



LESSON PLAN

Scripture Texts:

Exodus 1:8 - 2:10

Hebrews 11:23-26

Session Theme:

Protection

a. Welcome to Class

Teachers should arrive in the classroom well in advance of class. Welcome students as they enter, and inquire about their week. Pass out name tags and record attendance on a classroom chart.

b. Icebreaker: Out of the Water

Write the name MOSES on the board, with letters going down vertically.

Ask kids to think of one water-related word for each letter of Moses' name. (*If they get stuck, here are some suggestions: muskie, marsh, ocean, octopus, sea, swordfish, eel, estuary, swamp, shark.*) Next, ask kids if they recognize the name that you have written vertically on the board. Have they heard anything about Moses' childhood? Invite them to share what they know.

Today we are going to learn about a little child whose name literally means "Out of the water." Why was he given this name? Was he a good swimmer, or is there more to his story? Let's begin our lesson and find out!

c. Opening Prayer

Almighty God, you care for us even when we are too young to know your name. As you watched over Moses, protect all little ones who are in danger. We ask this in the name of Jesus Christ, our Lord. Amen.

d. SEED Video or Song (Optional)

The teacher may introduce the lesson by playing the video clip from the SEED website. This time may also include an opening song or two, using a commercial Sunday School music CD.

Song suggestions for this lesson:

- "I've Got Peace Like a River" (children's song)
- "Children of the Heavenly Father" (hymn)

e. Brief Bible Background

Read together the introduction to the lessons for the day, and briefly summarize the context and setting:

- Today's Lesson is from the Old Testament
- Scripture Section: Exodus

When the Hebrews were slaves to the pharaoh in Egypt, God chose Moses to lead his people out of bondage. God did many signs and wonders, even parting the Red Sea to allow his people to escape.

f. Communicate the Bible Story

Always keep in mind that the main purpose of Sunday School is to put people in contact with Bible stories. Use a version that is appropriate to the age level.

Upper Elementary: Read the Bible Story and Rhyme

Youth/Adults: Read the Scripture text from the Bible

For Upper and Lower Elementary, use the Storyteller questions to help the students think about the events of the story.

g. Complete the Worksheet(s)

Continue with the handout sheets appropriate to the age level of the students in class:

Upper Elementary: Worksheet and Drama

Youth: Bible Study (Maps, Timelines, Questions)

Adult: Bible Study Sheet (Introduction and Discussion)

h. Craft and Activity Time

If there is time after covering the Bible story, the class may move to craft and activity time, described on the following page. (Do not let the activity time supersede the actual time spent on the Scripture lesson.)

i. Summarize and Review

Before ending class, briefly summarize the day's lesson one last time. If you have not already done so, introduce the Theme Word for the week, providing the definition, and asking how the lesson connects to that theme.

Youth/Adult: Discuss "Reflection for the Week Ahead"

j. Closing Prayer

Close the session in prayer before dismissal:

Upper Elementary: Practice a prayer from memory (e.g., the Lord's Prayer, Luther's Morning Prayer, etc.)

Youth/Adult: Use the ADTRC Prayer format



Bible Study Leader's Guide

The following is a discussion and answer guide for the Youth and Adult Bible Study sheets. For all leaders, it can serve to provide some background on the Bible lesson.

Discuss: Exodus 1:8 - 2:10

1. According to verses 8-10, how was this Pharaoh different from the one we read about in Lesson 4? Why did he want the male Hebrew babies killed? What was he afraid of?

This was now 400 years after the days when the pharaoh and Joseph were friends. This new pharaoh did not see the Hebrews as friends; he saw them as a threat. The Hebrews were becoming so numerous, he worried they might rise up and rebel. He wanted to limit the number of men who could take up arms.

2. What is the job of a midwife? What were the names of the Hebrew midwives in this story? Why did they disobey the Pharaoh? Would you have had the courage to do the same?

A midwife is someone who helps pregnant women deliver their babies. The midwives in today's story were named Shiphrah and Puah. They knew killing babies was wrong, and they refused to obey. They showed great bravery in standing up to the authorities and obeying God, rather than doing what they knew was wrong.

3. The name of Moses' mother isn't in this text, but you can find her name in Exodus 6:20, along with the names of his father and brother. What are the names of everyone in the family, including Moses' sister?

Moses' mother's name was Jochabed, his father was Amram, and his brother was Aaron. As we see later in today's story, Moses had an older sister named Miriam.

4. Why did Moses' mother spread tar ("bitumen and pitch") on the basket (v. 2:3)? What was she hoping would happen to the basket and baby?

The tar on the basket helped to make it waterproof, so it would be able to float without sinking. (This is the same thing that was done to larger reed boats.) She was hoping that God could connect the baby with someone who could care for him — which is exactly what happened!

5. Who found baby Moses in the basket? Where? What was she doing there? And why did she need to find someone to nurse the baby?

Pharaoh's daughter, a princess in Egypt, saw the baby's basket among the reeds, and recognized him as a Hebrew baby. The Bible says, "She took pity on him" — meaning, she felt sorry for his situation, so she decided to help. That's when Miriam stepped forward and suggested that the baby's real mom could take care of him. The princess needed a wet-nurse to feed the baby.

6. In Egyptian, the word *moses* refers to a son being born. Read the note in your Bible for verse 2:10. Who gave Moses his name? How are both the Egyptian and Hebrew meanings appropriate?

The word "moses" appeared in many Egyptian names, like Pharaoh Thutmose, for example. But the same word has a different meaning in Hebrew: "I draw out." Moses did become the adopted son of the princess who had drawn him out of the water and saved him.

7. As Moses grew and became an adult, God used him to lead the Hebrew people to freedom. How did saving Moses lead to the saving of many others? When we Christians trust that we are "saved" by Jesus, how does God then use us to save others?

All things worked according to God's plan. If Moses had not been saved as a child, he would not have been around later to save God's people. As Christians, we know that we are saved by faith in Jesus, and that is why we tell other people about Jesus, so that they can come to believe as well, and so be saved. All this is God's own work in us!

8. Read Hebrews 11:23-26. According to these verses, what motivated Moses' parents to do what they did? In what ways did Moses choose a hard life, just like Jesus did? What did they all share?

Chapter 11 in Hebrews is a long section that recalls how the people of the Old Testament trusted in God, and were led by faith, giving them hope and courage. Verses 23-26 specifically mention Moses' parents and the courage they showed in faith by disobeying the wicked pharaoh to preserve the life of their son.

In the same way, Moses showed courage by leaving a life of ease to count himself among God's people. Jesus, though he was the Son of God, also chose the way of service and sacrifice for the sake of others. All of them had faith.

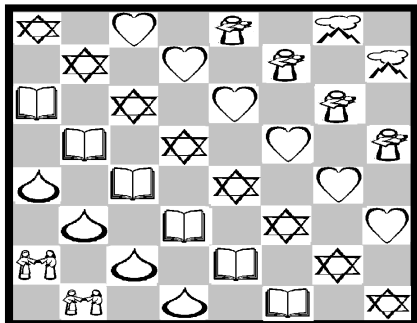
Classroom Craft and Activity Page

Listed below are in-class activities and craft projects related to the theme for the day. Choose one of the following based on the age and capabilities of the students. (Never let the activity or craft time take precedence over the biblical story.)

Activity 1: Basket Weave Place Mat Craft

Materials Needed:

- Construction paper
- Rulers
- Pencils
- Scissors
- Markers
- Clear contact paper (optional)



Instructions:

Moses was pulled out of the water, where he'd been floating in a woven basket. Combine weaving and symbols of today's story as you help kids make paper place mats to use at home!

Give each student two pieces of paper in contrasting colors, as well as a ruler, pencil, and pair of scissors.

Invite kids to fold one of the papers in half, like a card. Use a ruler to draw lines, starting from the folded side and going within an inch of the outer edge of the paper. Each line can be separated from the next one by about one inch.

Have kids cut along the lines, starting from the fold, and ending where the drawn line ends. Open up the paper. You will now have a framed paper with lines cut across the middle.

Take the second piece of paper, and have kids draw lines down the paper, the short way. Again, each line can be separated by about one inch from the next. Cut along these lines, making several strips of paper.

Weave one strip in and out of the first paper. Then, weave a second strip out and in from the first paper. By alternating how they weave each strip, kids will create a basket weave effect. When enough strips have been woven, use markers to draw symbols from today's story (water, marsh weeds, a baby, Egyptian symbols, etc.) on the place mat.

If you have contact paper or a laminator, cover the place mat with the clear film to make it last. If you don't have these things, kids can still use the place mat, as is, at home. One way to use it would be underneath a table centerpiece. At mealtime, kids could tell the story of Moses to their family.

Activity 2: Out of the Water Game

Materials Needed:

- One small baby item, such as a diaper pin, little spoon, teether, tiny rattle, small toy, etc.
- Memory card with picture of Moses in the baby basket (from today's lesson)

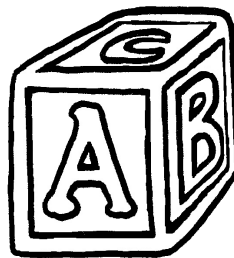
Instructions:

Before class, hide the small baby item somewhere in the classroom or in another, larger room.

Explain that kids will need to search for Baby Moses. But in order to find him, they will *first* need to find something he dropped in the water.

Tell kids that this toy or baby item could be anywhere in the room. Don't tell kids exactly what they are looking for — just that it's something a baby might have or a baby's parent might use.

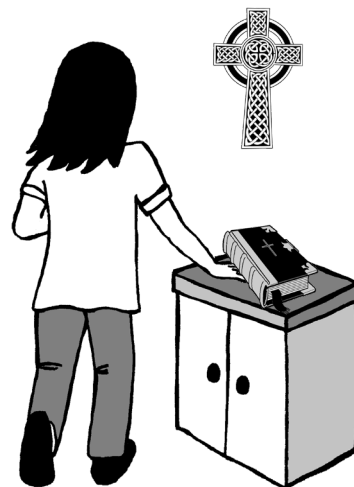
In order to find the item, and then to find Moses, they will need to search as a team. Explain that if the group wades in the wrong direction, away from the item, you will say, "**Dry ground.**" If they get closer, you will say, "**Marsh land.**" If they are very near, you will say, "**River water!**"



When kids have found the baby's item, they will bring it to you. In exchange, you will give each one a Baby Moses memory card. They have found little Moses!

If you have extra time left over, you can hide the item again. This time, to make things a little more competitive, divide the class into two groups. See which group can find the item first, still following your commands.

Moses floated down the river in a basket. But he was never lost. His sister, and God, knew where he was all along!



Worksheet Answer Key

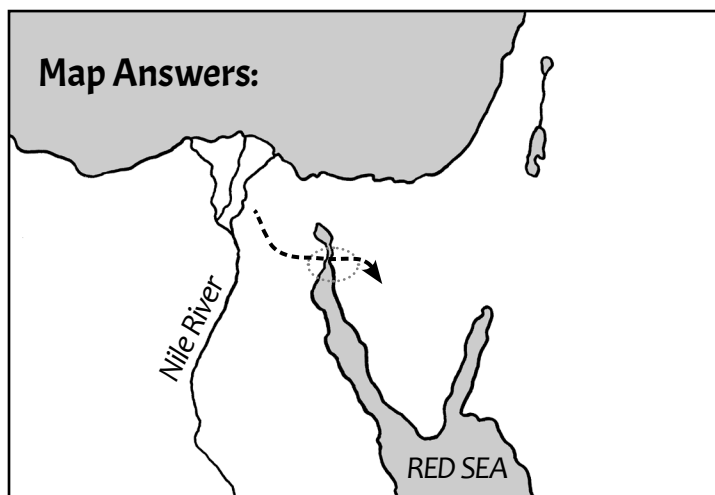
Shown below are the solution and answers to the children's worksheet for this week's lesson:

Maze Path:



Where in the Bible you can find the story of baby Moses:

IN THE BOOK OF EXODUS



Vocabulary Word for the Week

Teachers may want to introduce the theme word for the week to help expand students' biblical vocabulary.

Protection

to keep some from danger
and watch out for their safety

*Moses survived because God
protected him and kept him safe.*

Reflection for the Week Ahead

Parents want to protect their children. But what happens when they cannot do this for some reason? Who watches over their children then?

In today's story, we saw that when Moses' mom had to send him away, God used other people to keep Moses safe. His mother did what she could to save him, then his sister Miriam watched over him while he floated in his basket in the river. And yet another person, Pharaoh's daughter, took little Moses from the river and raised him as her own.



Sometimes God protects us in ways we don't expect. We cannot always see how God is doing this at the time, but if we look back over our lives, we notice all the good people that God brought into our lives to help and guide us.

Think of some of the good people God has brought into your life. In addition to parents or grandparents, list teachers, people from church, the parents of friends, and others whom you could call if you were in need. It's amazing how many people God puts into our lives who truly do care for us.

The Practice of Prayer

Write a prayer thanking God for protecting you from danger. Thank him for watching over you and keeping you safe.

Practice using the ADTRC Prayer Form: Address, Description, Thanks, Request, Conclusion.