some 'golden rules' that you try to uphold and live by? Why are they important to you?**

Ask the students to share if they have any 'golden rules' that they follow? Some rules which have been made popular example:

When you speak ask yourself:

- Is it true
- Is it necessary
- Is it kind

What do the students think about such rules

3. **How did Jesus summarise the Law? Refer to Mark 12:28-31. Based on what Jesus said about the Law, summarise in your own words the objective of the Ten Commandments.**

**Mark 12:28-31 New International Version (NIV)**

### **The Greatest Commandment**

<sup>28</sup> One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?"

<sup>29</sup> "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' <sup>31</sup> The second is this: 'Love your neighbour as yourself.'<sup>[c]</sup> There is no commandment greater than these."

Ask the students to share, how can we love our neighbour as ourselves? Is this a fair commandment?

4. **The Bible tells us that God is holy and hates sin. Sin keeps us from having a good relationship with Him. What can we do to avoid falling into sin and breaking a good relationship with God?**

The Bible tells us that God is a holy God who hates sin. Ask the students to share if they agree with this statement and what does it say to them?

## **Answers to Multimedia Quiz**

1. ( E ) Refer to the references given in the question
2. ( C ) Refer to Exodus 19:1
3. ( D ) Refer to Exodus 20:3
4. ( D ) Refer to Exodus 20:4 – 6
5. ( E ) Refer to Exodus 20:7

## **Answers to Discussion Questions in the Multimedia**

1. **Why are the first three commandments the foundation for the 10 commandments?**

This question can be answered in a very simple way, or be treated with the most profound theology. With children, we usually look for simple but incisive answers.

Points to consider:

- Jesus confirmed the two greatest commandments are: To love the Lord your God, with all your heart, soul, mind and strength; and to love your neighbour as yourself. This summary implies two categories in the Law – Love God first, then your fellow man.
- We show our love for God by obeying His commandments.

2. **Give some examples of how we can misuse the name of God today?**

Ask the children in what ways can we misuse the name of God in our daily lives? Ask them to draw cartoons of people breaking this commandment.

Points to consider:

- When we swear in God's name – how do we break this commandment?
- When we curse in God's name – how do we break this commandment?
- With older children (10 +) we can try to go beyond the literal translation.
- o When we use words that sound 'holy' to describe things or actions that are not necessarily holy – how do we break this commandment?
- o When we use words that sound 'holy' to make ourselves or our actions sound more important – are we breaking this commandment?
- o Obviously the answer to the above two questions is YES. But ask the children to give examples.

3. **How can we observe God's Sabbath day principle?**

Some points to consider:

- Some children may ask why Christians celebrate 'Sabbath' on Sunday rather than Saturday.
- Explain to them that New Testament Christians called the rest day – The Lord's Day rather than Sabbath – although it has the same purpose.
- New Testament Christians began to celebrate it on Sunday because the resurrection happened on Sunday. We are able to have this New Covenant with God, new and eternal life with Christ, because of what He did for us on the cross and because He rose from the dead – on Sunday. To mark our entry into this New Covenant, New Testament Christians began to assemble and corporately worship the Lord on the first day of the week.

- *The principle however is the same – it is to be set aside as a day of rest, of doing God’s work and reflection on God. It is to be kept holy.*
- *In some states of Malaysia, Christians, who are in the minority, worship in church is on Fridays – because the Muslim weekend is Thursday and Friday. Sunday is actually a working day. In such a case, the mainstream churches have deemed it as appropriate to observe the ‘Sabbath’ day on Friday.*
- *What are the Sabbath day principles?*
  - o *Rest.*
  - o *Keeping it holy.*
  - o *Jesus worked on the Sabbath day – to heal and to teach.*
  - o *Pastors and church ministry workers have to work on Sabbath day.*
  - o *Doctors and medical people sometimes have to work on Sabbath day.*
  - o *Evangelists also have to work on Sabbath day.*
  - o *How do we keep the principles then? Ask the children to give their examples.*

SAMPLE

# Lesson 9 part 1: THE COVENANT AND THE TABERNACLE

Based on chapter 9 of the text book and chapter 3 of the multimedia CD-2

**Lesson Objectives:** To be able to describe what is a covenant and why God is making a covenant with the Israelites

**Bible Reference:** Ex 24:1–14; Ex 25:8–22

**Verse to Reflect:** Exodus 15:13 In your unfailing love you will lead the people you have redeemed. In your strength you will guide them to your holy dwelling.

## Lessons from the story

1. The first set of commandments teaches His people to Love Him (God) and how He expects them to relate to Him.
2. The second set of commandments teaches His people how they should relate to one another.

## Find the correct verse to the statement

1. Ex 24:12
2. Ex 24:18
3. Ex 25:3
4. Ex 25:3-9
5. Ex 24:4
6. Ex 24:1
7. Ex 24:7
8. Ex 24:10-16

3. **Why do people / organizations make agreements or covenants? What are the benefits of having a covenant relationship sealed between people or parties?**

### Author's note:

Help the students understand, in the Bible, God wants to have a relationship with humans. But it is always in a Covenant relationship. While anyone can pray and talk to God, God's promises of protection and salvation are given only to the people who have a covenant relationship with Him.

Help the students understand the difference between a casual relation and a covenant relationship.

We can all be friends and help one another in school. But when we fall sick, or if we need money to go to University, then usually, it is our parents or legal guardian who will take care of us. Friends are the casual relation but parents and or legal guardian are the covenant relation.

A boy can go out with a girl for a date. After the date, the boy and girl can choose to continue or go their separate ways. They do not buy a house together because the bank will not give them a loan in a joint name. If they have children, the father's name will not appear in the birth certificate (not without some heavy duty lawyer's help). But a husband and wife are in a covenant relationship. They can take a bank loan in a joint name. They can be assigned as parents in the birth certificate of their child.

## Application Questions - The 'Mt Sinai' experience

1. **Think of some informal covenants you wish you could make with either members of your family or with friends.**
2. **Share some situations when you have trouble in keeping your end of a bargain and what do you do then?**

There is legal protection for both of them if either of them wants to break the covenant. Banks can make loan to them because they are legally bound together and to help each other pay for the loan. A covenant is therefore a much more serious relationship.

Two companies can undertake a joint venture with a simple hand-shake. But they are not likely to get any loans from a bank as a joint venture unless there is a covenant relationship between them example a formal agreement. The Bible tells us that God desires to have a covenant relationship with him. He protects and delivers us. And we trust in Him and obey His instructions.

Now ask the students what do they think are the benefits of a covenant relationship.

You can also ask them, if they were to write down a covenant relationship they would like to have with their parents or siblings or close friends, what kind of terms would they like to put into the covenant.

### **Answers to Multimedia Quiz**

1. ( A ) Refer to Exodus 24:12
2. ( C ) Refer to Exodus 24:18
3. ( A ) Refer to Exodus 25:3
4. ( D ) Refer to Exodus 25:3
5. ( C ) Refer to Exodus 24:4

### **Answers to Discussion Questions in the Multimedia**

1. **Why did God ask Moses to make such special places for worship when he is present everywhere?**  
*Depending on the age and ability of the children to understand, you can take the children through some of these points:*
  - *The Tabernacle was designed to be mobile. It could be dismantled and carried around wherever the Israelites were called to travel to.*
  - *The design and principle objects in the Tabernacle were incorporated into the permanent Temple building that was built by King Solomon.*
  - *The Ark of the Covenant represented the Throne Seat of God. It was located in the Holy of Holies, blocked by a heavy curtain. It represented the place where God sat and spoke to his appointed Prophet – Moses.*
  - *No one was allowed into the Holy of Holies – because of human sinfulness.*
  - *Refer to the Interesting Facts section of the Ark –*
    - o *At first there were two elements:*
      - o *the Ten Commandments carved in two stone tablets which was a reminder of the Covenant they had made with God.*
      - o *The pot of manna. This was a reminder of God's provision for the people's needs.*
      - o *In Numbers 17:1 – 11, it tells of how Aaron's staff budded blossomed and produced almonds, to prove that Aaron was God's choice for the role of High Priest. This staff was later added to show God's provision of a way for us to communicate with Him through the priesthood.*

- *The Covenant was a basis for man to have fellowship with God. Jesus fulfills all the requirements of God to bring man back to communion with God.*
- o *He paid the price of our sins by His death on the cross. He shed His blood for us.*
- o *He is the Bread of Life.*
- o *He is the perfect High Priest.*

# Lesson 9 part 2: ISRAEL MAKES A TABERNACLE FOR GOD

Based on chapter 9 of the text book and chapter 3 of the multimedia CD-2

**Lesson Objectives:** To describe all the objects in the Tabernacle and what do they mean individually and in total.

**Bible Reference:** Ex 24 - Ex 27

**Verse to Reflect:** Exodus 19:5 Now if you obey me fully and keep my covenant, then out of all nations you will be my treasured possession. Although the whole earth is mine.

## Lesson from the story

God shows the Israelites how to worship Him in an orderly manner. In worshipping Him they would know of His character, His holiness, His love and His mercy.

### Match the correct Bible reference to the questions

<b>8</b>	Ex 28:21
<b>6</b>	Ex 33:7
<b>1</b>	Ex 24:12-18
<b>4</b>	Ex 27:1-3
<b>3</b>	Ex 28:2
<b>2</b>	Ex 25:31
<b>7</b>	Ex 27:1
<b>5</b>	Ex 27:9

9. Yes  
God is everywhere but because of sin, they could only approach Him with sacrifice and the service, & prayer of priests.

10. Mobile

### Activity Corner:

A	B	D	E	A	Y	H	Z	A	N	K	E	L
Q	R	X	M	N	A	S	G	O	L	D	N	O
R	P	T	B	V	R	H	X	W	Y	L	B	A
E	C	D	F	O	N	A	H	H	I	O	R	J
V	G	O	P	M	I	I	J	K	Z	C	O	B
L	F	E	T	S	M	L	K	L	V	U	N	W
I	D	A	R	K	N	E	S	S	O	S	Z	S
S	Q	R	S	M	N	P	Z	Z	V	T	E	B
B	C	V	W	W	S	A	B	C	D	S	E	T
A	C	A	C	I	A	W	O	O	D	J	H	U

### Respond:

- Now the Israelites could worship God in the way that pleases Him. In what ways can we worship Him?
- In what ways can we show a strong respect for our beliefs or persons that we believe in?

**Author's note:**

For those who want to look at this chapter in greater detail, they can do the Optional Lesson 15 together with this lesson or do it later at the end of the book.

Instructions on the method of approach to worshipping God is given in detail. Help the students understand that Moses was given specific for the priests and people to conduct their worship.

This speaks of God's holiness, His desire for His people to be holy and worship Him with reverence.

Since we do not have the tabernacle today, how can we show our seriousness towards God in other ways? For Christians, these objects mentioned in the tabernacle are symbolic of events that will take place in the Gospel story'

SAMPLE

# Lesson 10: THE GOLDEN CALF REBELLION

Based on chapter 10 of the text book and chapter 4 of the multimedia CD-2

**Lesson Objectives:** To understand that God wants our worship of Him to be pure. If we sin, we have to acknowledge our sin and repent, then He will forgive

**Bible Reference:** Exodus 32:1-35, 34:1-5

**Verse to Reflect:** Psalm 130:3-4

<sup>3</sup>If you Lord, kept a record of sins,  
Lord, who could stand?

<sup>4</sup>But with you there is forgiveness so that we can,  
with reverence, serve you!

## Lesson from the story

God will not tolerate His people worshipping idols or any other gods. They are to worship Him alone.

### Jumble Quiz

1. **Un-jumble the words in the box and make it into a sentence. Hint The words are from a Bible verse. Read Exodus 31 & 32**

**Exodus 32:22-24 New International Version (NIV)**

<sup>22</sup> "Do not be **angry**, my **lord**," **Aaron answered**. "You know how **prone** these **people** are to **evil**." <sup>23</sup> They said to me, "**Make us gods** who will **go** before us. As for this **fellow Moses** who **brought** us up out of **Egypt**, we **don't** know what has **happened** to him." <sup>24</sup> So I **told** them, "**Whoever** has any gold **jewelry**, **take** it off." Then they **gave** me the gold, and I **threw** it into the **fire**, and out **came** this **calf!**"

Tell the students the jumbled words will give clues as to which passage it is from but it does not make complete sentences. They will have to use the words given to complete the sentences. But as a clue you can tell them that they are words used in the NIV version.

### Activity Corner: Use Ex 32:18 for this activity

1. Moses **d e s t r o y e d** the golden **c a l f**

### Discussion Questions:

1. **Why do you think the people wanted an idol when Moses did not return from the mountain?**

### Application Questions - The "Golden Calf" temptation

1. **Describe the excuses that Aaron gave in Exodus 32:21-24. How are we in danger of making similar excuses when we are tempted or pressured to do something we know is wrong? What must we do**

when faced with such temptation?

2. **The people had 2 choices : Follow God and Moses or follow the 'Golden Calf' leaders. Earlier they had promised to follow God. What tempted them to follow the Golden calf leaders and why was it wrong?**
3. **Share a time when you have been tempted to take a seemingly easier path and what might you have lost in the long run?**

### Answers to Multimedia Quiz

1. ( B ) Refer to Exodus 32:1
2. ( E ) Refer to Exodus 32:2
3. ( B ) Refer to Exodus 32:17
4. ( D ) Refer to Exodus 32:11 - 14
5. ( E ) Refer to Exodus 32:11 - 14
6. ( D ) Refer to Exodus 32:4
7. ( A ) Refer to Exodus 32:5
8. ( D ) Refer to Exodus 32:6

### Answers to Discussion Questions in the Multimedia

1. **Why do you think the people wanted an idol when Moses did not return from the mountain?**  
*There are no direct answers for this question. To answer this question, ask the children to imagine*

'what if' they were there. Some points to consider:

- Moses seems to have gone for quite a long time – 40 days. It is not unreasonable for them to think that he may have died or gone missing up there.
- They were impatient. They wanted visible gods.
- If some of the children said that some of the rebel leaders may have started this in an attempt to overthrow Moses – this is speculative, but possible.
- But do remind the children that these people were a 'slave people' with a slave mentality, even though God had set them free. Apostle Paul in Galatians 5:1 makes a similar complaint about Christians of his time.

2. **Why do you think Aaron went along with them? In what ways have we sometimes failed to exercise a strong stand against actions that are obviously wrong and against God's commands?**

Ask the children, if they were acting as Aaron in a movie, how would they play him? Ask them to read Aaron's lines in character.

Ask the children, to share / confess a time when they did something they knew would not please God and how they felt afterwards.

Points to consider:

- Aaron does not come out looking very good in this episode. He shows himself to be weak.
- He is afraid of the people and also afraid of Moses.
- But he did repent later. The Levites stood behind Moses when there was a stand-off between the tribes later.

3. **Why did Aaron lie to Moses (Ex 32: 22-24)**

Ask the children to act out Aaron's reply to Moses. What do they think Aaron was thinking at that time?

Points to consider:

- Aaron's excuse was quite ridiculous.
- Note how Aaron addresses Moses – he is afraid of Moses.
- Compare similarities between Aaron's excuse and Adam's excuse at the Garden of Eden.

4. **Ask the student for their opinion**

5. **From this story, what can we learn about the character of Moses? How can we apply some of these characteristics in our life today?**

The key lessons about Moses is taken from Exodus 32:10 – 16

Points to consider:

- He does not seek glory for himself – he does not seize the opportunity for God to make him into a great nation (v10).
- He pleads with God to give His people another chance and uses some strong reasons:
  - o Do not let the Egyptians and other nations make mockery of the Lord's name.
  - o His promises and covenant with Abraham, Isaac

and Jacob (or Israel) Later on in the chapter, Moses even offers himself to be 'blotted out of the book' God has written (v.32). This was an offer rejected by God – who said He will punish those who have sinned against Him.

- Ask the children when was the last time they prayed for friends who had done them wrong.
- Ask them in what lessons they can take from the actions of Moses in this chapter.

6. **From this story (Part A & B), what can we learn about God?**

The key lessons about Moses is taken from Exodus 32:10 – 16

Points to consider:

- This is the God of the Universe. He is all-powerful and all-knowing. Why does He waste time with a people who were slaves and continue to behave like slaves? They have been freed physically, but in their minds they still behaved like slaves – needing visible gods.
- They had broken their covenant with Him just a few days after making it.
- The Lord is a righteous God. He hates sin. Point out the words of God in response to sin. Exodus 32:10 "Now leave me alone so that my anger may burn against them and that I may destroy them. Then I will make you into a great nation."
- Ask the children how they think God felt when He saw the Israelites breaking their covenant.
- Finally, why does God speak to Moses like a friend? He allows Moses to persuade Him.
- Does the all-knowing God need a mere human to remind Him or His greatness, His character and His past promises?
- Yet he allowed Moses to speak to Him like a friend.
- And He showed patience and was willing to forgive those who repented.

7. **What are some things we can do everyday to maintain our faithfulness to God?**

Moses was absent from the camp for about 40 days and the people turned to idols.

Ask the children what they could have done to keep themselves from turning to idols.

What could Aaron, as the deputy-in-charge, have done to keep the people from breaking their covenant?

Then ask the children, what we can do today to keep our faithfulness to God.

Use New Testament references to back your statements.

- John 14:15 – 21
- John 15:5 – 8
- You may add other verses

# Lesson 11: THE REBELLION OF THE SPIES

Based on chapter 11 of the text book and chapter 5 of the multimedia CD-2

**Lesson Objectives:** To learn the importance of faith and that God will help us finish a task that He has set us out to do.

**Bible Reference:** Numbers 13:1-2, 16-33, 14:1-38

**Verse to Reflect:** Numbers 14:9

Only do not rebel against the Lord. And do not be afraid of the people of the land, because we will devour them. Their protection is gone, but the Lord is with us. Do not be afraid of them.”

## Lessons from the story

1. Israel could conquer the nations living in Canaan because of the faith the people had in God. Joshua and Caleb had seen God in action.
2. The Israelites sinned by doubting God’s word. God punishes them by not letting them conquer the Promised Land.

## Answer the question by using the bible reference

1. tribe
2. 12
3. Ahman, Sheshai, Talmai descendants of Anak
4. valley of Eshkol
5. 40 days
6. Kadesh
7. The people who live in Canaan are powerful, and their cities are fortified and very large. The descendants of Arak were also there. The people are cruel and have no respect for human life.
8. They disagreed because the land they explored was exceedingly good. They believed that if God’s pleased with them, he will lead them into that land.
9. They took the side of the 10 spies. They wanted to choose leader to lead them back to Egypt and they wanted to stone, Joshua, Caleb, Moses and Aaron.
10. **Numbers 13:30 - How many spies encouraged the Israelites to proceed into the Promised Land?**  
Only two spies encouraged the Israelites to proceed into the Promised Land
11. **Numbers 14:8 – What did Caleb say to the Israelites?**  
If the Lord is pleased with us, he will lead us into that land, a land flowing with milk and honey, and will give it to us.
12. **Numbers 14:10 - When the people rebelled and tried to stone Moses, what prevented them?**  
But the whole assembly talked about stoning them. Then the glory of the Lord appeared at the tent of meeting to all the Israelites.
13. **Numbers 14:19 - What did Moses do when the Lord wanted to destroy all the people for their sins?**  
Moses prayed and asked God to forgive the people.
14. **Number 14: 26 – What were the Israelites good at doing? This act makes God very angry with them.**  
<sup>26</sup> The Lord said to Moses and Aaron: <sup>27</sup> “How long will this wicked community grumble against me? I have heard the complaints of these grumbling Israelites.
15. **Numbers 14:30 - What was the punishment the people would face for rebelling against the Lord by refusing to enter the Promised Land?**  
All the Israelites who were twenty years or older, except for Joshua and Caleb, would not enter the Promised Land. This was their punishment for rebelling against God
16. **Numbers 14:37 - What happened to the 10 spies who had returned and gave a bad report, convincing the people to disobey the voice of Moses and God?**  
They were struck down and died of a plague

## **Discussion Questions:**

1. **Why do you think Joshua and Caleb were so confident that they could conquer the Promised Land in spite of what they had seen?**
2. **What can we learn about their character?**
3. **Why do you think the Israelites believed the 10 spies instead of the 2, Caleb and Joshua?**

## **Application:**

1. **What can we learn about the character of Joshua and Caleb? They saw the same things as the other 10 spies. Why did they come to a different conclusion?**

## **Answers to Multimedia Quiz**

1. ( B ) Refer to Numbers 13:26
2. ( C ) Refer to Numbers 13:4 – 15
3. ( D ) Refer to Numbers 13:21 – 24
4. ( C ) Refer to Numbers 13:25
5. ( D ) Refer to Numbers 13:27
6. ( A ) Refer to Numbers 13:23
7. ( D ) Refer to Numbers 13:31 – 33

## **Answers to Discussion Questions in the Multimedia**

1. **Describe in your own words what the 12 spies saw in Canaan.**

*Ask the children to read Numbers 13:17 – 25 Then ask them to imagine how they would have reported their story. Remember they each represented their tribe. Remind them what they were told by Moses to go and study about the land.*

2. **What caused the people to reject the Promised Land?**

*What were the reasons for their recommendation Not to proceed into the Promised Land? Ask the children to list down the pros and cons based on their past experience and observation of the land.*

*Points to Consider:*

- *The people who live in the land were powerful (13:28).*
- *They lived in cities which were very large and fortified (13:28) The implications are:*
  - o *There are many of them.*
  - o *They are advanced, probably more advanced technologically.*
  - o *Their cities are fortified – difficult to attack.*
- *Descendants of Anak lived there – these people were giants – Remember Goliath was one of their*

*descendants – all 9 feet of him.*

- *Amalekites lived there – they were enemies of Israel – by previous encounter – Rephidim.*
- *Hittites, Jebusites, Amorites and Canaanites already inhabit the place.*
- *What kind of Promised Land is this? It is already inhabited by a multitude of people – more advanced, more numerous, more organized and more prepared for war than them Pros.*
- *The Lord was with them. Proof of His power:*
  - o *The Lord brought Pharaoh and Egypt, the most powerful nation on earth at that time, to their knees with the ten plagues.*
  - o *The Lord parted the Red Sea, rescued them from slavery and destroyed the whole army of Egyptians.*
  - o *Brought water out from rocks.*
  - o *Brought manna and quail to feed them.*
  - o *Made a covenant with them.*
- *The Lord was with them – need any more reasons?*

3. **Why do you think Joshua and Caleb were so confident that they could conquer the Promised Land in spite of what they had seen? What can we learn about their character?**

*Review question 2. Joshua and Caleb could see the big picture. They have been observing how God protected and fought for them in the past. Who can come against the Lord their God? They did not see the immediate problems. They saw the big picture – God was with them. It was God's will for them to go in, conquer and inhabit the land. They were wise in seeing God's will for them. They were also courageous. No doubt, battle with these nations would not be easy. But with God on their side, who could stop them? They put their trust in the Lord.*

4. **Ask the students for their opinion:**

5. **How do you think Moses felt as he pronounced God's judgment on the people?**

*Ask the children to say how they would have felt if they were in Moses' position*

- *Moses must have been deeply disappointed and distressed.*
- *Yet he prays almost the same prayer as he did when the people sinned by worshipping the Golden Calf.*

6. **How should we respond when we hear a strong call of the Lord to do something that may be difficult?**

- *What are some applications for today?*
- *How many times have we been in a situation when we know the right thing to do will require a great effort from us and will incur some risk? Do we always take the easy way out?*
- *Ask the children to share any recent event when they had to make such a choice. What did they do and what were the results? What lesson did they learn from the event?*

# Lesson 12 part 1: THE WATERS OF MERIBAH AND THE BRONZE SNAKE

Based on chapter 12 of the text book and chapter 6 of the multimedia CD-2

**Lesson Objectives:** To describe how God provides a way of salvation for the people and why Jesus used this example to illustrate what He did on the cross.

**Bible Reference:** Numbers 20:1-13; 22 -29; 21:1-18

**Verse to Reflect:** John 3:14-15

<sup>14</sup> And as Moses lifted up the bronze snake on a pole in the wilderness,  
so the Son of Man must be lifted up,

<sup>15</sup> so that everyone who believes in him will have eternal life.

## Lessons from the story

1. Moses and Aaron were punished for their lack of trust. The Law of God applies to all.
2. The people grumble and are punished by snakes but God provides a way of deliverance for the people.

### True or False

1. True
2. True
3. False
4. True
5. True
6. True

8. **What was the 'sin' that Moses committed that made God punish him by not allowing him to enter the Promise Land?**

*He did not trust in God enough to honour him as holy.*

### Activity Corner:

### Quiz Multiple Choice Questions

1. **Which Canaanite king wanted to attack the Israelites? (Numbers 21:1)**  
C. King of Arad
2. **What did Israel do before they fought with the king of Arad? (Numbers 21: 2)**  
B. Prayed and made a vow to the Lord
3. **God listened to the Israelite's plea. (Numbers 21:3)**  
A. True
4. **What did the Israelites complain this time? (Numbers 21:5)**  
C. All of the above
5. **What plague did the Lord send the Israelites? (Numbers 21:6)**  
C. venomous snakes
6. **What did the Lord tell Moses to do when he prayed for them? (Numbers 21:8)**  
C. Make a bronze snake on a pole for the people to see
7. **How do you think Moses felt when the people started to complain again?**  
*Moses must have felt angry and annoyed*

K	K	O	I	E	J	G	L	D	S	J	S	R	O	C	K
K	A	K	J	D	A	S	G	I	A	J	G	D	S	D	
F	D	J	S	D	J	G	O	I	S	G	A	S	J	G	D
T	E	S	D	J	G	O	E	I	R	P	R	J	G	E	R
J	S	O	I	E	W	H	L	K	D	G	E	D	S	G	L
F	H	O	A	A	G	A	A	I	J	D	G	A	J	U	A
R	A	E	T	I	E	B	G	J	P	A	P	O	K	G	E
G	A	E	J	A	P	I	I	G	S	P	O	E	O	E	R
Q	R	T	J	L	F	R	S	J	T	R	U	S	T	R	A
F	G	J	P	E	O	E	J	P	S	O	G	P	O	D	Z
G	J	P	O	A	J	M	G	S	J	K	G	D	O	T	A
G	P	O	D	S	G	O	P	F	G	P	O	F	I	D	E
D	S	O	I	A	J	G	P	D	O	A	G	D	S	A	L
G	O	A	A	R	O	N	O	G	S	P	D	G	L	K	E

**Application:**

1. **What do you and your friends often criticize or grumble about?**

**How do we draw a balance between criticizing in a negative way versus constructive criticism and providing solutions? Give examples from your own experience.**

2. **Read John 3:15-17 Why did Jesus use this story to illustrate what He was about to do on the cross? Write down your thoughts.**

**Answers to Multimedia Quiz**

1. ( D ) Refer to Numbers 20:1
2. ( B ) Refer to Numbers 20:13
3. ( C ) Refer to Numbers 20:27-28
4. ( C ) Refer to Numbers 20:26

SAMPLE

# Lesson 12 part 2: BALAK, BALAAM AND THE DONKEY

Based on chapter 12 of the text book and chapter 6 of the multimedia CD-2

**Lesson Objectives:** Be able to describe what the enemy prophet Balaam was asked to do by King Balak and what did he do in the end. Understand that God had caused it.

**Bible Reference:** Numbers 22:1-13.

**Verse to Reflect:** Jeremiah 32:27

“I am the Lord, the God of all mankind. Is anything too hard for me?”

## Lessons from the story

1. Balaam is famous for his powerful words and curses. God uses a donkey, a ‘stupid’ animal to teach the Balaam some lessons.
2. Balaam blesses Israel publicly.

## Questions

1. **Who was Balak and why was he afraid of the Israelites?**

*The king of Moab. He was afraid because he had seen what Israel had done to the Amorites and Amalekites. He was also afraid because there were many Israelites*

2. **Who was Balaam and what was he famous for?**

*Balaam is a prophet who knows about the God of the Hebrews. He was famous throughout Moab, Midian and the Euphrates*

3. **Why did King Balak ask Balaam to put a curse on the Israelites?**

*He realized that he was unable to defeat the Israelites in battle. He wanted to shake their faith in God by cursing them.*

4. **Why did Balaam refuse at first but later agree when they asked a second time?**

*Balaam was eager to please them*

5. **How did the donkey help save Balaam's life?**

*The donkey jumped to the side of the road when it saw the angel with a drawn sword. It did this again when it saw the angel again and finally it dropped Balaam to the ground.*

6. **When Balaam stood in front of the Israelites, what did he say to them?**

*He blessed them three times.*

2. **What can you learn from this story about God's love for His people?**

*God protected His people from hunger, thirst, enemy attack and even from enemy curses.*

## Application Questions - When the Donkey talks

1. **When was the last time something unexpected happened which taught you a valuable lesson?**

*Ask the students to share*

2. **Why do you think God allowed Balaam to proceed with King Balak to the Israelite camp but commanded him to only speak the words that God would give to him when the time came?**

*God would teach Balaam and King Balak a lesson - He would not allow them to curse His people.*

*God would also teach the Israelites a lesson - He was still watching over them and protecting them.*

3. **God had already told Balaam that he could not put a curse on the Israelites, but Balaam wanted to please the Moabite officials who had offered him a lot of money. God is so powerful. He used a donkey to make a fool of a famous ‘prophet’ who then made a fool, unwittingly, of an enemy king. When do you think God has spoken to you in such a way like to Balaam and what was the outcome?**

**How do we know when we are tempted to do something which is against God's will and what is the danger of disobedience?**

## Discussion Questions:

1. **Why did God use a donkey to speak to Balaam?**

*The donkey is an animal that is considered stupid, yet it was able to see what Balaam, famous prophet could not, God did this to humble Balaam and show everyone that he is more powerful than Balaam.*

## Answers to Multimedia Quiz

5. ( B ) Refer to Numbers 20:12
6. ( C ) Refer to Numbers 20:12
7. ( B ) Refer to Numbers 22:22
8. ( C ) Refer to Numbers 22:35

## Answers to Discussion Questions in the Multimedia

### 1. Why was the angel's sword drawn?

*In the light of Numbers 22:33, the angel was very serious about stopping Balaam. He would have killed Balaam had the donkey not saved him by taking another path.*

### 2. Why did the Lord use a donkey to speak to Balaam?

*Ask the children to say in their own words what they think was the significance of using a donkey to speak to Balaam.*

*Points to consider:*

- Balaam was a famous prophet – he was invited by King Balak who sent emissaries to meet him even though he was more than 600 km away.
- Balaam's blessings or curses were feared by people – King Balak praises him for his powerful words.
- Donkeys were beast of burdens. As animals they were symbolic of foolishness. They were the opposite of clever.
- Balaam had been told not to curse the Israelites. But when he was offered money and great rewards, he kept asking God if he could go and curse the Israelites. He should not have persisted, given that he already had an answer. In order to teach him a lesson, God allowed him to go the next day, but used the donkey, a stupid animal, to save his life and then to speak to him. Who is Balaam compared to God? The Lord can choose to use a 'stupid' animal, to speak wisdom to this famous foolish prophet.

### 3. Ask the students for their opinion

### 4. Imagine yourself an Israelite at that time, and you saw Balak the King of Moab with his soldiers surrounding your campsite. And then you heard his special prophet proclaim aloud all the things that were said. What would you think? And if you were one of the Moabite soldiers, what would you think?

*For Balaam's blessings or curses to work, he had to sacrifice animals and pronounce his words in a high place where he could be seen by the enemy, in this case the Israelites. We do not know if the Israelites in their camps could hear these words, but they probably could see him. The fact that Moses recorded it in the book of Numbers means that somebody must have heard it and told Moses about it.*

*Some points to consider:*

- As an Israelite
- o We have just fought one battle after another. Now we are looking at an enemy with many soldiers.

*We heard that they had imported a great prophet (or wizard – we're not sure yet) to help them attack us. Are they about to attack us? No, they burn some animals for sacrifice and then the prophet/wizard chants something and seem to curse us.*

- o What a strange thing to happen. The enemy went to a lot of trouble to hire this foreign prophet to curse us. He goes through this elaborate ritual of animal sacrifice. Then he blesses us and prophesies that one day, we will become a powerful nation and led by our own king, will defeat them.
- o Moses – was an old man by now. He had just lost his sister, and then his brother. These two siblings stood by him through all the rebellions he faced (although they briefly did challenge him once). He also faced punishment from God for what he did at the waters of Meribah and was not allowed to enter the Promised Land. He may have felt very discouraged at this time. What a shocker this must have been for him. God speaking to him through the enemy prophet.
- o Our God must have caused him to say all these things.
  - A Moabite soldier
- o This prophet had better do a good job. We went through a lot of trouble to bring him here. Then we brought all the animals that he requested here. Then we did all these rituals he asked us to do to sacrifice the animals. Then he asked us to climb to a higher ground and do it again. Then he asks us to climb a higher.
- o Hey he was supposed to curse them. Not bless them. Is he drunk? He must have made a terrible mistake.
- o Or they could have said:
  - Look, he is in a trance. He is uttering words out of his control. He is blessing them.
  - He is cursing us – he is supposed to be on our side
  - What, he is telling them that one day they will defeat and destroy us.

### 5. What can you learn from this story about God's love for his people?

*Recap the points from the earlier question. God must have loved Israel very much. First he protected them from the Moabites. They were so terrified they did not even consider a frontal attack on the Israelites. Instead they went through a lot of trouble to bring Balaam to curse them. Along the way, the great Balaam is almost killed by the angel sent from God. Then he gets a lecture from his donkey. And then another lecture from the angel. Then he blesses the Israelites and prophesies that one day they will soundly defeat the Moabites. What an irony. This is God's humorous way of protecting the Israelites and reminding them that He is still watching over them. He is their defender.*

# Lesson 13: MOSES AND JOSHUA

Refer to Chapter 13 of the text book and Chapter 7 of CD-2

**Lesson Objectives:** To understand how Moses made sure that the people would continue to follow God's laws. Describe how Moses trained and prepared Joshua to be his successor.

**Bible Reference:** Deuteronomy 31:1-13

**Verse to Reflect:** Joshua 1:8 Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful.

## Lessons from the story

1. Moses taught the Israelites to obey God's laws.
2. Moses carefully records down the laws of God.
3. Moses instructs the people to diligently teach their children the laws.
4. Moses and the leaders of Israel commissioned Joshua as the new leader.

## Questions

Then Moses went out and spoke these words to all **Israel**: I am now a **120** old and I am no longer able to lead you. The Lord has said to me, "You shall not cross the Jordan." The Lord your God himself will cross ahead of you. He will destroy these nations before you, and you will take possession of their land. **Joshua** also will cross over ahead of you, as the Lord said. And the Lord will do to them what he did to Sihon and Og, the kings of the Amorites, whom he destroyed along with their land. The Lord will **deliver** them to you, and you must do to them all that I have **commanded** you. Be **strong** and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will **never** leave you or **for sake** you. The Moses summoned Joshua and said to him in the **presence** of all Israel, "Be strong and courageous, for you must go with these people into the land that the Lord swore to their **ancestors** to give them, and you must divide it among them as their **inheritance**. The Lord himself goes before you and he will be with you; he will never leave you or forsake you; do not be afraid; do not be **discouraged**."

So Moses **wrote** down this law and gave it to the **priests**, the sons of Levi, who carried the Ark of the Covenant of the Lord, and to all the elders of Israel. The Moses commanded them: "At the end of every **seven years**, in the year of canceling debts, during the Feast of Tabernacle, when all Israel comes to appear before the Lord your God at the place he will choose, you shall **read** this law before them in their hearing. Assemble the people – men, women and **children**, and the aliens living in your towns - so that they can **listen** and learn to fear the Lord your God and follow carefully all the **words** of this law. Their children, who do not know this law, must hear it and **learn** to fear the Lord your God as long as you live in the land you are crossing the Jordan to possess."

## Application:

1. **How did Moses prepare Joshua to be the new leader?**

- 1) Joshua was Moses special servant, seeing to all his needs. Moses would have allowed Joshua to observe his leadership and practical skills.
- 2) Moses taught all the Lord's laws and instructions so that Joshua could teach them to the Israelites.
- 3) Moses anointed Joshua to be leader in front of all the Israelites.
- 4) Moses encouraged Joshua to "be strong and courageous."

## Application Questions:

1. **God chose Joshua to replace Moses because Joshua was obedient and full of faith. Joshua also had a good relationship with God and Moses.**

### Why are these qualities important to God?

Although more details of Joshua's character is given in the book of 'Joshua' which comes after the book of Deuteronomy, we can learn some things about Joshua even during the life of Moses.

He was a humble servant of Moses. He took orders from Moses and executed them to the best of his ability. Later on in the book of Joshua, we learn that he took orders directly from God and executed them diligently obeying every instruction.

He was faithful to God. He had complete trust in God's ability to deliver them. In the incident of the 12 spies, only Joshua and Caleb had stood out in opposing the other 10 spies who had wanted to retreat from the Promised Land. He was not afraid to be the 'minority report'.

2. **What can we learn from Joshua about preparing ourselves to take over an important duty or responsibility.**  
*Ask the students to share from their daily experience*

### **Answers to Multimedia Quiz**

1. ( E ) Refer to Numbers 26:62 and Numbers 35:2 – 8  
The Levites did not receive land. They were to be scattered throughout Israel. But they were given 48 towns with pastureland to live in.
2. ( A )
3. ( C ) Numbers 20:12
4. ( D ) Deuteronomy 31:7
5. ( C ) Refer to Deuteronomy 31:1
6. ( B ) Refer to Deuteronomy 31:9

### **Answers to Discussion Questions in the Multimedia**

1. **How did Moses prepare Joshua to be the new leader?**

- *The preparation of Joshua as a successor began long ago.*
- *From the first time when Joshua's name was mentioned, he was called to lead the Israelites in battle against the Amalekites at Rephidim.*
- *Joshua was also called the servant of Moses.*
- *Joshua did not take part in worshipping the Golden Calf.*
- *Joshua was not one of the 10 spies who recommended them to abort the entry into Canaan.*
- *God told Moses to publicly declare him the new leader.*
- *Moses publicly commissioned Joshua.*

2. **How did Moses prepare Israel for his approaching death?**

*Moses had made many preparations for this event.*

*Points to consider:*

- *He had written down the Law for them.*
- *He had instructed them to teach the Law to their children.*
- *He recorded for them all that God had done for them; the miracles He performed to rescue them from the slavery and oppression of the Egyptians.*
- *He made a covenant between them and God which would last beyond his lifetime.*
- *He instituted the priesthood - a group of people who would become the guardians of the Law.*
- *He gave them clear instructions of what they should do after his death.*
- o *Most important of all, they should Love the Lord their God*
- o *They were to obey his Laws.*
- o *There were certain festivals they needed to follow which would help them remember what the Lord had done for them and what they believed in.*
- *He prepared a successor for them.'*

3. **How do you think Joshua felt when he was asked to take over as the new leader?**

*We are not told in the Bible how Joshua felt. Ask the children what they think.*

*Points to consider:*

- *Joshua must have seen how difficult it was for Moses.*
- *He started his career as the aid or helper to Moses. This was a humble beginning for Joshua.*
- *Joshua witnessed the many times the people sinned against God and wanted to either stone or depose Moses their leader.*
- *Now he would be in that position. This was not an easy group of people to lead. Neither was this an easy task as there were many nations to conquer before they could settle in the Promised Land.*

# Lesson 14 part 1: THE LIFE OF MOSES

*Prepare a summary of the life of Moses in an imaginary newspaper article.*

*The newspaper article should cover some of the major events in the life of Moses:*

- a. Birth
- b. Upbringing as a prince of Egypt
- c. Flight to Midian
- d. The Call of Moses
- e. His struggles with Pharaoh as well as his own people
- f. The miracles performed through Moses
- g. His legacy
- h. What do we learn from the life of Moses

SAMPLE

# Tabernacle Times

Drawing of Moses

Headlines  
Moses is dead!

Bio data of Moses

Summary Highlights of the life of Moses

Imaginary Interviews

# Lesson 14 part 2: EPILOGUE TO MOSES AND THE EXODUS

**Lesson Objectives:** Review the story of Moses and the Exodus. To know that God used Moses and Joshua to lead His people to the land that He promised them.

**Bible Reference:** Exodus, Numbers & Deuteronomy

**Verse to Reflect:** Ex 6:8

And I will bring you the land I swore with uplifted hand to give to Abraham, to Isaac and to Jacob...

**Review the lessons you have studied by listing down some of the important points.**

## **Discussion Questions:**

1. What does the story of Exodus tell us about God? Describe a few attributes of God from the stories? Describe a few attributes of God based on the Ten commandments that He gave to the Israelites.
2. How does God show His ability to save the Israelites as He had promised to their forefathers, Abraham, Isaac and Jacob and also to Moses.
3. Which were the two most important commands given by Moses and subsequently confirmed by Jesus? Refer to Mark 12:30-31, Deuteronomy 6: 4-5 and Leviticus 19:18.

## **Application:**

1. How can we apply the lessons we have learned from this book into our daily lives today. What are the applications for today?
2. All through Exodus, Numbers and Deuteronomy, we learned about God's character and how He used Moses and Joshua to fulfill the promise He made to Abraham, Isaac and Jacob. The people of Israel had to go through many challenges and difficulties; some were due to their own sin of grumbling and their lack of faith in God. Some were to show how great God is and what He can do for his people.  
  
Why did God go through all this trouble for His people?
3. Write in your own words the lessons you have learnt from this study of Exodus.

# Lesson 15: ADDITIONAL LESSON FOR THE COVENANT AND TABERNACLE

Based on chapter 9 of the text book and chapter 3 of the multimedia CD-2

Symbolisms of the Tabernacle (use a two page spread and give more space to write or draw)

Optional: Build a 3-D paper model of the Tabernacle using the pictures at the end of lesson 16 - figure 1

	<b>Sketch a picture of the item</b>	<b>Describe the purpose of the item, its use and what role it plays in Israel's worship</b>	<b>How does this Old Testament symbol describe what Jesus did on the cross in the New Testament</b>	
1. Bronze Altar	Exodus 27:1-8	Slaughtered animals were put on top of the bronze altar and there was a fire underneath to burn or roast the meat.	Acts 13:38-39, Ephesians 1:7-8 <i>Jesus is like the slaughtered animal that is placed on top of the bronze altar.</i>	
2. Bronze Basin containing water	Exodus 30:17-21	The Bronze Basin contained water for the priests to wash their hands and feet before they entered the Holy Place. Water symbolised cleansing.	John 13:3-10, Titus 3:5 <i>Jesus washed his disciples feet, cleansing them. The Holy Spirit also provides cleansing</i>	
3. Golden Lampstand	Exodus 25:31-40	<i>The lampstand will light the space in front of it</i>	John 8:12, 9:5, Ephesians 5:8-9, Philippians 2:15 <i>Jesus is the light of the world, and Christians can be like him too shining for the rest of the world to see.</i>	
4. Table of Bread	Exodus 25:23-30	<i>The bread of the Presence will be on this table before God of all times</i>	Matt 4:4, John 6:32-35, 48-51 <i>Jesus is the bread that comes down from heaven, that anyone may eat and not die.</i>	
5. Altar of Incense	Exodus 30:1-10, 37:25-29	<i>Once a year Aaron will make atonement on its horns. This annual atonement must be made with the blood of the a toning sin offering for the generations to come.</i>	Matthew 6:9-13 <i>Incense represents the prayers of the faithful (Revelations 5:8, 8:3-4) Jesus gives us an example of how we should pray.</i>	
6. The Veil separating the Holy of Holies	Exodus 26:31-35, 36:35-38	<i>The curtain separates the Holy Place from the Most Holy Place.</i>	Matthew 27:51, Mark 15:38 <i>When Jesus died, the curtain in the temple was torn in two, symbolising that the path to God was now open.</i>	
7. Ark of the Covenant	Exodus 25:10-22, 40:1-21	<i>The ark will contain the tablets of the covenant law that God will give Moses. God will meet Moses and give him commands for the Israelites above the cover between the two cherubim.</i>	The Ark was sometimes referred to as the 'Mercy Seat'. Why? See John 14:6, Ephesians 2:8-9, Hebrews 10:19-25 <i>The mercy seat is a place where God shows his mercy. Jesus is like the 'Mercy Seat' of the ark.</i>	

## Challenge Questions

1. Read Matthew 5:17. How has this verse been made true by what Jesus did during His life on earth?

*Jesus has come as the sacrificial lamb to atone for the sins of the world.*

How can we thank God with this knowledge from the New Testament

### Answers to Multimedia Quiz

6. ( B ) Refer to Exodus 25:37 There were 7 lamps on the Lampstand.
7. ( B ) Refer to Exodus 28:2
8. ( B ) Refer to Exodus 29:29
9. ( C ) Refer to Exodus 27:1 – 3
10. ( D ) Refer to Exodus 27:9
11. ( A ) Refer to Exodus 33:7

### Answers to Discussion Questions in the Multimedia

2. Describe in your own words, what each of the following objects was teaching the people about the nature of God? Take turns to discuss on the following items:
  - a. *The Table of Presence*  
Refer to Exodus 25:23 - 30  
Ask the children, where in the New Testament was there any reference to this Table or to the elements in the Table of Presence.
  - b. *The Lampstand*  
Refer to Exodus 25:31 – 40  
Ask the children, where in the New Testament was there any reference to this Lampstand or to the light from a Lampstand.
  - c. *The Bronze Altar*  
Refer to Exodus 27: 1 – 8  
Ask the children, where in the New Testament was there any reference to this Bronze Altar or to the elements in the Bronze Altar.
  - d. *The Priestly Garments*  
Refer to Exodus 28: 1 – 43  
Ask the children, where in the New Testament was there any reference to Priestly Garments. Hint – or ask them for any references when Jesus spoke about robes that He will give to us.

