

EXODUS TEACHER'S GUIDE

Explanation of the Teacher's Guide

I wrote this guide for the teacher who is using the lessons from *Herein Is Love: Exodus*. It can be used by any adult involved in teaching children—Sabbath School teachers, Christian School teachers, Home School teachers, Vacation Bible School teachers, camp counsellors, parents, etc. Here is how to use these lessons:

1. Prayerfully study the Scripture references given at the beginning of each lesson.
2. Then read the lesson carefully.
3. Find the visual aids you need to use for that lesson.
4. Prepare the memory work handouts.
5. Assemble any craft materials you might need.
6. Select and practice the psalms you wish to use.
7. If applicable, plan the route of your field trip.

If you have only an hour each week with your class of children (which is all most Sabbath School teachers have), you cannot possibly do everything suggested for each lesson in this teacher's

manual. However, with one hour you will have time to teach the lesson which is your first priority, show and discuss the visual aids while you are teaching, test the children's memory work, sometimes do a quick craft, ask a few questions, pray, for there is always the time and the need to pray, and sing a psalm. If you have a two/three-hour block of time, the making of crafts and singing of psalms can be greatly extended. Camp counsellors and parent-teachers will find the field trip suggestions particularly useful.

Many Sabbath School teachers think that the children must have a lesson sheet to take home with them each week. Personally, I do not like those sheets. They are expensive, often uninteresting, sometimes damaging and they usually wind up in the garbage can unused anyway. I do agree that it is nice for the children to have something to take home with them, but really it need not be any more than a verse of memory work. What could be more important for the children to take away with them than a jewel from God's Word? However, if you think a parent page is necessary for a lesson review during the week, you can very simply and cheaply make your own by including:

1. The main Bible text to be read at home
2. The memory work to be learned at home
3. A craft suggestion if you didn't make one in class
4. A copy of the main Psalm to be sung daily in family worship
5. The field trip suggestion for a family outing.

Visual Aids

I am completely dissatisfied with (and sometimes utterly offended by) the illustrations found in most Bible curriculums currently available for children. The pictures that are intended to be visual aids become visual harms, because they represent the Scriptures as little more than fairy tales or comic strips. These pictures cheapen the holy Word of God. How can the children take seriously their forerunners in the faith, when they are so often represented visually as cartoon characters? I have suggested visual aids for the children, which will connect the Bible to the real world.

Use photographs. These are far more interesting for the children, impressing upon them that the study of the Scriptures is serious study. With this approach, there is no concern about pictures being current or relevant,

because the pictures are of enduring significance. The wealth of visual aids that the human race has collected since the invention of the camera is overwhelming. Make use of this rich resource. Expose the children to the amazing scenes witnessed and captured by the human eye through the camera. Photography books, *National Geographic* magazines, old calendars, postcards, etc., are where you will find the necessary pictures. For example, the first lesson in Exodus deals with the Hebrew slaves in Egypt. There are books of photos showing the agonized faces and brutalized labours of the Jewish slaves in Nazi concentration camps. Use these photos to impress upon the children the cruelty of the Hebrews' bondage in Egypt. Pharaoh was the first, but not the last evil tyrant to cruelly oppress the Jews. Photographs can be used as powerful, visual testimony to help the children focus on and believe in the lessons you are teaching from the Scriptures.

Use maps. Whenever possible in a lesson use a map by tracing the route of Israel's journey, pointing out an important mountain or river, showing the area of a certain country, etc. Let the children see that the accounts in Scripture are historical events that happened in the real world.

Use specimens. Many of the stories in the Bible have an object in it that is central. It can be something so simple, and yet that object rivets the children's attention to the lesson. Real objects from the real world help to connect the children to the real and true stories of the Bible.

Memory Work

I always impress upon my children the need to store up God's Word like a treasure in their hearts, which can then help them in a time of need. I tell the children that the real reward is knowing God's Word, but I also give them a little incentive by making each child a memory work book. This is quite simple:

- 1) Make booklets by folding 8 x 12 sheets of construction paper in half. (Use the same colour with younger children to avoid squabbles). Make the front cover interesting by pasting on it a slightly smaller rectangle of some sort of picture. (Again, I always make the books identical). Sometimes I use wrapping paper. Sometimes I recycle attractive church bulletins. I usually make books to last three months for weekly lessons, changing them with the seasons. For example, the memory work book for the autumn quarter could

have a picture of brightly coloured leaves on a yellow background. Often I add a few sparkles to the front cover too. Make sure each child's name is on his/her book.

2) Type out the verse. (I use a 4 x 6 sheet of paper). Xerox copies for double the number of children in the class. One copy goes into their book (that you keep until the books are finished). The other copy is handed out to each child to learn during the week. I try to make the hand-out copies interesting: In autumn I make the children's verses in different shades of brightly coloured paper cut in the shape of leaves. That way, their weekly Bible verses can make a pretty display on their bulletin boards or refrigerators at home. In winter I hand out white "snowballs." It takes just a few extra moments to trace a circle around the verse before cutting it. In spring you can hand out diamond-shaped "kites" or petalled "flowers" in pastel hues. Be creative! There's more than one way to hand out a slip of memory work, giving the children something special to take home.

3) Buy sheets of stickers, continuing the seasonal theme. (There are usually 12 stickers per sheet, 4 sheets per package, which costs about 50 cents per quarter per child). Write each child's name on the back of their sticker sheet. For each week's memory work that is learned, they get to choose a sticker from their own sheet to put in their book. At the end of the term, collect all the unearned, unused stickers, but let all the children take their books home.

Craft

For each lesson I suggest one or more crafts that in some way deal with what you have discussed in that lesson. Many of the crafts can be easily modified to fit your required time-frame. I have not described in detail how to make each item, for this is not meant to be a step-by-step craft book. It's simply to give you some ideas.

Review Questions

For each lesson I ask a few specific review questions. However, there are two very important questions that should be asked with every lesson:

1. What does this lesson teach us about God?
2. How does this lesson help us to live our lives?

Prayer

The application of each lesson to the children's lives is found in the prayer.

Psalms to Sing

I list one psalm (or part of a psalm) that is particularly relevant to the lesson, as well as several others that are also related to it. Singing the Psalms is a crucial way, but simple way, for the children to store God's Word in their hearts. "Give thanks to the LORD; call on His Name . . . Sing to Him; sing psalms to Him" (Psalm 105:1, 2). "Let the Word of Christ dwell in you richly as you teach . . . and as you sing psalms" (Colossians 3:16). If time permits, I recommend singing the main psalm for each lesson several times, so that the children have already begun to memorize it. You could also send home a copy of the main psalm, so that the children can sing it at home during the week with their families. The Psalter I have used is *The Book of Psalms for Singing*, published by the Reformed Presbyterian Church of North America, 1973.

Field Trip

The teaching of the Word of God to our children is not meant to be confined within the four walls of our Christian churches, schools and homes. Take God's Word outside, into the fresh air and sun shine. Teach it in the open fields and the busy streets. Moses says, "Fix these words of mine in your hearts and minds . . . Teach them to your children, talking about them when you sit at home and when you walk along the road" (Deuteronomy 11:18, 19). How will God's Word be fixed in the hearts and minds of our children? It will happen, not only when we read the Scriptures around the family dinner table or when we study the Bible in our Sunday School classroom, but also it will happen when we are walking along the road, when we are looking at the world around us as we discuss the things of God. Teaching opportunities are along every ordinary road, along every little pathway in your life. For each lesson I have suggested some small outing to a place which will impress that particular Bible teaching upon your children. What a way to review a lesson. If you are setting out with that purpose in mind, "to teach your children . . . when you walk along the road" it will actually happen. You will do it—and they will be blessed!

The Jewish Problem

Exodus 1

VISUAL AIDS

Photographs of the Jewish slaves in the Nazi concentration camps would be excellent for this lesson.

MEMORY WORK

“There is no wisdom, no insight, no plan that can succeed against the LORD” (Proverbs 21:30).

CRAFT

How wrong it is to kill babies, within the womb or outside the womb. Your class could make *pro-life* posters, to display in public, or placards, to carry in a demonstration.

REVIEW QUESTIONS

1. What did God promise to Abraham, Isaac and Jacob?
2. God promised their children would be as numerous as . . . what?
3. How was God fulfilling His promise to them in Egypt?
4. Who was at war with the Word of God? Why? Who was his servant on earth?
5. What was the new Pharaoh's first solution to the Jewish problem? Did it work? Why not?
6. What was his second solution to the Jewish problem? Did it work? Why not?
7. What was Pharaoh's third solution to the Jewish problem? Do you think it would succeed? Why? Why not?

PRAYER

LORD, we thank you for delivering us from all kinds of evil. We pray that you would deliver us today and forever from the Evil One. LORD, we also pray that you would give us the strength to stand against evil and to fear you more than men. LORD, we pray that our names would be found among the righteous and courageous, among those people who have loved you more than their own lives.

PSALMS TO SING

128A . . . also 2; 3; 5AB; 52AB; 83C (1); 124AB; 127; 140AB; 144AC; 149.

FIELD TRIP

Have the children involved in an activity that helps and saves the lives of children. For example, they could raise money for an organization such as World Vision.

(This student lesson starts on page 1.)

By Faith, They Hid

Exodus 2:1–10

VISUAL AIDS

There are several photographs that would be useful:

1. Pictures of the banks of the Nile River, with crocodiles resting in the reeds.
2. Pictures of the papyrus plant, out of which Moses' basket-boat was woven.
3. Pictures of Hitler's SS men, capturing, dividing and murdering Jewish families during World War II.

Also, show the children some examples of tightly-woven baskets, especially ones with lids.

MEMORY WORK

“The LORD is faithful to all His Promises . . .” (Psalm 145:13).

CRAFT

For this lesson, try basket-weaving.

REVIEW QUESTIONS

1. The time was drawing near for God to fulfil His promise to Abraham. When did God say He would bring Abraham's descendants back to the promised land?
2. Who was born in Egypt in the fourth generation?
3. What were the names of Moses' father and mother? From which tribe did they come?
4. When their baby boy was born, why did they disobey Pharaoh?
5. Why did it require faith to hide their baby for three months?

6. Why didn't they hide him longer than that?
7. What did Moses' mother do in an attempt to save her baby and what was the amazing way that God rescued him from death?
8. Whose son did Moses' become? Who gave him that name? Why? When he grew older, where did he live?

PRAYER

LORD, we thank you for your faithfulness in fulfilling all your promises. We thank you for the amazing ways that you save your people. We thank you for the saviour you raised up for Israel and the saviour you raised up for us, even Jesus Christ, the Son of God. LORD, help us to live, not by fear, but by faith. Help us to obey your Word and your law, even when it goes against the words and laws of men.

PSALMS TO SING

71A . . . AND 27BC; 31A; 34A (1); 37AB; 111A; 112A (1, 2,4); 113AB.

FIELD TRIP

Take your children to play along the bank of a river. Notice the plant and animal life along the river's edge. Where I live, in Ottawa, Canada, we don't have to watch for crocodiles, but Moses' mother did. You can bring little basket-boats for the children to float in the water. Make sure the baskets have been water-proofed. (You can use varnish, rather than the messy tar and pitch). You could leave one basket without any water-proofing just to see what happens. If you have little girls on this expedition, they would probably like to float small dolls in their baskets. Have fun!

(This student lesson starts on page 7.)

By Faith, He Left

Exodus 2:11–25

VISUAL AIDS

Show the children an old-fashioned balance scale. Moses had to weigh the very real pleasures and treasures of this world with the disgrace of Christ and distress of God's people.

Also useful for this lesson would be pictures of the power and glory of ancient Egypt. You can find photos in *National Geographic* magazines, which show the treasures that have been found in the pyramids.

MEMORY WORK

“Blessed are you when men hate you, when they exclude you and insult you and reject your name as evil, because of the Son of Man. Rejoice in that day and leap for joy, because great is your reward in heaven” (Luke 6:22, 23).

CRAFT

Make a collage of the pleasures and treasures of our culture. What are the things that choke the Word of God from people's lives, that entice them to sin and forsake Christ? Just cut out pictures from any magazine's advertisements, pictures of flashy cars, sexy men or women, bottles of liquor, jewelry, etc. Cut out letters to read: PLEASURES OF SIN, TREASURES OF WORLD. The things of greater value are invisible: hope, faith, love, peace, joy, life—and God! Perhaps you could make a second collage with these words on it. Then tack both posters on a wall with the question in large letters: WHICH WILL YOU CHOOSE?

REVIEW QUESTIONS

1. What difficult choice did Moses have to make? What did he choose? Why? Do you think he made the right decision? Do we have to make the same choice? What will you choose? Why?
2. Which is better, to be a king in the palace of the wicked or a servant in the house of God? Why?
3. Moses wondered why God spared his life as a baby and why he made him a prince. What did Moses come to believe was the answer? Did the Israelites recognize him as their rescuer?
4. Why did Moses leave Egypt? Where did he live and what did he do for the next forty years?
5. What was the name of Moses' wife? How many children did Moses have? What were their names? What did they mean?

PRAYER

LORD, thank you for hiding us and helping us in all our difficulties. Please, LORD, grant us your grace to live by faith. Give us the strength to make the right decisions in our lives, always choosing for you and your Word and your reward.

PSALMS TO SING

37C . . . also 17ABC; 18A; 27B; 31D; 32B; 49BC; 62AB; 84ABC; 91AB; 119BI;

FIELD TRIP

Take a little detour on the LORD's Day and drive by a shopping mall or a sports arena on your way to church. Show your children the parking lots filled with cars, representing people who have made the wrong choice. These people have chosen the treasures and pleasures of this world, instead of the greater blessing of worshipping God.

(This student lesson starts on page 13.)

The Angel of the Lord...

Exodus 3:1–10

VISUAL AIDS

For this lesson you will need some photographs of forest fires showing bushes, trees and whole woods being consumed by flames of fire. It is an awesome sight to see the ordinary flames of a natural fire. Imagine what Moses saw. He saw the extraordinary flames of a supernatural fire! Show your students pictures of a “burnt-over” area: the black skeletons and stumps of trees, the bare charred remains of a once lush green forest. That is what an ordinary fire does. It consumes and destroys everything in its path. But Moses saw a bush on fire, that did not burn up.

MEMORY WORK

1. “Let us be thankful, and so worship God acceptably with reverence and awe, for our God is a consuming fire” (Hebrews 12:28, 29).
2. “Exalt the LORD our God and worship at His holy mountain, for the LORD our God is holy” (Psalm 99:9).

CRAFT

Perhaps the children could make a picture of the burning bush. First, have them use green crayons to colour the branches and leaves of the bush. Then have them paint (with water colours) red/yellow/orange flames all over the bush. Surprise! The bush will not be “consumed” by the flames.

REVIEW QUESTIONS

1. What promise did God make to Israel before they went to Egypt? Why did it seem that God had forgotten His promise to the Israelites? Had He? Was He slow in keeping it?
2. Did God have a plan and a person ready to rescue the Israelites? Who was that person? How had he been prepared?
3. What strange sight did Moses see? What strange sound did Moses hear?
4. Why did Moses hide his face?
5. What did God say that showed how much He loved the Israelites?
6. Who was the Angel of the LORD, who appeared to Moses in the flames of fire within the bush?
7. What was the name of the mountain where this happened? What did it mean? Why was the name of this mountain changed? What was its new name? What did its new name mean?

PRAYER

LORD, we thank you, that although you are a Holy God and a consuming fire, You have not consumed us or destroyed us because of our sins, but have rescued us in your Son, Jesus Christ. We thank you for LOVE and mercy and forgiveness in Christ. We thank you for your great salvation! LORD, help us to worship you in fear all the days of our lives. Amen.

PSALMS TO SING

97A . . . also 18ABGH; 50A; 99C.

FIELD TRIP

Burn a bush in a bonfire one night. Watch it shrivel and hear it crackle as the fire consumes it. Moses saw a burning bush that wasn't consumed

(This student lesson starts on page 20.)

The Name of God

Exodus 3:7–15

VISUAL AIDS

Show your students some photographs of the world's famous mountains, such as Mount Everest or Mount Fuji. Then show them a photo of Mount Horeb. What made this mountain special? It was not the highest or prettiest mountain in the world, but it was the mountain that God chose as a sign for Moses, the mountain where the people of Israel would worship the LORD.

MEMORY WORK

“We will lift up our banners in the name of our God” (Psalm 20:5).

CRAFT

Have each child make a banner to be lifted and waved in the name of our God. These banners could be made of different colours of bright felt, with the Hebrew letters for LORD/Jahweh cut in a contrasting colour of felt and glued on the banners. Attach the banners to sticks, add some ribbons, and march with shouts of joy before the LORD!

REVIEW QUESTIONS

1. How was God going to rescue His people? Whom would He use?
2. When God said to Moses, “Go! I am sending you,” what did Moses say? What question did he ask?
3. Why did Moses think he was not the one to do this work?
4. What was God's answer?
5. God promised Moses, “I am with you.” God also gave Moses a sign. What was it? How could Moses see this sign?

6. Moses asked a second important question. What did he want to know? Did God tell him?
7. What was God's answer? What name did God reveal? What did that name mean? Do we still call God by that name?

PRAYER

O LORD, we glorify your name. We praise you, LORD, for being with us. We thank you, LORD, for your great promise to us: "Lo, I am with you always, to the very end of the age." We ask that you would lead us all the days of our lives; lead us in the paths of righteousness for your name's sake. We ask that you would forgive all our sins in the name of our Lord Jesus. Amen.

PSALMS TO SING

66A (1–3); 68A (3); 69E (21); 72C (11, 12) . . . also 5B (5); 7B (9); 9A; 20AB; 29A (1); 34A; 54AB; 75 (1); 79B (8, 12); 86B (6); 92AC (1); 96A; 99C (1); 100ABC; 103A; 105A (1–3); 113AB; 135AB (1); 135C (4); 138AB (1–3); 145A; 145C (13); 149 (1, 2).

FIELD TRIP

Go for a walk, in city or country, and look for names. You will see names written on rural mailboxes; you will see names written on urban storefronts. You might see giant letters posted high above a factory building, but all these names will pass away. The paint will fade, the letters will fall, the people will move, the business will fail, but the Name of our God endures forever. The name of the LORD is exalted high above the heavens from one end of the earth to the other. God's name is exalted through our praises.

(This student lesson starts on page 25.)

Provisions For the Journey

Exodus 3:1–4:17

VISUAL AIDS

You need photographs of the signs in this lesson:

- 1) different kinds of snakes with their poisonous fangs
- 2) the hands of people deformed by leprosy and
- 3) blood.

The more frightening the pictures are, the greater the impression they will make upon the children.

MEMORY WORK

“The LORD your God is God of gods and LORD of lords, the great God, mighty and awesome . . . Fear the LORD your God and serve Him . . . He is your praise; He is your God, who performed for you those great and awesome wonders . . .” (Deuteronomy 10:17, 20, 21).

CRAFT

Three signs were given to Moses as identification, to prove that he was who he said he was, a man to whom the LORD had appeared. Your children could make I.D. cards to prove who they are. The wallet-size I.D. cards should include their names, addresses, phone numbers, birthdates, photos, finger prints, signatures, etc. Cover the cards in plastic.

REVIEW QUESTIONS

1. God told Moses exactly what must be done in Egypt. What three things did God assure Moses would happen?
2. God gave Moses three signs to show the people. Why?
3. What was the first sign? What could it mean?
4. What was the second sign? What could it mean?
5. What was the third sign? What could it mean?
6. Moses protested that he had a problem. What was it? Did God see this as a problem? Why not? What did God promise to do?
7. God graciously allowed Moses to take someone with him. Who was it? How would he help? What would he do?

PRAYER

LORD, thank you for assuring us of victory in Jesus Christ. With that knowledge, help us to go forward, by faith. Help us not to make excuses; instead, help us to say each day of our lives: “I am the LORD’s servant. Thy will be done.”

PSALMS TO SING

105A (1–3) . . . also 66A (1–4); 71C; 86A; 98A (1); 103A; 145A.

FIELD TRIP

You can impress upon the children that true miracles are supernatural. Attempt to do the signs that the LORD performed through Moses. Have each child throw down a stick. Does it turn into a snake? Have them put their hands inside their coats. Do they become leprous? Have them pour water on the ground. Does it turn to blood? No. Even if you pray that they will, they won’t. God is not manipulated by us into performing tricks for our entertainment. However this is a good exercise for the children because it teaches them that only God performs miracles. It teaches them that they are not God. I remember my little three-year-old daughter, Shoshannah, after hearing how Christ calmed the stormy sea. She stood on the lakeshore at her grandparents’ cottage, shouting to the waves: “Stop! Be still!” The waves continued to splash one after another on to her tiny bare toes. The water did not obey her. It was a good lesson.

(This student lesson starts on page 32.)

The Way Made Smooth For Moses

Exodus 4:18–31

VISUAL AIDS

You will need photos of elderly gentlemen with whitened hair, wrinkled faces, crooked backs. Hold up two of these pictures and ask some questions: “What harm could two such old men do? Could they fight against an entire nation? What good could two such old men do? Could they rescue an entire nation?”

MEMORY WORK

“For as high as the heavens are above the earth, so great is His LOVE for those who fear Him; as far as the east is from the west, so far has He removed our transgressions [sins] from us” (Psalm 103:11, 12).

CRAFT

Perhaps your students could sketch a portrait of an old man with wrinkled skin, white hair, bent back, etc.

REVIEW QUESTIONS

1. Where did Moses go when he left Mount Horeb? Why?
2. What did Moses take with him on the journey? Why?
3. Why did the LORD meet with Moses to kill him?
4. Why did the LORD leave him alone and let him go on his way?
5. Where did Moses and Aaron meet? Do you think that was a good meeting place? Why?
6. What did Moses and Aaron do when they arrived in Egypt? Why?
7. How did the elders of Israel respond to the words and the signs from God? What particularly touched their hearts?

PRAYER

LORD, thank you for your concern for us too. Thank you for seeing our misery and slavery to sin and having compassion upon us. Surely you have demonstrated your great LOVE for us: you sent your Only Son to die on the cross to rescue us from our sin. O LORD, we also worship you. As the elders of Israel bowed down to worship you, so do we. Please, accept our praise of you. Please, forgive our many sins for the sake of your Son Jesus. O LORD, help us to forsake the sins that so easily entangle us, that our lives might glorify you. Amen.

PSALMS TO SING

25C; 32C . . . also 6; 27BE; 30AB; 32ABD; 51ABDE; 71C; 92B; 103A; 130AB.

FIELD TRIP

Can you find a park where the old men sit on benches, resting their chins upon their canes? Eighty-year-old men rest at the end of their lives; their work is finished, but Moses and Aaron were just beginning their work in life.

(This student lesson starts on page 39.)

The Way Made Rough For Moses

Exodus 5:1-7:7

VISUAL AIDS

Show the children pictures of the brick-making process. There are drawings from ancient Egypt that show slaves hauling clay from the Nile River, mixing the clay with straw, molding the clay into bricks, baking the bricks in the sun, and then carrying the heavy bricks to the construction sites, all under the supervision of the Egyptian task-masters with their whips. You can also show the children photographs of the modern method of brick-making in Egypt, which is similar.

MEMORY WORK

God we will gain the victory. He will trample down our enemies" (Psalm 108:13).

CRAFT

The Israelites had to gather straw. Bring some straw and some red string for your students to make into straw stars, lovely ornaments to hang on a tree branch or in a window. You could also bring clay for the children to mold into small bricks. Bake it in a kiln and later use the bricks in a model building.

REVIEW QUESTIONS

1. Moses and Aaron went to Pharaoh with God's message: "Let My people go." Did Pharaoh listen? Why not? How did he answer?
2. What did Pharaoh do to keep the Israelites from thinking about leaving Egypt and serving God? What did he do to turn them against Moses and Aaron?
3. Pharaoh's plan seemed to be working. What did Moses do?

4. What were the three things of which God reminded Moses, to encourage his heart and strengthen his faith?
5. Can you summarize the seven-fold promise that God gave to the Israelites? Were they encouraged by this promise? Why not?
6. Why did Moses think God's plan was failing? Whom did he blame? Was it his fault? Was God's plan really failing?
7. Who stood in opposition to Moses?

PRAYER

O LORD, thank you for your Word and for all your loving promises, which encourage us in every difficulty. Help us, LORD, to turn to you in prayer at all times, especially when we are afraid. Help us always to hear your Word and obey your commands, however we feel, whatever the circumstances.

PSALMS TO SING

52B; 56; 140B; 143B . . . also 3; 5AB; 14ABC; 25D; 37AB; 43; 53; 54AB; 56; 58AB; 59AB; 68A; 70ABC; 77a (1); 120 (1); 129; 138AB; 140AB.

FIELD TRIP

Bricks are a part of man's life. They have been used as a building material for thousands of years. Go for a walk through any town and notice the red-brick and yellow-brick houses; notice the old brick streets or walls; notice the chimneys. If there is a brick factory in your vicinity, visit it. If a house is being built, watch the brick-layers at work. Remind the children that the ancient Egyptians made their bricks and built their cities with the slave labour of the Israelites.

(This student lesson starts on page 43.)

Two Kingdoms In Collision

Exodus 7:1–13

VISUAL AIDS

For this class you should bring photographs of the false idols and false worship from all around the world.

MEMORY WORK

“Dear friends, do not believe every spirit, but test the spirits to see whether they are from God, because many false prophets have gone out into the world . . . Dear children, you are from God and have overcome them, because the One who is in you is greater than the one who is in the world” (I John 4:1, 4).

CRAFT

You can put a brood of vipers on your classroom wall. Have the children draw snakes on large pieces of paper, paint them, add sequins or sparkles, cut them out, and display them.

REVIEW QUESTIONS

1. In those days, where could one find the true worship of the true God? In our days, where can one find the true worship of the true God?
2. What were some of the “gods” that the nations worshipped?
3. What was Satan’s plan? What was God’s plan? Whose plan seemed to be succeeding? Why?
4. God was going to show Egypt that He was the LORD. How?
5. What sign did Moses and Aaron perform to prove that they were sent from God?
6. Did Pharaoh believe this sign? Why not? What did he do?

7. By what power did Pharaoh's magicians and sorcerers turn their staffs into snakes? Why did God permit this?
8. In this miracle, how did God show that He was Almighty?
9. What warning did God give to Pharaoh?

PRAYER

LORD, God Almighty, we thank you for protecting us from all the powers of the Evil One. We thank you for giving us the great gift of the Holy Spirit, Who is greater than all the demonic spirits in this world. Please, LORD, grant us the wisdom to know your Word and your works. Let us discern false prophets and counterfeit signs. Lead us not into temptation, but deliver us from evil. By your grace, may we stand for you and fight for your kingdom in the name of our Lord, Jesus Christ.

PSALMS TO SING

68E; 96A . . . also 2; 16AB; 31E; 67AB; 79B; 86A; 95A; 97ABC; 115AC; 117AB; 135C.

FIELD TRIP

It is very sad to witness the false worship of false gods. Take your children to see some idols, gods of wood and stone and gold, before which people bow in worship. You could also take the children to some sort of snake exhibit.

(This student lesson starts on page 51.)

The Just Judgements of God: The Ten Plagues

This lesson is really ten lessons, one for each plague:

1. A river of blood (Exodus 7:14–24)
2. An army of frogs (Exodus 8:1–15)
3. Legions of lice (Exodus 8:16–19)
4. Swarms of flies (Exodus 8:20–32)
5. A deadly disease (Exodus 9:1–7)
6. An outbreak of boils (Exodus 9:8–12)
7. A hammering of hail (Exodus 9:13–35)
8. An invasion of insects (Exodus 10:1–20)
9. A dreadful darkness (Exodus 10:21–29)
10. A miracle at midnight (Exodus 11 & 12)

VISUAL AIDS

For each of the plagues find appropriate photographs from magazines or encyclopedias to show the children:

1. **A River of Blood**—Show them pictures of the great Nile River and how Egypt is dependent upon the Nile for fishing and farming, as well as for drinking water. Imagine what would happen to this nation if its prime source of water was changed into blood. You can also show them photos of contaminated bodies of water and the resulting devastation to marine life. Heaps of dead fish and birds are washed ashore in these environmental disasters.
2. **An Army of Frogs**—There are beautiful photos of frogs. There are whole calendars devoted to frogs. They are fascinating creatures, but devastating when God uses them as his soldiers.

3. **Legions of Lice**—Show the children a magnified picture of a louse, a horrible-looking creature that does terrible things.
4. **Swarms of Flies**—There are all kinds of winged creatures that we call “flies”—house flies, black flies, fruit flies, horse flies, flesh flies, etc. Most of them are tormentors that buzz and bite and carry diseases. You can show the children pictures of these various kinds of flies. Imagine swarms of them, from which there was no escape.
5. **A Deadly Disease**—Explain to the children that sometimes there is an outbreak of disease among farm animals, even in our day. Sometimes whole herds of cattle must be slaughtered—hundreds and thousands of animals—to check the disease. Not long ago there was the scare of “mad cow disease” in Britain. Perhaps you can find newspaper articles or magazine photographs about this event.
6. **An Outbreak of Boils**—Borrow a medical textbook or journal to show the children what a boil is. Let them see how awful these inflamed, festering sores on the skin can be.
7. **A Hammering of Hail**—You can find interesting entries about hailstones in encyclopedias, which show their size and shape, as well as tell fascinating facts. For example, the largest hailstone on record in the U.S.A. measured seventeen inches around and weighed one-and-a-half pounds. What a shame that no one weighed and measured the hailstones that fell in Egypt during the seventh plague. No doubt, those hailstones would hold the world record!
8. **An Invasion of Insects**—There are many interesting articles and photographs of locusts, but you must read to your children one fascinating account of such an invasion of insects. It is from a child's perspective, from the book *On the Banks of Plumb Creek* by Laura Ingalls Wilder. Read from the chapter entitled “Grasshoppers Walking,” beginning “One day when Pa came in to dinner he said, “The grasshoppers are hatching . . .” (page 260). The children will love this true story from the 1800's of pioneer life in the U.S.A.
9. **A Dreadful Darkness**—A night picture, with a light shining from a window, would be useful for this lesson. The Egyptians had no such comforting sight during the plague of darkness.
10. **A Miracle at Midnight**—Photographs of grieving mourning people, who have lost loved ones, would be beneficial for this lesson. Also, your class

could study some articles about the deadly epidemics that have swept away millions of people, such as the bubonic plague or the black death. However, there has never been a plague like the one in Egypt, when only the first-born in each family was selected for death, while all Israel was spared. The LORD did this so that both Egypt and Israel—and the whole world—would know that this was not an ordinary plague, common to the natural diseases and disasters of man, but this was an awesome wonder, a miraculous judgement, executed by the God of all the earth to free His people from slavery.

MEMORY WORK

1. “O LORD, the hope of Israel, all who forsake You will be put to shame. Those who turn away from You will be written in the dust, because they have forsaken the LORD, the spring of living water” (Jeremiah 17:13).
2. “I will remember the deeds of the LORD; yes I will remember your miracles of long ago. I will meditate on all your works and consider all your mighty deeds” (Psalm 77:11, 12).
3. “Look to the LORD and His strength. Seek His face always Remember the wonders He has done, His miracles, and the judgements He pronounced” (Psalm 105:4, 5).
4. “Whoever believes in the Son has eternal life, but whoever rejects the Son will not see life, for God’s wrath remains on him” (John 3:36).
5. “Since we have been justified through faith, we have peace with God through our LORD Jesus Christ, through whom we have gained access by faith into this grace in which we now stand. And we rejoice in the hope of the glory of God” (Romans 5:1, 2).
5. “Heal me, O LORD, and I will be healed; save me and I will be saved, for you are the One I praise” (Jeremiah 17:14).
7. “He who dwells in the shelter of the Most High will rest in the shadow of the Almighty. I will say of the LORD, ‘He is my refuge and my fortress, my God, in whom I trust’ (Psalm 91:1, 2).
8. “Blessed is the man who always fears the LORD, but he who hardens his heart falls into trouble” (Proverbs 28:14).
9. Jesus said, “I am the light of the world. Whoever follows Me will never walk in darkness, but will have the light of life” (John 8:12).
10. “God demonstrates His own LOVE for us in this: While we were still sinners, Christ died for us. Since we have now been justified by His blood, how much more shall we be saved through His life” (Romans 5:8, 9).

CRAFT

Have your children make books of the ten plagues, to help them remember the deeds of the LORD. Have them illustrate each plague on a separate page. When I did this project with my classes, I had them draw each scene in plain pencil and then use a coloured pencil to accent the plague. For example, red was used for the first plague. Houses, pyramids, people, animals, etc. were all drawn in grey pencil, but the Nile River was coloured bright red, as were the ponds and pails, puddles and buckets, even bath-tubs. Next, green was used for the second plague. Once again, houses, pyramids, people, furniture, Pharaoh with his throne and his food and his bed, etc. were all drawn with plain pencil, but the frogs themselves were all coloured with bright green to emphasize that plague. Have the children sign their work, but you keep their pages until all ten drawings are completed. At the end, have the children illustrate a cover; then assemble the books for the children to take home. The finished projects are amazing. You will be surprised at how creative and artistic the children are and how much fun they have making these books. I was so impressed with their efforts, that I actually put their books on display for the whole church to admire.

REVIEW QUESTIONS

You can ask specific questions for each plague, but here are some general questions for all the plagues:

1. What command from God did Moses and Aaron bring to Pharaoh before this plague?
2. What was Pharaoh's response? What did he say? What did he do? What was happening to Pharaoh's heart?
3. How did God judge Egypt with this plague? How did this plague harm the country?
4. How did God show His mercy to Egypt during this plague?
5. How did God show His mercy to Israel during this plague?
6. Was some false "god" in Egypt destroyed by this plague?
7. Why did God display all these signs and wonders and miracles in Egypt? What great purpose did God have?

PRAYERS:

1. LORD, we thank you for many blessings, one of which is pure, clean, drinking water. It is a daily gift You give us, so simple, yet so vital. Thank

- you for water for drinking, cooking, bathing, cleaning. Thank you for the lakes, rivers and ponds for boating, fishing and swimming. Most of all, we thank you for Jesus Christ, who is the spring of living water unto eternal life. Jesus said, “If anyone is thirsty, let him come to Me and drink” (John 7:37). LORD, may each child here believe in Jesus Christ, and so live forever.
2. LORD, we worship you because you have created and commanded all creatures. Even the frogs do your will. We thank you for this mighty miracle, which you performed so long ago—to the praise of your glorious name. O LORD, you are an awesome God! May we fear you and worship you, love you and obey you, all our days.
 3. Our Father, we praise you for you are good and just; you are righteous and holy in all your judgements. Thank you for displaying your awesome deeds and strange wonders, so that all the world might know that you alone are God. Thank you for your Word, which informs us about the great things you have done. Help us to fear you and love you as we should. May we never harden our hearts against you, O LORD. Deliver us from evil, even this day.
 4. LORD, you have provided a way for us to escape your wrath which is through faith in your Son, Jesus Christ. We thank you for Jesus and for the sacrifice of Himself on the cross for our sins, that we might have peace, mercy and forgiveness. Peace with God—for this gracious gift to us, to all who believe in the Son of God, we thank you, O LORD.
 5. LORD, we thank you for protecting us from deadly diseases and for rescuing us from death itself. We thank you for the health and strength and life with which you have blessed us. We thank you for the faith and hope and peace we have in Jesus Christ.
 6. O LORD, may our hearts now and forever be turned towards you in love and faith and hope. May our hearts be softened and opened to your Word. Deliver us, we pray, from the sins which so easily ensnares us. Deliver us especially from hardness of heart. We thank you for the Bible, which instructs us, and for your Spirit, who convicts us, that we might not sin against you.
 7. LORD, we thank you for being our shelter and refuge in all the storms and trials of this life. May we never forget, LORD, that we must flee to you for protection and salvation.
 8. LORD, God of Armies, we worship you because you create and command all beings. Sometimes you send forth an army of angels; at other times you send forth an army of insects. We love you, LORD, and praise you, for this awesome display of your power.

9. LORD, we thank you for giving this world the gift of light. We thank you for sunlight, moonlight and starlight. We thank you for dawn and dusk and the mysterious northern lights. We thank you for the light of flickering candles and blazing fires. We thank you for flashlights and searchlights and all kinds of electric lights from the tiniest twinkles to grandest shimmering chandeliers. LORD, they are all a comfort and delight for us.
10. LORD, we thank you for that great miracle at midnight, when you freed your people from the bondage of their slavery in Egypt. LORD, we thank you for the greatest miracle of all, for your Son shedding His blood and dying on the cross to save us from our bondage to sin and our slavery to Satan. We thank you for freeing us from sin and death, that we might love and serve you, that we might adore and worship you, all the days of our lives here on earth and forever in heaven. LORD, we praise your holy name for such grace and LOVE toward us.

PSALMS TO SING

105D; 91AC . . . also 2; 72C (11, 12); 77B; 78E; 98A; 105A; 135AB; 136AB (1–6); 148.

FIELD TRIP

People are “plagued” with all kinds of pests. It is not uncommon for us to experience annual “invasions” of insects. For example, where I live in Canada, the window screens hum . . . mmm loudly all night in the month of June, as millions of mosquitoes try to enter our rooms to take our blood. It’s a terrible sound, but at least there are screens to keep this “plague” away from us! Sometimes there are unusual arrivals of insects. Once, when I was a small child, there was a “plague” of caterpillars. These pests dropped from the trees, covered the sidewalks, crawled on people. They were everywhere! If there is not some devastating plague you can show your children, perhaps you can observe one of the minor common varieties. Also, you can point out to the children ways that people try to protect themselves from such difficulties: We have screens on the windows, lightening rods on the roof, storm warnings on the radio, vaccinations for diseases, poisons and pesticides, etc.

(This student lesson starts on page 55.)

Do This In Remembrance of Me

Exodus 12:1–13:16

VISUAL AIDS

Show your children a “Jewish” calendar, which marks and names their months, both civil and sacred, differently than our calendars. Note also the special holidays, particularly Passover night and the week-long Feast of Unleavened Bread. Bring to your class photos of Jewish families celebrating the Passover meal. Buy a package of Passover Matzos for your class and also bring a fluffy role of leavened bread to compare with the flat piece of unleavened bread. You may also wish to bring a container of yeast. Let the children see it, touch it, taste it, smell it, and watch how the yeast works: Mix it with warm sweet water and it will froth and foam and ferment.

MEMORY WORK

“Christ our passover lamb has been sacrificed. Therefore, let us keep the [Feast,] not with the old yeast, the yeast of malice and wickedness, but with bread without yeast, the bread of sincerity and truth” (I Corinthians 5:7, 8).

CRAFT

Perhaps you could bake some rolls, one batch of dough made with yeast and the other batch made without yeast. Instruct the children: “Don’t you know that a little yeast works through the whole batch of dough? Get rid of the old yeast, that you may be a new batch without yeast . . .” (I Corinthians 5:6, 7). We must get rid of even the smallest sins, for like a tiny grain of yeast, sin grows. It foams and froths inside our hearts and starts to affect our entire lives. We must be very careful to rid our lives of sin. A simpler craft might be to have the chil-

dren make special Passover plates. Give each child a white paper plate to decorate with a gold rim, blue Jewish stars, etc. Do the children know what food would be put on their Passover plate?

REVIEW QUESTIONS

1. Could the Israelites ever forget the exodus? What three ceremonies did God give the Israelites to help them remember?
2. What must the Israelites do to celebrate the Passover?
3. God gave the Israelites the Passover ceremony so that they would remember and never forget their deliverance from Egypt. There was another very important reason why God gave them this ceremony. What was it?
4. Why is Jesus called our Passover Lamb?
5. We too must find refuge under the sprinkled blood of the Passover Lamb. How? How can we be safe? Where can we find shelter, so that death will pass over us?
6. Jesus changed the Passover meal into the Lord's Supper. What did He say about the bread? What did He say about the wine? What did He say we are to remember?
7. We were bought with a price. God redeemed us; He bought us back. What price did God pay for us?

PRAYER

LORD, we thank you for showing us so clearly the Lamb of God, who takes away the sin of the world. LORD, help us to believe in Jesus, our Passover Lamb. Help us to believe in the way of salvation, that you ordained for us from the beginning. LORD, help us to trust in the Lamb's sprinkled blood, to save us from sin and death. Oh LORD, let us never forget the night of our deliverance. Let us always remember what you did to deliver us from the slavery of our sins and the terror of death and the power of the devil: you sent your Son to die on the cross for us. His body was broken for us; His blood was poured out for us that death might pass over us, that we might live for ever and ever. Oh God, we thank you, for His death. Thank you for sending the Passover Lamb to us. Thank you for giving us life in Him.

PSALMS TO SING

116C & 118C . . . as well as all the other Passover Songs: Psalms 113–118. It was one of these “hymns” that Jesus sang with the disciples at the Passover supper, the last song He sang before the cross. (See Mark 14:26.)

FIELD TRIP

If you could take your children to observe a Passover Seder at a Jewish home or elsewhere, this would be very educational for them. Also, it would be very instructive for them to observe the Lord’s Supper in your church. (Children should always be part of the Lord’s Supper, at least to observe it and ask questions about it.)

(This student lesson starts on page 90.)

Please turn the page for the guide to lesson 12.



God With Us Day and Night

Exodus 13:17-22

VISUAL AIDS

Alas! There are no photographs of that amazing pillar of cloud that the Israelites saw in the day or pillar of fire that they saw in the night. Perhaps you could show the children a picture of the enormous mushroom-shaped cloud from an atom bomb. If a man-made cloud inspires such awe, we can only imagine the splendour of God's "appearance" to Israel.

MEMORY WORK

"The LORD will keep you from all harm. He will watch over your life. The LORD will watch over your coming and going both now and forevermore" (Psalm 121:7, 8).

CRAFT

The children could draw two pictures of Israel's camp, one a night scene on black paper and the other a day scene on white paper. Paint, pastels, gelpens and coloured pencils all work well on black construction paper.

REVIEW QUESTIONS

1. How many Israelite slaves marched out of Egypt as free people?
2. What did the Israelites take with them on their journey?
3. What did they eat at their first campsite?
4. Why did God not lead them straight to the Promised Land?
5. How did the Israelites know which way to go and where to camp?
6. How did God show the Israelites that He was with them?
7. How did the pillar of cloud help the Israelites during the day? How did the pillar of fire help them at night?

PRAYER

LORD, we thank you for the wonderful way you took care of the Israelites in the wilderness and we thank you for taking care of us too. Thank you for guiding us and guarding us and giving us everything that we need. LORD, help us to trust in you at all times and for all things.

PSALMS TO SING

121B & 139A . . . also 23ABCD; 91AC; 105E.

FIELD TRIP

Huddle around a campfire on a cold dark night and imagine how comforting it would be if a pillar of friendly fire was there to give you warmth and light, to scare away prowlers and predators, to shield and shelter you from winds and storms.

(This student lesson starts on page 100.)

Through the Red Sea... By Faith

Exodus 14:1–15:21

VISUAL AIDS

Show your class of children pictures of horses and chariots, especially those used in ancient Egypt. There are also interesting photos of the chariot wheels that archaeologists have found at the bottom of the Red Sea.

MEMORY WORK

“The LORD is my strength and my song. He has become my salvation. He is my God, and I will praise Him, my father’s God, and I will exalt Him” (Exodus 15:2).

CRAFT

God’s path led through the sea, though His footprints were not seen (Psalm 77:19). The LORD does not leave footprints, but people and animals do. In the sea bed that night, there were many millions of footprints left by the Israelites. There are several ways the children could make prints of their feet:

1. Ink the soles of their feet, as they do for newborn babies in a hospital; then have them stand on a white sheet of paper.
2. Photocopy their feet.
3. Have them make impressions of their feet in the sand. Then make plaster-of-paris molds of their footprints.

REVIEW QUESTIONS

1. How did God set a trap for Pharaoh and his soldiers?
2. Why did the Egyptians think it would be easy to capture their runaway slaves?
3. The Israelites appeared to be trapped, with the sea in front of them and their foes behind them. How did they rebel against God in this situation?

4. How did God protect His people from enemy attack throughout the night?
5. How did the LORD make a path for His people through the sea?
6. What must the Israelites do by faith?
7. How were the Israelites baptized into Moses?

PRAYER

LORD, you did gain glory for yourself by this miraculous deliverance of your people and we also praise you, exalt you and glorify you for parting the waters of the sea and saving all the children of Israel. But LORD, you have demonstrated your LOVE for us by an even greater deliverance; we thank you for saving us from the fires of hell through the death of your beloved Son, Jesus Christ. To Him be the glory forever and ever.

PSALMS TO SING

20AB; 66A; 77C; 106B . . . 46ABC; 57B; 74B; 76AB; 78B (4–7); 93A; 104A; 136A (1, 2, 7, 8); 147A (1, 4, 7).

FIELD TRIP

Horses and chariots have been out of style for quite a few centuries, so there is no longer anywhere to view a horse and chariot race. However, you could take the children to see for themselves what powerful creatures horses are. Fall fairs often have horse shows. In Canada you can view the Royal Canadian Mounted Police and, on Canada Day in the capital, you can watch the famous RCMP Musical Ride.

(This student lesson starts on page 104.)

Bitterness to Blessedness

Exodus 15:22–27

VISUAL AIDS

Make sure to follow Israel's route on a map. Photos of this desert region or any other harsh, dry, wasteland should be shown in contrast to an oasis, that is, a watered area with palm trees.

You could also bring two glasses of water: one with pure, clear, fresh water and the other with murky, muddy, smelly water. One brings life; the other brings death. Impress upon the children how blessed we are to have good drinking water.

MEMORY WORK

1. "I am the LORD, Who heals you" (Exodus 15:26).
2. "Praise the LORD, O my soul; all my inmost being, praise his holy name. Praise the LORD, O my soul, and forget not all His benefits—who forgives all your sins and heals all your diseases, who redeems your life from the pit and crowns you with LOVE and compassion, who satisfies your desires with good things, so that your youth is renewed like the eagle's" (Psalm 103:1–5).

CRAFT

Your children could make cards for a sick person, with a portion of God's Word to refresh and comfort them.

REVIEW QUESTIONS

1. After the Israelites left the Red Sea, through what sort of region did they travel?
2. What serious problem did they face in this desert region?

3. When the Israelites finally found water, they were very disappointed. Why? Did they handle their disappointment in a godly way? What should they have done instead of complaining and rebelling against God?
4. In this crisis, what did Moses do?
5. How did God answer Moses' prayer?
6. What great promise did God give to the Israelites there?
7. Where did God lead the Israelites next? Why was this new place a good place for the Israelites to camp?

PRAYER

Our loving heavenly Father, help us to always trust in you, no matter what difficulties we face. Forgive us when we fail. We thank you, LORD, for loving us and never failing us.

PSALMS TO SING

103A . . . also 6; 23ABCD; 30AB; 32C; 42A; 46ABC; 63B; 78EF; 107E.

FIELD TRIP

Rushing rivers, flowing streams, bubbling springs, gushing geysers—are all sources of refreshment from the LORD. Enjoy them. Thank God for them.

(This student lesson starts on page 110.)

The Bread of Angels

Exodus 16

VISUAL AIDS

Show the children pictures of quail, the kind of bird that God sent to the Israelites for meat. There are no pictures of manna, but it looked like flakes of white frost on the ground, and there are many beautiful photos of frost that you can show the children.

MEMORY WORK

Jesus said, "I tell you the truth: He who believes has everlasting life. I am the bread of life. Your forefathers ate the manna in the desert, yet they died. But here is the bread that comes down from heaven, which a man may eat and not die. I am the Living bread that came down from heaven. If anyone eats of this bread, he will live forever. This bread is my flesh, which I will give for the life of the world" (John 6:47–51).

CRAFT

Perhaps your children could make thin white wafers, sweetened with honey, flavoured with almonds, delicious and nutritious, like the manna cakes the Israelites made in the wilderness.

REVIEW QUESTIONS

1. God tested the Israelites. What was this third test? Did they pass the test?
2. The people were lying, complaining and unbelieving in the face of this trial. How should they have responded?
3. How did God provide meat for all those people? How did God provide bread for them?

4. What was this “bread” called? What did the word mean?
5. What directions did God give for the gathering of the manna?
6. What happened to the people who disobeyed God’s commands?
7. Why is Jesus called the bread of life?

PRAYER

Our Father, who art in heaven . . . Give us this day our daily bread. LORD, help us trust you, that you will provide everything that we need. LORD, we thank you for all your blessings to us, for the food we eat each day and for the bread of life, even Jesus Christ, Who commanded us to believe in Him that we might live forever. LORD, we thank you for the eternal life that we have through faith in the Son of God.

PSALMS TO SING

78C (9–12) & 105E . . . also 22H; 34AC; 37ACD; 85B; 107A; 111A; 145C; 146AB.

FIELD TRIP

I remember visiting a large bread factory when I was a small child. I found the trip fascinating. If your community doesn’t have a large factory, even a visit to a small bakery would be interesting for the children. This is the ordinary way in which God provides bread for people, but remind the children of the extraordinary way God provided bread for the Israelites in the wilderness. The manna was called “grain of heaven” and “bread of angels” (Psalm 78:24, 25). The manna was a daily miracle for God’s people.

(This student lesson starts on page 113.)

The Lord Is My Rock

Exodus 17:1–7

VISUAL AIDS

Find photographs of the world's great rocks and the fortresses built upon them, such as the Rock of Gibraltar, which is the largest monolith in the world.

MEMORY WORK

1. "My soul finds rest in God alone. My salvation comes from Him. He alone is my rock and my salvation. He is my fortress; I will never be shaken" (Psalm 62:1, 2).
2. "Come; let us sing for joy to the LORD. Let us shout aloud to the Rock of our salvation" (Psalm 95:1).

CRAFT

In the Bible we are commanded to "shout aloud to the Rock of our salvation." To help the children do this, to magnify their voices, you could make simple megaphones by folding semi-circles of thin cardboard into cone-shaped speakers. The children can decorate these half-circles with bright colours or sparkles before you tape them into megaphones. What should they shout? Praise and thanks to the LORD! Be sure to tell the children that God hears us, even when we whisper, even when we speak to Him silently in our hearts.

REVIEW QUESTIONS

1. Moses led the Israelites into a mountainous region. What problem did the people face there? Was it a serious problem?
2. How should the people have faced this problem? What did they do instead? What did they say?

3. How was Moses almost killed in this crisis?
4. How did God provide water for the people?
5. Why did God lead them to a place without water?
6. How does a person receive the living water that Christ offers?
7. God demonstrated His LOVE for the Israelites by providing water for them in the wilderness. How has God demonstrated His great LOVE for us?

PRAYER

LORD, we thank you for providing for us, not only daily food and daily drink to keep us alive, but spiritual food and spiritual drink, that we might live forever. Thank you for Jesus Christ, the Rock of our salvation.

PSALMS TO SING

62A (1, 4,5) & 95C . . . also 18A (1); 31AE; 40ABE; 61 (1, 2); 62B (1, 2); 71A (1, 2); 78B; 92C; 95AB; 105E.

FIELD TRIP

One summer vacation, our family stayed at a beach house on the coast of Oregon. Three miles off-shore a mighty monolith rose out of the ocean, called Haystack Rock, supposedly the third largest rock in the world. We became fixated on this rock, watching it shrouded in the morning mist or sparkling in the noonday sun or backlit by the glowing sunset. We even awoke in the night and stared out at the rock in the moonlight. One day we took a fishing boat and toured all around the rock and discovered that it was covered with life. The low tide revealed hundreds of multi-coloured starfish clinging to its base and above the high-tide mark were the nests and the songs and the flights of thousands of sea birds. This was an amazing rock! One as spectacular as this would be hard to find, but I am sure every community has some enormous rock, on which you can climb and sit and eat a picnic lunch. Show the children some special rock in your area, perhaps even a rock with a spring of water flowing from it.

(This student lesson starts on page 120.)

The Lord Is My Banner

Exodus 17:8–16

VISUAL AIDS

For this lesson you will need pictures of the nations' flags. It is under these flags that the different countries march to war, or compete in the olympic games or stand at attention for their national anthem.

MEMORY WORK

“The LORD is my banner” (Exodus 17:15).

CRAFT

Have the children make colourful banners. “We will lift up our banners in the name of our God” (Psalm 20:5).

REVIEW QUESTIONS

1. What new crisis did the Israelites face?
2. Which Israelites did the Amalekites attack?
3. Who did Moses choose to lead Israel's army into war? What kind of man was he?
4. How did Moses fight?
5. Who won the war? Why?
6. What did Moses build after Israel's victory? What did he name this altar? Why?
7. The Bible says that the LORD “will raise a banner for the nations” (Isaiah 11:12). Who is the One who stands like a banner to rally the peoples to Himself?

PRAYER

LORD, we thank you for making Jesus Christ our banner, for lifting Him up on the cross and for drawing us to yourself through Him. May we always identify with the crucified Christ and may we always glorify the risen Saviour.

PSALMS TO SING

20AB; 54AB; 56 . . . also 3; 5AB; 7AB; 9A; 10AB; 13; 18; 27AD; 28AB; 31F; 35AB; 37B; 41B; 44A; 59AB; 60A (4, 5); 64A; 70ABC; 83ABC; 92ABC; 98A; 138AB; 142; 143B; 144AC; 149.

FIELD TRIP

Go for a walk and count the number of flags you find fluttering in the wind. Make a special trip to a place where flags fly from many different countries or regions. For example, at Parliament Hill in the capital city of Canada, you can see the flags of all the provinces, as well as the national, red-and-white, maple-leaf flag on the pinnacle of the parliament buildings. Moses said “The LORD is my banner!” God was the highly exalted banner, under whom Moses marched.

(This student lesson starts on page 124.)

The Voice of God

Exodus 19

VISUAL AIDS

There have been other mountains in the world that have blazed with fire and billowed with smoke; there have been other mountains that have had tremors and quakes. You could find pictures of some these active volcanos, such as the recent terrifying volcanic explosion of Mount Saint Helen's in U.S.A. What made Mount Sinai unique in all human history was the fact that this mountain was blazing and smoking and shaking, not because it was a volcano, but because the LORD descended upon it!

MEMORY WORK

"Today, if you hear His voice, do not harden your hearts . . . See to it that none of you has a sinful, unbelieving heart that turns away from the living God . . . See to it that you do not refuse Him who speaks" (Hebrews 3:15; 3:12; 12:25).

CRAFT

The children could draw/paint pictures of Mount Sinai on that day when the LORD descended upon it in bright flames of fire and black clouds of smoke.

REVIEW QUESTIONS

1. Three months after the Israelites left Egypt, they arrived at a very special place, where they would camp for almost a year. What was that place? Why was it special?
2. Why did God bring them to this isolated mountain? What were they going to do here?
3. At Mount Sinai God would make a covenant with Israel. What covenant promises did God make to Israel?

4. What covenant promise did the Israelites make to God?
5. On the morning of the third day, when God came to speak to Israel, what did the people see? What did the people hear?
6. How did the people experience the sound of God's Voice? Was it comforting, or was it terrifying?
7. What did God speak from Mount Sinai?

PRAYER

LORD, thank you for speaking to Israel, for causing them to hear the sound of your voice and to know the words of your Law. LORD, thank you for causing your Word to be written in the Bible for us, that we too may “hear” your voice and know your Law. Help us, LORD, to believe and obey your Holy Word. LORD, we thank you also for giving us voices and for hearing our voices, even if we speak to you in only a whisper. LORD, help us to use our voices to glorify you in everything that we say.

PSALMS TO SING

29AB & 68E . . . also 68B (5, 6); 97A; 104E.

FIELD TRIP

Today God “speaks” to us in our hearts and minds through the sacred Scriptures by His Holy Spirit. There is no mountain you can visit to hear with your ears the sound of the voice of God. However, the LORD’s voice is described in the Bible and compared to sounds we have heard. It is “a loud voice, like a trumpet” (Revelation 1:10). God’s voice is often compared to thunder: “Listen! Listen to the *roar* of His voice, to the rumbling that comes from His mouth. He unleashes His lightning beneath the whole heaven and sends it to the ends of the earth. After that comes the sound of His *roar*. He thunders with His majestic voice. When His voice resounds, he holds nothing back. God’s voice thunders in marvellous ways” (Job 37:2–5). “The LORD thundered from heaven; the voice of the Most High resounded” (Psalm 18:13). God’s voice is also likened to the sound of many waters: “His voice was like the sound of rushing waters” (Revelation 1:15). I love to sit beside rushing river rapids or roaring waterfalls or crashing ocean waves; I love to listen to the sound of many waters and think about the sound of the voice of the LORD. This is an experience you can share with your children.

(This student lesson starts on page 127.)

The Ten Commandments

Exodus 20:1–17

VISUAL AIDS

Jewish artifacts, such as tefillin, mezuzahs and a tallit, would be interesting for the children to see. (Ask a Jewish friend if you can borrow these things). Tefillin are the black leather boxes containing God's Word, which pious Jews bind to their foreheads and arms, in a literal obedience to God's instruction: "Fix these words on mine [God's Laws] in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads" (Deuteronomy 6:8 & 11:18). Mezuzahs are little scrolls with Biblical passages on them housed in small cases of metal or wood, some of them elaborately carved. These are attached to the doorways of Jewish homes, because God instructed the Israelites: "Write [God's Commandments] on the doorframes of your houses and on your gates" (Deuteronomy 6:9 & 11:20). A Tallit is a Jewish prayer shawl with fringes (tzitzit) attached to the corners, to fulfil God's requirement: "You are to make tassels on the corners of your garments . . . You will have these tassels to look at and so you will remember all the commands of the LORD that you may obey them . . ." (Numbers 15:38, 39).

MEMORY WORK

1. The children should memorize the Ten Commandments.
2. "Love the LORD your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments" (Matthew 22:36–40).

CRAFT

For each of the Ten Commandments you could make a collage of newspaper clippings and magazine photos of people breaking that commandment. For example, for the sixth commandment, cut out the many reports of various and

hideous murders, glue them to a cardboard backing, then in big red letters attach God's Law against this crime.

REVIEW QUESTIONS

1. Where did God speak to Israel the Ten Commandments?
2. What is the first [second, third, etc.] commandment and what does it mean?
3. Why must all people obey God's Law?
4. What did Jesus say was the first and foremost commandment?
5. What commandment is called "the royal law," which sums up the whole law?
6. If we love God, what will we do?
7. Can a person be saved by keeping God's Law? How then are people saved?
8. How does God's Law benefit us?
9. What do you think is the greatest benefit of God's Law to us?
10. What should be our response to God's Law?
11. Which command of God leads to eternal life?
12. Do you believe in the Lord Jesus, the Son of God?

PRAYER

O LORD, open our eyes that we may see the wonderful things in your Law. Turn our hearts to your commandments, that we may love them and keep them all our lives. Let us treasure your Word in our hearts, that we might not sin against you. O LORD, forgive us and preserve us, in your great LOVE. Thank you for the salvation that we have through faith in Jesus Christ.

PSALMS TO SING

19BD; 78A; 119M . . . also 1AB; 37E; 40E; 99C; 119.

FIELD TRIP

You can sometimes see the Ten Commandments ornately carved or stitched or drawn on plaques or banners or pictures, hanging in churches, courthouses or synagogues. The ones in synagogues are particularly interesting, because the "Ten Words" are written in Hebrew letters. Perhaps you could ask a local rabbi if your children might see the Ten Commandments, wherever they are written in his synagogue.

(This student lesson starts on page 132.)

Worship the Lord Your God

Exodus 20, 23

VISUAL AIDS

You can show the children pictures of people worshipping other gods and bowing down to idols.

MEMORY WORK

“Worship the LORD your God and serve Him only” (Matthew 4:10).

CRAFT

Show the children examples of ornate lettering from medieval texts. Now they can try it, working together on a large mural for your classroom or on their own on individual sheets of paper. Use the memory work verse as the text for their decorative endeavour.

REVIEW QUESTIONS

1. Why did God terrify the Israelites with the sound of His voice?
2. The Israelites heard God's voice, but saw no form. They must not make anything in the form of God; they must not make any idol in the form of anything. However, the Israelites must make something for worshipping the LORD. What was it? How was it used in the worship?
3. What did God promise the people He would do, if they worshipped the LORD according to His commands?
4. Whom did God promise to send ahead of the Israelites, to guard them on the way and bring them into the Promised Land?
5. The Promised Land was a good land, flowing with milk and honey, but there were ugly and evil things filling that land. What were they?

6. What must the Israelites do with the idols in the land?
7. Why is it important that we worship the LORD?

PRAYER

LORD, help us to love you and praise you, worship you and obey you, magnify you and glorify you—always! Blessed be the name of the LORD forever and ever!

PSALMS TO SING

34A; 138AB (1) . . . also 29AB (1); 31G; 33C (9, 10); 66A (1–3, 7); 66C (1); 81B; 85B; 95A; 95B (5, 6); 95C (1–3); 96AB; 99C; 115AC; 118C (17); 135C.

FIELD TRIP

As you walk or drive through city streets, point out places of worship. In some of these places the LORD is worshipped; in some of the places false gods and idols are worshipped.

(This student lesson starts on page 139.)

The Blood of the Covenant

Exodus 24

VISUAL AIDS

The leaders of Israel saw under God's feet "something like a pavement made of sapphire, clear as the sky itself" (Exodus 24:10). We also read that "a rainbow, resembling an emerald" encircles God's throne in heaven (Revelation 4:3). These are human attempts to describe the divine glory. Show the children pictures (or samples) of these jewels.

MEMORY WORK

1. Jesus said, "This is My blood of the covenant, poured out for many for the forgiveness of sins" (Matthew 26:28).
2. "God demonstrates His own LOVE for us in this: While we were still sinners, Christ died for us. Since we have now been justified by His blood, how much more shall we be saved from God's wrath through Him" (Romans 5:8, 9).

CRAFT

Have your children ever made "splatter pictures"? For each child you will need a sheet of white construction paper, a cardboard cross that fits inside the paper, red paint and an old toothbrush. Put rolled tape on the back of the cross and fix it on the paper so it does not move. Then dip the brush in the red paint and, rubbing your thumb across the bristles, splatter or sprinkle spots of paint all over the page. When the paint is dry, remove the cross. Add the memory work to the bottom of the page.

REVIEW QUESTIONS

1. What did Moses build at the foot of the mountain? Why?
2. What did Moses sprinkle with the blood of the sacrifice? Why?
3. What did Moses read to the people?
4. What is a covenant? What promise did the people make three times? What promise did God make? How were these promises sealed?
5. What did the blood of these animal sacrifices in the Old Covenant foreshadow in the future, in the New Covenant?
6. How are we cleansed from our sins?
7. What did the leaders of Israel see on the mountain?

PRAYERS

O LORD, we thank you for the blood of Jesus, poured out for us for the forgiveness of our sins. Thank you that in Him we have eternal life. LORD, we look forward to the day when we will stand in your majestic presence and behold your radiant glory. LORD, keep our faith firm until the end.

PSALMS TO SING

51AD; 113A (1–3) . . . also 72D; 89D; 96A; 99C; 104E; 105A; 108A; 145A.

FIELD TRIP

Where can the children behold the glory of the LORD? “The heavens declare the glory of God” (Psalm 19:1); His glory is exalted above the heavens (Psalm 113:4)! More glorious than the most glorious sunset or sunrise sky, more glorious than a night sky glowing with the moon, twinkling with the stars and pulsating with northern lights is the glory of the LORD. We catch only a glimmer of it in the glorious things that He has made.

(This student lesson starts on page 144.)

Moses On the Mountain

Exodus 24:12–18

VISUAL AIDS

An architectural blueprint would be interesting for the children to see, especially if they could also view the actual building constructed from that pattern. On the mountain Moses was given the pattern for the God's Tabernacle.

MEMORY WORK

“The time is coming, declares the LORD, when I will make a new covenant with the house of Israel . . . I will put my laws in their minds and write them on their hearts. I will be their God and they will be my people” (Jeremiah 31:31, 33).

CRAFT

At that time in the Old Covenant, the Law was written on tablets of stone by the finger of God. Our fingers cannot write in stone, unless we have a hard tool to carve the letters. For this lesson the children could try “rock-writing.” You will need a stone and a nail for each child to write/scratch/carve his/her names into a rock. You can also put ink into the scratches to make the writing more visible and legible. Their names written in rock will last longer than their names written on paper.

REVIEW QUESTIONS

1. What two ways did God give His Law to Israel?
2. The laws of men are sometimes good, sometimes bad. How would you describe God's Law?
3. Where did Moses receive the two stone tablets?

4. How long was Moses on the mountain? What did he eat and drink during that time? How then did he stay alive?
5. What else did God give to Moses during that time on the mountain, besides the Ten Commandments written in stone?
6. Why was God's tabernacle called the "Tent of Meeting"?
7. God showed His LOVE for Israel by living in a tent among them, but thousands of years later there was a greater demonstration of God's LOVE? What was it? How did God draw even closer to His people?

PRAYER

Lord Jesus, eternal Son of God, we thank you for humbling yourself by becoming a man and dying on the cross to save us from our sins and to bring us close to God. We praise you for your great LOVE for us. Help us to live faithful lives in obedience to your commands.

PSALMS TO SING

27BE; 84AB . . . also 15; 65A; 96A; 100ABC; 134AB.

FIELD TRIP

If you walk with your children through any graveyard, you will see many tablets of hard stone—marble and granite—all inscribed, not by the finger of God, but by the tools of men. Have the children try to "write" on the stones with just their fingers. Of course, it can't be done. Only the finger of God can write on tablets of stone.

(This student lesson starts on page 147.)

Israel Makes An Idol

Exodus 32:1–10

VISUAL AIDS

Show the children pictures of idols, both modern and ancient, from all around the world. People actually worship these false gods. There is no picture to show the children of the one true God.

MEMORY WORK

“Dear children, keep yourselves from idols” (I John 5:21).

CRAFT

Sorry! I can't think of one.

REVIEW QUESTIONS

1. How had God demonstrated to Israel that He was with them and that He loved them?
2. How had God and Moses impressed upon Israel the Ten Commandments?
3. The Israelites exchanged the truth of God for a lie. They exchanged the glory of God for—what?
4. Although it would have been evil anywhere, why was it particularly wicked that the Israelites engaged in idolatry at the foot of this mountain?
5. How did Aaron participate in this sin? What could Aaron have done to try and stop this evil rebellion against the LORD?
6. Which of the Ten Commandments did the Israelites break?
7. God saw and heard what the people were doing. How did God respond? What did He threaten to do to Israel?

PRAYER

LORD, have mercy upon us! Please, keep us from idols. Spare us from anything that would come before you. Teach us to worship you in spirit and in truth. Help us to love you more than anything, more than anyone. LORD, thank you for guarding our hearts and our minds in Christ Jesus.

PSALMS TO SING

115C; 135C . . . also 16AB; 31E; 44C; 86A; 96A; 97ABC; 106C (11–13, 15–17).

FIELD TRIP

Is it wrong to view an idol or to visit a place of idolatry? When I was in Japan, I saw people bowing down and praying to statues of Buddha in the many temples and shrines throughout the country. It broke my heart that these people were so lost and utterly without hope in the world. They had a false hope in a false god . . . and it was sorrowful to see.

(This student lesson starts on page 151.)

Preserved By the Power of Prayer

Exodus 32:10–35

VISUAL AIDS

Show the children photographs of people earnestly praying.

MEMORY WORK

“The prayer of a righteous man is powerful and effective” (James 5:16).

“Be joyful always; pray continually; give thanks in all circumstances, for this is God’s will for you in Christ Jesus” (I Thessalonians 5:16–18).

“Christ Jesus, who died—more than that, who was raised to life—is at the right hand of God and is also interceding for us” (Romans 8:34).

CRAFT

The children could make prayer calendars or prayer booklets (blank pages with attractive covers), where they can list certain needs for prayer. Remind the children to write in the date when each prayer was answered.

REVIEW QUESTIONS

1. Why did God’s anger burn against Israel?
2. God said to Moses, “Let Me alone, so that I may destroy them.” Did Moses leave God alone? What did Moses do?
3. What three appeals did Moses make to God to save Israel?
4. How was Israel preserved?
5. What does this account teach us about God? What does this account teach us about prayer?

6. We have an advocate greater than Moses, who intercedes for us Who is the One who ever lives and prays for us?
7. How do you feel, knowing that Jesus Christ is praying for you?

PRAYER

LORD, we thank you that we may talk to you at any time, that we may bring all our cares and concerns to you. Thank you for listening to us and answering us. LORD, help us to be fervent and constant in prayer.

PSALMS TO SING

86A; 130AB . . . also 4AB; 5AB (1); 6; 17B (5–7); 20AB; 27BE; 28AB; 32AC; 34AC; 38D; 39B; 54AB; 55AC (1); 61; 65A; 66B (12–14); 69C (11, 12); 77A; 88A (1); 102A (1); 116A; 118A; 141A; 142; 143ABC; 145C (10–13).

FIELD TRIP

You don't have to go on an excursion anywhere to pray to God, although you may choose to withdraw to a quiet place to pray, as Jesus did. You may wish to take your children to a hillside or a garden or a forest and there pray together to God. My first prayer of faith was when I was all alone in an orchard in the Netherlands. A lonely place is a good place to be with God, because there are no distractions or interruptions.

(This student lesson starts on page 156.)

Seven Sorrows From Israel's Sin

Exodus 32:15–35

VISUAL AIDS

Many are the sorrows in this world because of man's sin. There are wars, famines, massacres, epidemics—often a result of sin. Show the children some of the sorrowful sights that are a direct result of man's breaking God's Laws.

MEMORY WORK

“Many are the woes of the wicked, but the LORD’s unfailing LOVE surrounds the man who trusts in Him” (Psalm 32:10).

CRAFT

Have each of the children make two masks: one joyful and one woeful (similar to the drama masks for comedy and tragedy). These can be cut very simply out of paper plates or cardboard and then decorated. The children have a choice: a life filled with the joy of the LORD or a life filled with the many woes of sin. You could display these masks on your classroom wall, the sad faces under the heading: “MANY ARE THE WOES OF THE WICKED,” the glad faces under the rest of their memory-work verse: “THE LORD’S UNFAILING LOVE SURROUNDS THE MAN WHO TRUSTS IN HIM.”

REVIEW QUESTIONS

What were the seven sorrows that resulted from Israel's sin?

1. Why were the stone tablets that Moses smashed so valuable?
2. What did Moses do to the golden “god” that Israel worshipped?
3. What did Aaron do and say that disgraced himself?
4. How were the leaders of the rebellion put to death?

5. Who were blotted out of God's Book of Life?
6. How did the hand of God execute the rebels, who escaped execution by the hands of men?
7. What caused the people to mourn and grieve over their sin?

PRAYER

LORD, help us to live righteous lives, that we may be spared from the many sorrows that sin brings. LORD, help us not to stumble; forgive us when we fall. LORD, deliver us, we pray, from every harm and every sin, for the sake of your Son Jesus Christ. LORD, we thank you for your LOVE and mercy and compassion toward us. May we ever love you and praise you for your Grace.

PSALMS TO SING

1AB; 104E . . . also 5AB; 6; 7AB; 9AB; 16AB; 28AB; 34BD; 36B; 37ABCDEF; 94B (8); 97ABC; 99C; 101; 145C (10–13).

FIELD TRIP

People also have laws that, if broken, are punished. Drive by a prison and show the children how we punish criminals who break our nation's laws. They lose their freedom. They must live behind bars and walls for many years. In some countries, they may even lose their lives. Our actions have consequences, even in this life.

(This student lesson starts on page 160.)

All God's Goodness

Exodus 33, 34

VISUAL AIDS

Do the children know what a “cleft” in a rock is? Show them pictures of cracks and crevices in rocks, some large enough for a man to stand or hide inside them. Mountain climbers sometimes find shelter in cave-like clefts on their expeditions. Also, show the children a dark veil or make a simple one for each child, and let them wear it. It hides the face, but one can still see through it! In some cultures women are forced to wear veils to hide their beauty. You could also show the children photos of the world's veiled women.

MEMORY WORK

“The LORD, the LORD, the compassionate and gracious God, slow to anger, abounding in LOVE and faithfulness, maintaining LOVE to thousands, and forgiving wickedness, rebellion and sin. Yet He does not leave the guilty unpunished” (Exodus 34:6, 7).

CRAFT

Moses put a veil over his face, so the Israelites would not see the fading glory. In some cultures (e.g., Japan) fans were used to hide the face, and fans are an easy craft project for the children to make. Have them draw or paint on sheets of paper, add a Bible verse in black letters, then fold the paper into fans.

REVIEW QUESTIONS

1. Moses pitched a tent outside the camp where he could meet with God. What did he call this tent? What did he do in this tent? When he was in this tent,

what did the people do? How did they know that God really was meeting with Moses?

2. Moses did not communicate with God the way we do. What was amazing about the way Moses talked with God?
3. Why did Moses urgently want to speak with God this time? Why was Moses grieving? Why were the Israelites grieving?
4. What was Moses' request in prayer? What was God's answer?
5. Moses said to God, "Now show me Your glory." What was God's answer?
6. Why did Moses put a veil over his face?
7. What seven ways was God good to Israel, even after their sin of idolatry?

PRAYER

O God, forgive our sin and forsake us not. LORD, we too wish to behold your glory and see you face to face. Help us to overcome the unbelief that is within us and all around us; help us to live by faith, trusting in you and believing your Word—now and until the end of our lives, that we may be with you forever in heaven. We ask this in the Name of our Saviour, Jesus Christ, through whom we have access to you by believing in Him. We know we must believe in Jesus to have eternal life.

PSALMS TO SING

1. *God's face*—89D . . . also 4B; 11 (6); 17C (13); 27E; 31C (11); 67A; 80B (1, 2); 84B; 105A; 119R; 143C.
2. *god's goodness*—100ABC . . . also 25ABC; 34AC; 118A (1); 107A; 109B (9); 136AB (1, 2).
3. *God's love, mercy & compassion*—86A; 103A; 108A; 145B . . . also 25ABC; 31D; 32D; 40CDF; 42C (1, 4, 5); 44CF; 51AD (1); 52B (3); 55C; 57B; 69C (11, 12); 77B; 86B; 106A; 111A; 115C (1); 117A; 118A; 119F (1); 119J (3); 135ABC (1); 136A (1, 2).

FIELD TRIP

Do you know where there is a cleft in a rock, large enough for a child to stand inside it? You could visit such a place. I remember as a child hiking with my parents along a rocky ridge which was filled with large cracks and crevices. A child could hide in a vertical crack, but he/she could fall into a horizontal one, so we had to be very careful. I found this place of frightening fissures fascinat-

ing and remember it to this day. Many years later on a family vacation, I took my own children to Arches National Park in Utah, U.S.A., where they found shelter from the hot sun in the red sandstone formations of this famous place. There were all kinds of caves and clefts, arches and bridges, holes and hollows and hiding places—all naturally formed in the rocks. Remember that God put Moses in a cleft in the rock and covered him with His hand, when He caused all His goodness to pass in front of Moses.

(This student lesson starts on page 166.)

Please turn the page for the guide to lesson 27.



The Surpassing Glory

II Corinthians 3:7-18

VISUAL AIDS

In this lesson we are dealing with the *superlative* ministry of Christ. The dictionary defines superlative as “the highest degree of excellence,” that which is “superior to all others.” It is important that the children understand this type of comparison. They must grasp the difference, not between good and bad, but between good, better and best. The Old Covenant was good, but the New Covenant is better. Moses was a good prophet (indeed, a great prophet), but Jesus is the One who is better and greater than Moses. Jesus Christ is the superlative Man, the One who is superior to all others. This idea can be easily demonstrated: Show the children a perfect apple, one that is round and rosy, firm and shiny, one that is without any spot or bruise or blemish. This is a good apple, but it is possible to show them a better apple, a superlative apple, one that is breath-takingly beautiful, one that is bigger, rounder and redder, one that has the highest degree of excellence!

MEMORY WORK

“We, who with unveiled faces all reflect the Lord’s glory, are being transformed into His likeness with ever-increasing glory, which comes from the Lord, who is the Spirit” (II Corinthians 3:18).

CRAFT

Have each child draw a good-better-best picture. Divide a sheet of drawing paper into three equal vertical sections. Then have the children draw the same thing three times, each time trying to improve on their original good drawing.

REVIEW QUESTIONS

1. Although the Israelites heard the Voice of God speak to them the Ten Commandments and although they promised to obey them, very quickly they broke God's Holy Law. What does this show us about the human heart? What does this show us about the Old Covenant?
2. If the Law of God could not make anyone perfect, what then was the real purpose of the Law?
3. In the Old Covenant God wrote His Law on tablets of stone Where would God write His Law in the New Covenant?
4. Tell three ways in which Jesus is a superior high priest.
5. Explain how Jesus was a superior prophet to Moses.
6. How do we know that the sacrifices of the Old Covenant were insufficient? How was Jesus' sacrifice of Himself superior in every way?
7. What must we do to be saved?

PRAYER

Our heavenly Father, we thank you for the surpassing glory of the New Covenant and for the excellency and supremacy of Jesus Christ, through whose sacrifice on the cross we can be made perfect forever. We thank you and praise you for your LOVE, in giving us so great a salvation!

PSALM TO SING

57B; 113A (1–3) . . . also 29A (1); 66A (1–3); 72CD; 96A; 108A; 111A; 145AB; 150AB.

FIELD TRIP

Where can you see God's surpassing glory? The Bible says: "The heavens declare the glory of God" (Psalm 19:1) and "His glory is above the heavens" (Psalm 113:4). Take your children to see the most glorious display of heavenly splendour and then tell them that God's glory far surpasses anything we can see on earth.

(This student lesson starts on page 172.)

The Tabernacle

Exodus 25–40

VISUAL AIDS

Reference books such as *The World Book Encyclopedia* have drawings of the Tabernacle, which you could show your children. Also, you could bring samples of the materials used to make the Tabernacle. You probably have articles of fine linen or shiny brass, but you may have difficulty finding the hide of a sea cow!

MEMORY WORK

God promised: “I will make a covenant of peace with them; it will be an everlasting covenant. I will establish them and increase their numbers, and I will put My sanctuary among them forever. My dwelling place [Tabernacle] will be with them. I will be their God and they will be My people. Then the nations will know that I the LORD make Israel holy, when My sanctuary is among them forever” (Ezekiel 37:26–28).

“You are no longer foreigners and aliens, but fellow citizens with God’s people and members of God’s household, built on the foundation of the apostles and prophets, with Christ Jesus Himself as the chief cornerstone. In Him the whole building is joined together and rises to become a holy temple in the Lord. And in Him you too are being built together to become a dwelling in which God lives by His Spirit”

(Ephesians 2:19–22).

CRAFT

It would be a great project for the children to make a model of the Tabernacle. However, if you would prefer a less ambitious undertaking, each child could make for him/herself a high priest’s breastpiece. (Bring pictures of the twelve different gemstones, so the children can colour their “stones” appropriately).

REVIEW QUESTIONS

1. What did Moses bring back from Mount Sinai?
2. What holy work did God permit His people to do for Him? When did they do this work?
3. Where in the desert could they find all the valuable materials from which God commanded them to make the Tabernacle?
4. Name the different things that had to be made and the different work that had to be done.
5. Describe how God's Tabernacle was durable. Describe how it was beautiful. Describe how it was spiritual.
6. Name the three sections of the Tabernacle and what was done in each place.
7. How did the Old Testament Tabernacle foreshadow a greater Tabernacle in the New Testament?

PRAYER

Heavenly Father, we thank you for your LOVE by choosing to dwell among us and within us. Help us to live holy lives, remembering that our bodies are the temple of your Spirit.

PSALMS TO SING

27ABDE; 65A; 84ABC; 100ABC; 134AB . . . also 5AB; 15; 20AB; 23ABCD; 24AB; 26B; 42A; 43; 46ABC; 48B; 63B (1); 66C; 76B; 96AB; 116C; 122AB; 138AB; 150AB.

The psalms are filled with references to God's dwelling place on earth—His tabernacle, His Temple, His tent, the courts and gates of His house, His sanctuary, the most holy place, etc. The psalms show us a faithful Israelite's attitude towards God's Tabernacle. It was the place where they worshipped the LORD with awe and joy, with thanks and praise! "O LORD . . . I, by Your great mercy, will come into your house; in reverence will I bow down toward your holy temple" (Psalm 5:7). "I love the house where you live, O LORD, the place where your glory dwells" (Psalm 26:8). "One thing I ask of the LORD; this is what I seek: that I may dwell in the house of the LORD all the days of my life, to gaze upon the beauty of the LORD and to seek Him in His temple. For in the day of trouble He will keep me safe in His dwelling; He will hide me in the shelter of His tabernacle and set me high upon a rock. Then my head will be exalted above the enemies who surround me. At His tabernacle will I sacrifice with shouts of joy. I will sing and make music to the LORD" (Psalm 27:4–6). "O

God . . . send forth Your light and Your truth. Let them guide me; let them bring me to your holy mountain, to the place where you dwell. Then will I go to the altar of God, to God, my joy and my delight . . ." (Psalm 43:3, 4). "Within your temple, O God, we meditate on your unfailing LOVE" (Psalm 48:9). "O God, you are my God. Earnestly I seek you. My soul thirsts for you; my body longs for you . . . I have seen you in the sanctuary and beheld your power and your glory. Because your LOVE is better than life, my lips will glorify you. I will praise you as long as I live, and in your name I will lift up my hands" (Psalm 63:1-4). "Blessed are those you choose and bring near to live in your courts! We are filled with the good things of your house, of your holy temple" (Psalm 65:4). "How lovely is your dwelling place, O LORD Almighty! My soul yearns, even faints, for the courts of the LORD. My heart and my flesh cry out for the living God . . . Blessed are those who dwell in your house. They are ever praising you" (Psalm 84:1-4). "Worship the LORD with gladness; come before Him with joyful songs . . . Enter His gates with thanksgiving and His courts with praise. Give thanks to Him and praise His name. For the LORD is good and His LOVE endures forever. His faithfulness continues through all generations" (Psalm 100:2, 4,5). "I rejoiced with those who said to me, 'Let us go to the house of the LORD'" (Psalm 122:1). "Praise the LORD, all you servants of the LORD, who minister by night in the house of the LORD. Lift up your hands in the sanctuary and praise the LORD" (Psalm 134:1, 2). "I will praise you, O LORD, with all my heart . . . I will bow down toward your holy temple and will praise your Name for Your LOVE and your faithfulness" (Psalm 138:1, 2). "Praise the LORD, Praise God in His sanctuary . . ." (Psalm 150:1).

FIELD TRIP

Although God in this age is building His temple with living stones, with the people who believe in the Lord Jesus Christ, still men continue to construct magnificent cathedrals and temples to worship God. You could visit some of these beautiful buildings. Also, many skilled craftsmen and women were needed to make God's tabernacle in the wilderness. Perhaps you could watch some skilled people work at their crafts.

(This student lesson starts on page 178.)