



CLICK®

UNIT 3 : 8-11s

Led and fed by God

God looks after His people: From Exodus to Joshua

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The small print

CLICK is based on the kids@church programme from CEP Australia. The material has been revised, expanded and redesigned for use in the UK. Original material written by Simon Smart, Tracey Mayo, Rhonda Watson. Revised and expanded by Alison Mitchell (alison@thegoodbook.co.uk). Designs by Wild Associates Ltd and Jon Bradley. Extra illustrations by Kirsty McAllister.

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Reprinted 2012, 2016. www.thegoodbook.co.uk Bible verses taken from Contemporary English Version (CEV) © American Bible Society 1991.

HOW CLICK IS PUT TOGETHER

BIBLE PASSAGE: All sessions are Bible-focused.

Aim

The aim is the 'big idea' taught during the session. It is Bible-based and child-oriented.

Outcomes

Outcomes break the aim into do-able chunks. They are:

- ▶ **knowledge**—information, concepts or beliefs that will be taught
- ▶ **understanding**—more personal ways of grasping the concepts in the session
- ▶ **life application**—ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's Word.



This verse is usually based on the CEV Bible and will be taught during the session. (See note on page 3.)

Notes for leaders



Based on the Bible passage

Notes for the leader give Bible context and background information. There are hints about how the passage fits into salvation history, and how it may be applied to the children. There are also teaching tips about how to manage particular parts of the session.



Leader's prayer

Leaders are encouraged to pray about how the Bible applies to their own lives, and to pray for the children to grow in their relationship with their heavenly Father.

Gear

This list shows all equipment needed for the session.

Get ready

This gives hints about important preparation to do before the session starts.

The history of CLICK

CLICK is based on the *kids@church* programme produced by CEP Australia. Some of the *kids@church* material has been available previously in the UK as part of an earlier series, also by CEP, called *Under Construction*. If you have used *Under Construction* in the past, you will find some similarities. In particular, the full colour leader's posters and children's components are the same as were used by the *Under Construction* programme.

The *kids@church* material has been revised, expanded and redesigned for use in the UK. There is a full syllabus for 8–11s at the back of this leader's manual, so that you can check for any overlap with material you may have used previously.

If you have any questions about the suitability of CLICK for your group, please contact The Good Book Company on 0333 123 0880 or email Alison Mitchell at alison@thegoodbook.co.uk.



Start up

Start up activities introduce the theme, aim and concepts of the session. There may be a few activities to choose from. Each activity has a clear purpose and relates to the aim and outcomes.

Chat time

This time of discussion with the children helps them see the purpose of **Start up** activities and shows links with the Bible passage.



Bible focus

Learning links make connections with previous learning covered by the children.



Life links make connections with the children's lives. Children discuss their own concerns and questions. This helps motivate them to seek answers in what the Bible teaches. The issues raised here are discussed again in **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. Activities are often integrated into this time rather than having them as an add-on later. During this time the aim and the outcomes of the session are directing the activities.

What the leader actually says to the children is shown in bold type. Directions to the leader are in normal type.

In this part of the session we aim to have the children interacting with the Bible themselves. We seek to unpack the Bible passage in its context and place it in the big picture of salvation history. Concepts and activities are designed to be age-appropriate and not too abstract.

Application is an important part of this section and is done carefully, while being true to the passage and to the developmental needs of the children. Regardless of the stage of their faith, the children can be called on to respond and can be encouraged to know how God's Word challenges them to love and trust Jesus as their Saviour and Lord.

Note on Bible versions.

CLICK is based on the kids@church programme from CEP Australia. The original material was all based on the CEV version of the Bible, which means that the leader's posters, children's components, worksheets etc all quote the CEV. We have adapted the material where necessary so that you can use it with whichever Bible version you currently use with your group. For more information about good Bible versions to use with children, see the article 'Choosing a Bible for children', available as a free download from www.thegoodbook.co.uk.



This section has suggested extension learning activities for older or more able children. It still seeks to be directed by the aim and outcomes.

This material could also be the basis for a mid-week Bible study group.



Songs are suggested to add extra interest to the session. The music is on readily available CDs. (Available from The Good Book Company.)



Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms.

Prayer

Leaders will model prayer and will also help the children pray for themselves and for others, and for issues in the wider world.



Ideas menu

All of the activities for **Start up**, **Teaching time**, and **Bringing it together** can be found in the **Ideas menu**. Each session includes a range of activities to choose from, to suit your group and the time you have available.



Think about it

These questions help the leader to think back over the session time and evaluate how well the aim and outcomes were achieved.



Think ahead

This is a brief list of any major planning needed for the next session.



LED AND FED BY GOD

UNIT INTRODUCTION

This unit is based on the events in the books of Exodus to Joshua.

Unit aim

To help the children come to trust in the all-powerful and sovereign God as the rightful Lord of their lives.

Unit outcomes

By the end of this unit the children will:

- know the story of the exodus and God's rescue of His people from Egypt
- know the manner in which God chose to protect, rescue and relate to His people
- understand that the Israelites were not always faithful, but that God remained faithful to His promises
- come to appreciate that God is worthy of our trust and obedience.



Memory verses

Sessions 1–2

*Christ gives me the strength to face anything.
Philippians 4 v 13 (CEV)*

Sessions 3–4

*The Lord will protect you now and always wherever you go.
Psalm 121 v 8 (CEV)*

Session 5

The bread that God gives is the one who came down from heaven to give life to the world. John 6 v 33 (CEV)

Session 6

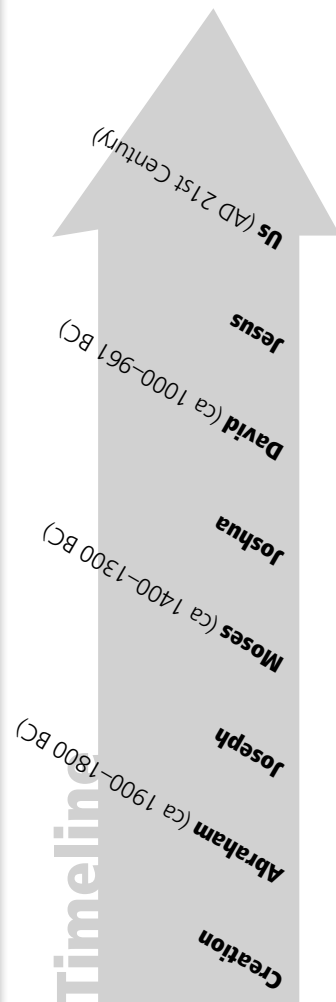
*The Lord has shown all nations His mighty strength; now everyone will see the saving power of our God.
Isaiah 52 v 10 (CEV)*

Sessions 7–8

I am the Lord God. I am merciful and very patient with my people. I show great love, and I can be trusted. I keep my promises to my people for ever. Exodus 34 v 6b–7a (CEV)

Sessions 9–10

Be strong and brave. Don't ever be afraid or discouraged! I am the Lord your God, and I will be there to help you wherever you go. Joshua 1 v 9 (CEV)



Where this fits in the Bible

We encourage the children to understand that God is always faithful to His people, no matter how unfaithful they are to Him. God wants each of us to trust Him completely, even if His promises seem impossible. For God, all things are possible!



Notes for leaders

Bible background

This unit focuses on the power and authority of God by tracing the movement of His people from Egypt to the Promised Land. Much of the unit is taken up with a look at the defining moment of the rescue of the Israelite people from Egypt. Faced with the might of the Egyptian king, the Israelites were in slavery and seemingly without hope. Yet God had made promises to Abraham about his descendants, the Israelites, and God would prove faithful to those promises.

1-4 The exodus rescue forms the focal point of the unit. It speaks of God's control of all of history. As **Isaiah 40 v 23** declares, 'God brings down rulers and turns them into nothing', and the Egyptian king was left in no doubt as to who was the Lord of the universe! The result for God's people is the most dramatic rescue imaginable.

5-8 God gave His people direction and sustenance as they moved into the Sinai Desert. The Lord delivered the Ten Commandments and again revealed His power and might. The initial obedience of the Israelites gave way to complaints against Moses and the Lord. Their idol worship put them in grave danger of divine judgement. The Lord relented when Moses pleaded for the people. The mercy and faithfulness of God was very much on display in this instance.

9-10 The crossing of the Jordan River and the defeat of Jericho were further reminders to God's people that God was worthy of their trust and allegiance. Their repeated complaints and unfaithfulness brought consequences, but did not prevent God's purposes. He delivered on His promise to bring the people into the Promised Land.

There are many challenges in this material. The appropriateness of reverence and faithful obedience to the God of all of history is clear. The children will be encouraged to submit to God as one of His children, placing their trust in Him alone. Equally evident will be the inability of God's people to obey God in the way He demands. The importance of grace and the saving work of Jesus will be an important aspect of the unit. It is to Jesus that we now must look as the rescuer of God's people. It is to Him that the children must be directed—Jesus is their 'bread of life'.



Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in faith for each child at their own pace. No matter where each child is at in their faith development, they can be challenged to respond in faith to God and in obedience to the way He wants them to live.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children finding faith* by Francis Bridger, SU.)



Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ.

Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith.

Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.



Special features

Visual aids

The **Leader's pack** includes:

- ▶ the **Leader's manual** with ten sessions
- ▶ five full-colour A3 **Memory verse posters**
- ▶ 10 full-colour A3 **Leader's posters**
- ▶ a variety of visual aids and activities for each session
- ▶ a sample **Rescue manual**. Extra rescue manuals may be purchased so every child can complete the pages associated with the sessions.

Rescue manual

The children will explore the theme of God's rescue mission in their **Rescue manuals**. They will be encouraged to identify with God's rescue of His people and to consider His authority and strength. As they work their way through the manuals they will have the opportunity to interact with the Bible by reading parts of the books of Exodus, Numbers and Joshua. The hope is that the children will come to know God as a mighty rescuer. They will be encouraged to see themselves as part of this rescue—as part of God's chosen people.



Focus

Bibles

It is intended that during each session the children will read the Bible for themselves and think about how they can respond to its message. It is strongly recommended that children begin to handle the Bible for themselves, learn their way around it and discuss what it means.



Relationships

As children of this age grow in faith, their relationships with other Christians will be very important. You have an important role as an example to them. Be warm and genuine in your relationships with the children. Pray for them and their concerns. Invite other Christians of various ages to visit and meet the group. It would be especially helpful for young people, a few years older than the children in your group, to meet them. Help the children see where they are heading as part of the community of God's people.



Digging deeper

This section is designed for more able children who want to dig deeper into the session content.

These activities are usually Bible-focused and involve good reading skills and literacy. If you have a multi-aged group, these ideas can be used to challenge children who feel they have 'heard it all before'.

Alternatively, you could use this material as the basis for a mid-week Bible-study group.



Activities

Activities

Each session contains many suggested activities, either to begin the session in **Start up** or to reinforce the **Teaching time**. When choosing the activities you will include in each session, consider the number of children in your group and their individual skills, as well as the time and space you have available. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

A **Memory verse** activity is included in each session and presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

Photocopiable masters

The **Leader's manual** contains photocopiable masters including memory verse ideas and worksheets.

Encourage the children to take the appropriate photocopiable home each week as this helps parents and carers to know what is being covered in the sessions. Purchase of the **Leader's pack** entitles you to make one copy for each member of your group.

There is also a photocopiable **Planning sheet** at the back of this manual (page 72). You may find it helpful to make copies of this sheet to help you to plan each week's session and then briefly review the session afterwards.



Music

Music spot

The sessions recommend songs from these CDs:

- *Promises, promises*, CEP
- *10,9,8... God is great*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *Practise being godly*, Colin Buchanan

All of these CDs are both available from The Good Book Company (www.thegoodbook.co.uk 0333 123 0880).

Note: *Promises, promises* has been discontinued by CEP (2012), but song choices from this CD are still included in this unit's sessions for those who already have the CD.



1 THE RESCUE BEGINS

EXODUS 1 – 2

Aim

To help the children understand that God is faithful to His promises.

Outcomes

By the end of this session the children will:

- ▶ know that the people of Israel were slaves of the Egyptian king
- ▶ be introduced to Moses as the leader through whom God would rescue His people
- ▶ understand the importance of God's continued faithfulness to the promises made to the fathers of the Israelite people
- ▶ be encouraged by the fact that God hears and responds when we cry out to Him.



*Christ gives me the strength to face anything.
Philippians 4 v 13 (CEV)*



Notes for leaders



Read **Exodus 1 – 2.**

Exodus is a continuation of the Genesis story as it moves toward the fulfilment of God's promises to the patriarchs—Abraham, Isaac and Jacob. It is the story of the birth of Israel as a nation and is dominated by Moses, who would lead the people out of Egypt and onto the road to the Promised Land. It was through Moses that God gave His law and made His dwelling among His people.

At the end of Genesis, Jacob had taken his whole family to live in Egypt with Joseph. Three hundred years after Joseph's death, the Israelite people formed a significant population within Egypt. Yet, they no longer enjoyed a privileged status as the Egyptians had long forgotten what Joseph had done for them.

With a new king on the throne in Egypt, a great building program had begun and the Israelites were a ready-made labour force. The Pharaoh was uncomfortable having such a large foreign population in the country and he had found a way to ensure that they would not cause any trouble. The Israelites were organised into work parties to dig out mud and make bricks for the new buildings planned by the Pharaoh. The Israelites were slaves of the Pharaoh, treated cruelly and without mercy.

Still unhappy with the potential threat of these foreigners, the Pharaoh ordered that all baby Hebrew boys be killed. Moses was born under the cloud of this threat. His rescue by one of the king's daughters placed him in the unlikely situation of being brought up as an Egyptian.

The one who was to become God's instrument to rescue the Israelites was cast into further danger after killing an Egyptian who had beaten a fellow Hebrew. Exiled in the land of Midian, Moses was forced to live as a foreigner far from his people. Meanwhile the Israelites were left in slavery with little hope of escape. It appeared that the promises God had made to Abraham, Isaac and Jacob had been forgotten. But God heard the cries of His people. He did not forget His promises and He felt compassion for the Israelite slaves. The rescue mission would soon begin.



Leader's prayer

Give thanks to God for the children in your group. Pray that they will come to an understanding of the awesome power of God, His love for His people and His faithfulness in fulfilling His promises. Pray that the children will know that God hears them when they pray, and come to trust Him with all areas of their lives.

Gear

- ▶ Timeline posters (optional, see **Get ready**)
- ▶ Prepared copies of the Moses' life visual aids (pages 13–15), see **Get ready**
- ▶ A Bible marked at **Exodus 2 v 23–25**
- ▶ A copy of the Rescue story photocopiable (page 76) for each child (optional)
- ▶ **Leader's poster 1**
- ▶ A children's **Rescue manual** for each child
- ▶ Coloured pens and pencils
- ▶ CD player and CD of choice
- ▶ **Memory verse poster 1**
- ▶ Prepared balloons for the **Memory verse** activity (see **Get ready**)
- ▶ Gear for chosen activities in **Start up**

Get ready

If you have access to Timeline posters, display these ready for the session. An excellent Bible Timeline has been produced by CEP, and is available from The Good Book Company. See page 76 for further details. Alternatively, some versions of the Bible have a simple timeline printed at the back.

Make a copy of the Moses' life visual aids on pages 13–15. You may like to enlarge and cut each page in half. If time permits, colour the pictures before the session. An older child in your group might like to help you prepare the visual aids.

Display **Memory verse poster 1** and **Leader's poster 1** in your area.

Using a felt pen, write each word of the memory verse onto a separate balloon. Leave the balloons deflated. These will be used during the **Memory verse** activity.

NOTE: The title for the chief ruler of Egypt comes from two Egyptian words that mean 'great house'. Around the time of Abraham, 'pharaoh' meant 'king', so the Bible uses both of these terms to refer to the ruler of Egypt. A number of Egypt's Pharaoh kings are mentioned in the Jewish Scriptures. It is possible that the king of Egypt at the time of the Exodus was Rameses II (1279–1212 BC).

For simplicity, these lessons use only the name 'king'.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Contamination**
- ▶ **Clues**
- ▶ **Whose feet?**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time


In two of the games we played, we focused on what makes you who you are. You are a unique person and the Bible tells us that

God knows everything about you. He knows when things are going well for you and when things are not going well for you.

Today we will hear about some people for whom things were not going well at all. These people cried out to God.



Bible focus

 Display the Bible Timeline (see **Get ready**). Briefly revise the events leading up to the Israelite people living in Egypt, including Joseph's role.

After the people of Israel had been living in Egypt for hundreds of years, the Egyptians had forgotten all of the good things Joseph had done for them. The Israelites were now slaves of the Egyptians and the king of Egypt was treating them very badly.

It looked like God had forgotten His promises to Abraham, Isaac and Jacob. Does anyone know what those promises were? (Accept responses. God promised that He would make their descendants into a people who would live in the Promised Land and that through them He would bless all nations.)

The Israelites were worried that God was going to leave them as slaves in a foreign land. They thought that they would never get to enjoy the Promised Land—the land of milk and honey.

But God hadn't forgotten His people. Today we will hear about how God heard the cries of His people and began to set up a rescue mission.



Imagine being chosen as a small child to perform a really important role later in life.

What would be the most important job you could be given? (Accept responses. Lead the children to consider the role of being the ruler of your nation.)

In countries that are ruled by kings and queens, if a child is born to the king and queen they may be marked out as the future leader. If their parents die, they could be made king or queen even when they are babies!



Teaching time

You will need the prepared Moses' life visual aids, **Leader's poster 1** and a Bible.

Today we will learn of a very special person called Moses. God had chosen Moses to be the person that would rescue His people.

This was good news for the Israelite people. God had not forgotten about them and He was about to help them out.

Yet when Moses was a very small baby it looked as though the 'rescue mission' might have been over before it had even started!

The Egyptian king ordered that every baby boy born to the Israelites was to be thrown into the Nile River. That way the king could be sure that the Israelites would not grow too big in numbers for the Egyptians to control them.

But God was in control! Moses' mother decided on a daring plan to save Moses from being killed by the Egyptians.

VISUAL AIDS: Display Picture 1 showing Moses being placed into the basket.

She placed him in a basket and floated Moses on the Nile River. This basket was covered in tar to make it waterproof.

When the king's daughter went to the river to wash, she found the basket and looked inside.

VISUAL AIDS: Display Picture 2 showing the king's daughter finding Moses.

The king's daughter decided she wanted to adopt the baby. She named him Moses because this name means 'I pulled him out of the water'.

VISUAL AIDS: Display Picture 3 showing Moses dressed as an Egyptian.

Moses was brought up as an Egyptian child, but when he was a young man he went to see his own people.

He saw an Israelite person being beaten by an Egyptian. Moses attacked the Egyptian and killed him.

VISUAL AIDS: Display Picture 4 showing Moses intervening in the beating.

Because he had killed an Egyptian, Moses was now in great danger. He had to run away and live in a country called Midian, far from his people.

VISUAL AIDS: Display Picture 5 showing Moses working as a shepherd.

Meanwhile the Israelite people continued to live as slaves of the Egyptian king. They were miserable and felt abandoned by God.

VISUAL AIDS: Display Picture 6 showing the Israelites working on an Egyptian building site.

But God hadn't abandoned His people. Listen carefully to what the Bible says.



Read **Exodus 2 v 23–25**.

What does this passage tell us about what life was like for the Israelite people? (Accept responses. They were slaves of the Egyptians. They cried out to God for help.)

How did God answer their cries for help? (Accept responses. God heard their cries. He felt sorry for them. He did not forget the promise He had made to Abraham, Isaac and Jacob.)

Of course God had not forgotten them. He remembered His promises to Abraham, Isaac and Jacob. God heard His people's cries. Soon He would rescue them from the Egyptians.

RESCUE STORY:

Either: Tell the children a true story of a rescue that has been in the news recently. Keep the story short, but involve them in giving some of the details themselves if they know the story.

Or: Hand out copies (if you have them) of the Rescue story photocopiable (page 12). You may find it helpful to use a world atlas to show the children where in Australia this event happened. Read the story to the children. Display **Leader's poster 1** as you read. This story is designed to introduce the idea of rescue from a desperate situation, which will then be linked with the situation facing the Israelites.

Note: If you choose to tell a recent rescue story, rather than the Sydney to Hobart rescue story, you will need to change some of the following questions to make them relevant to your chosen story.

This was an amazing story of rescue that was repeated many times that day. In all, 50 people were winched into helicopters and taken to safety.

What was the first thing that had to happen for the men to be rescued? (Accept responses. They had to use their radio to call out for help.)

What had to happen for the rescue to be successful? (Accept responses. The rescue crew had to have the right equipment and good training to know what to do in difficult circumstances.)

This was the first water rescue that Michelle and Kristy had been involved in. They probably felt like the job was too hard for them. Michelle admitted that she was so scared she couldn't watch when Kristy was lowered into the sea. She was being sick in the helicopter before her turn to go down!

Today we have heard about the beginning of God's rescue mission to save His people. This story will be just as dramatic as the helicopter story.

In this story Moses was chosen to lead God's rescue mission. Next time we will hear about how that would happen.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Many years before Moses, God had made promises to Abraham, Isaac and Jacob. He promised that He would make their descendants into a people

who would live in a Promised Land and that through them He would bless all nations.

Why did it look like this promise might not come true? (Accept responses. The Israelites found themselves as harshly treated slaves of the Egyptian king.)

The situation for the Israelites looked very bad. But today we have learned that God heard their cries and felt sorry for them. He remembered His promises and planned to rescue them.

What does the story of the Israelites in Egypt tell us about how we can talk to God? (Accept responses. We can cry out to God when we are in bad situations. He won't forget His promises to us. He will hear us and respond to us.)

God planned to rescue the Israelites from Egypt. He has already sent someone to rescue us too. Who has God sent and how can this person rescue us? (Accept responses. God sent His own Son Jesus to be our Rescuer. When Jesus died, He took the punishment for our sin, so that everyone who trusts in Jesus can be forgiven and be friends with God.)

Just like the Israelites, we can see God's rescue plan for us as good news!



Prayer

Invite the children to join you in the following prayer.

Thank You, God, that You hear our prayers. Thank You for caring for us. Thank You for listening to us. Thank You for sending Jesus to rescue us. Help us to remember to call out to You in all situations we find ourselves in. Amen



IDEAS MENU



Contamination

Purpose: *To have fun and use up some energy at the start of the session.*

Gear

- ▶ Several frisbees or objects of similar size
- ▶ A CD player and CD of choice

Encourage the children to move around the edges of your area in time to jazzy music. When the music stops they must race into the centre to touch one of the frisbees placed at random on the floor. They must try to touch a frisbee without touching any other person.



Clues

Purpose: *To develop a group feel and emphasise the importance of and unique value of each child.*

Gear

- ▶ A sheet of paper and a pencil for each child

Ask the children to write three facts about themselves on the paper, such as their favourite hobby, food, sport or colour; the best holiday they have ever had; or what they want to be when they grow up. The children should not write their names on the paper. Collect the paper and



redistribute the pages to the children. Each child must interview the other children to find out who matches the clues they have. After all of the children have been found, each child could introduce their partner to the rest of the group.



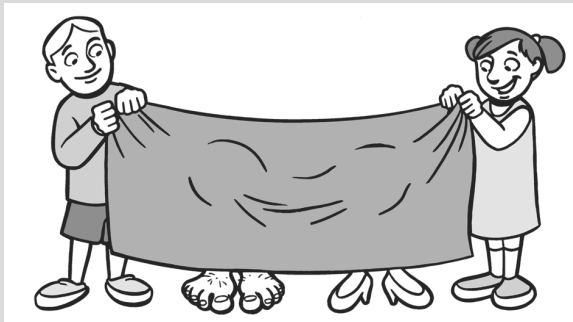
Whose feet?

Purpose: To introduce the fact that God knows everything about each of us.

Gear

- ▶ A blanket

Ask for two volunteers to hold up a blanket. Invite three children to stand behind the blanket so only their feet can be seen. Encourage the remaining children to take turns to guess who owns each pair of feet. Repeat this game a number of times, allowing different children to stand behind the blanket.



Rescue manuals

Give each child a **Rescue manual**. Ask the children to write their name on the cover. Invite the children to complete their personal details on page 1 before working on the exercise on page 2. They should fill in the missing words on the picture of the helicopter rescue. If time permits, they can also colour the page. Collect the **Rescue manuals** ready for next session.



Memory verse

Invite volunteers to blow up the balloons. Encourage the children to show the words on the balloons and ask the group to help arrange them in the correct order. Read the memory verse together.



Think about it

Did the children gain a sense of the context of the story—the importance of God's promises and the difficult situation the Israelites found themselves in?

Were they made aware of the fact that God heard the cries of His people and responded to them?

Christ gives me the strength to face anything. Philippians 4 v 13 (CEV)

Invite a few of the children to burst their balloons. Repeat the verse. Invite the remainder of the children to burst their balloons. See if the children can repeat the verse together.

As we will see next week, Moses needed God's strength to be able to face Pharaoh. If we are followers of Christ, we can be sure that He is with us and will give us the strength to live for Him when life is hard.

NOTE: The verse, 'Christ gives me the strength to face anything,' may need some qualification here. Paul doesn't mean that superhuman strength is passed on to us by God. Paul's intention is not to suggest that anything is possible for humans who want to do great things. However, the Holy Spirit does help those who try to obey and serve God. The Spirit will enable Christians to participate in what God is doing in the world. In this sense, nothing is impossible, and everything and anything may be achieved should God will it to happen.



Music spot

Choose from the following songs.

God is faithful (track 5) on CEP's *Promises, promises* CD.

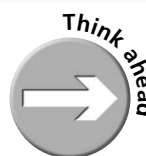
If the outlook is bad (track 14) on Colin Buchanan's *10,9,8 ... God is great* CD.



Older or more capable children could spend some time looking up the following Bible verses. These verses discuss someone being chosen by God to perform a special role. Once the children

look up and read the verses, they could report what they find to the rest of the group.

- Abraham—**Genesis 12 v 1–3**
- Joshua—**Deuteronomy 34 v 9**
- Samson—**Judges 13 v 1–5**
- Samuel—**1 Samuel 1 v 19–28**
- David—**1 Samuel 16 v 1–13**
- Mary—**Luke 1 v 26–38**



Think ahead

You will need **Leader's poster 2**, **Memory verse poster 1** and the children's **Rescue manuals**. You will also need a prepared copy of the What the Lord said visual aid (page 21) and a Memory verse scroll.

See **Gear** in Session 2 (page 17).

Sydney to Hobart yacht rescue

On Boxing Day in 1998, 114 yachts left Sydney Harbour in the annual Sydney to Hobart Yacht Race. When they left the harbour they didn't know about the ferocious storm that they were sailing into. Of the 114 yachts that started the race, only 44 made it to Hobart. Twelve boats were abandoned, five boats sank and six men lost their lives.

Michelle Blewitt worked for the ACT Ambulance Service as a paramedic. She and fellow paramedic, Kristy McAlister, worked on an ambulance helicopter. They helped rescue patients in difficult locations and transported them to hospital. They were aboard a helicopter on their way back to Canberra from Sydney when they were called to take part in rescuing some people from a damaged yacht called Stand Aside. Realising they were in huge danger, the crew of Stand Aside had radioed for help.

The helicopter travelled 70 kilometres out to sea off the coast near Merimbula in New South Wales. When they arrived at the scene they were faced with extreme conditions. The helicopter was being buffeted by winds of up to 60 knots. It was getting dark. They could hardly see. It was raining heavily. The waves that were crashing around the boat were 20 metres high! With the wind and the waves it was extremely noisy.

Michelle was attached to a wire cable and was winched out of the helicopter into the ocean to try to rescue the stranded men. All the time the wind was howling. The men were clinging to a life raft that was attached to the yacht. They were barely holding on. They were being smashed by the waves and were rolling in the ocean as it pitched their life raft into the air and brought it back down into huge troughs.

Michelle was dropped into the water and swam to the life raft. When she got to the men she had to help reassure one of them who was very scared and afraid of heights. She attached one of the sailors to a rescuing device called a 'strop'. Battling against the wind, rain and surf, Michelle gave the signal to the helicopter to winch her up. Just as she

did this she was hit by a 20 metre high wave and was held under the water for a long time. Eventually she surfaced and was about to be lifted up, when a gust of wind lifted the life raft and threw it into her, smashing her on the head and dragging her back under the water. She was stunned. 'I remember going under the water and seeing black starry things for a minute,' she says. Having a helmet on probably saved her from being knocked out.

However there was a problem. The rope of the life raft was now tangled all around the winching wire. This was very serious indeed. If the rope could not be untangled, the wire would have to be cut to stop the helicopter being dragged into the sea. This would mean that Michelle and the remaining sailors would be left in the raging sea. Things were looking desperate. The wind was howling. The helicopter was straining to stay in position.

Michelle managed to remain calm enough to find her knife. She cut the rope and the life raft was flung free of the winch by the wind. Michelle and her patient were winched up into the helicopter.

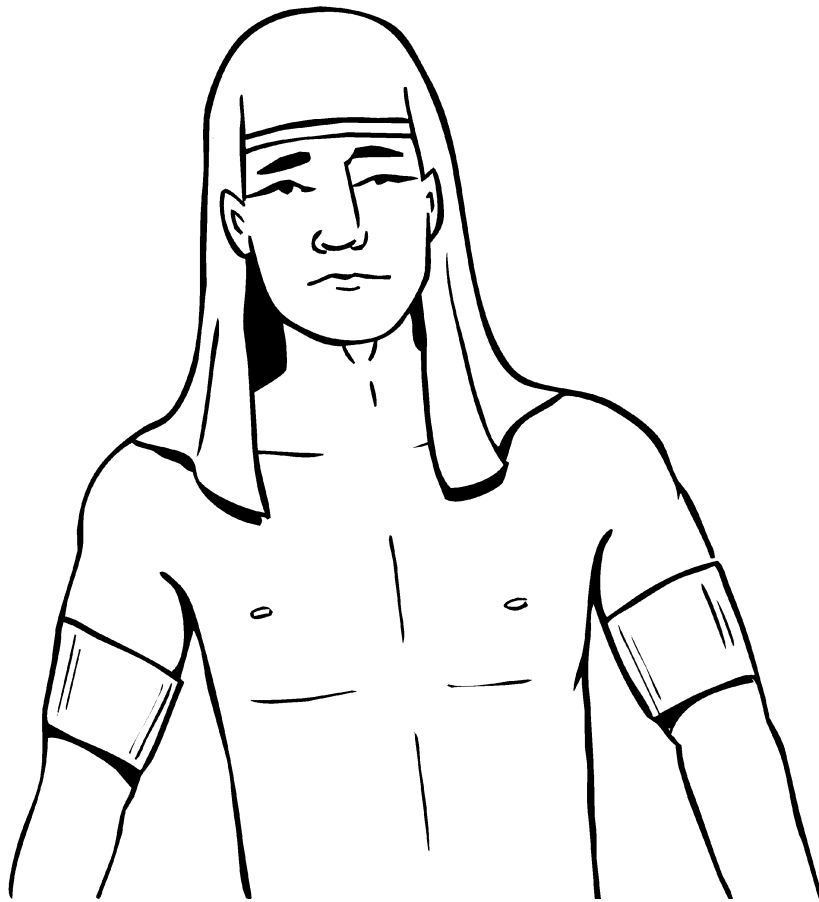
There was one remaining patient. Despite the wild weather and the huge risk to return to the water with the winch cable having kinks in it, Michelle volunteered to go down again to rescue the final person. 'There was one survivor left on a sinking boat with no life raft, so we weren't going to leave him there,' she said.

She dropped down the cable into the water. She swam to the last man and attached the strop. They were pulled to the helicopter.

Michelle had risked her life in extremely dangerous conditions to help some stranded people. If it hadn't been for her and the helicopter crew, those men from the Stand Aside would never have survived the night.



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2 GOD CHOOSES A RESCUER

EXODUS 3 - 4

Aim

To help the children understand that God is in control of all things.

Outcomes

By the end of this session the children will:

- ▶ learn how God chose Moses to bring about the rescue of His people
- ▶ understand that Moses felt completely inadequate for the task assigned to him
- ▶ understand that everything is possible for God
- ▶ be encouraged that God is supremely powerful and that, despite our doubts and fears, He can achieve great things through us.



Christ gives me strength to face anything. Philippians 4 v 13 (CEV)



Notes for leaders



Read **Exodus 3 - 4**.

This session introduces God's plan to rescue His people from Egypt. As with God's earlier choice of Abraham, He once again chose an unlikely man to rescue His people. Moses was living in exile, working as a shepherd in the land of Midian, when God appeared to him.

God 'called him by name' (**Exodus 3 v 4**), which shows us that God specifically chose to rescue His people through Moses. The appearance of the angel of the Lord in the burning bush was the first of a number of displays of God's holiness, authority and power in this episode. The instruction to 'take off your sandals' (**Exodus 3 v 5**) was a sign of the gravity of standing before the living God—something that Moses was to do a lot of in the years ahead. His fear in standing before God was appropriate and fitting for a human being standing before the Creator of the universe.

Key in this passage is that God heard the cries of His people and decided to rescue them. It is here that God affirmed His promise to deliver His people into 'the land' (**Exodus 3 v 8**), once He had rescued them from the cruelty of the Egyptians. When God revealed Himself as 'I Am' (**Exodus 3 v 14-15**), the Israelites would understand Him to be the God of their fathers—with

all the promise and hope that such a name would have conveyed. God never changes—and neither will His promises or His intention of keeping them.

Of particular note was Moses' reluctance to be involved. Part of this reflected a deep sense of his own inadequacy. However, God was in control, which was made clear in the displays of His power that He gave to Moses in preparation for his meeting with the Israelite leaders.

It's clear in this episode that God determined to use Moses to achieve His purposes. It's also evident that Moses needed to be able to trust in God to do all that He had promised. Moses faced a formidable task in not only convincing the Israelite people that God had chosen him to lead them, but also having to face the powerful Egyptian king. The crucial lesson to be observed here is that God would be present with him.



Leader's prayer

Pray that the children will be excited and challenged by the words from God in today's passage. Pray that they will feel accepted in the group. Pray that they will come to trust in God's power to control all situations and to perform mighty deeds through them, despite their failings and weaknesses.

Gear

- ▶ **Leader's poster 2**
- ▶ A Bible for each child
- ▶ A Bible marked at **Exodus 3 v 7–10; 4 v 29–31**
- ▶ A prepared copy of the What the Lord said visual aid (page 21), see **Get ready**
- ▶ The children's **Rescue manuals**
- ▶ Coloured pens and pencils
- ▶ CD player and CD of choice
- ▶ A prepared Memory verse scroll (see **Get ready**)
- ▶ **Memory verse poster 1**
- ▶ Scissors
- ▶ A chair
- ▶ Gear for chosen activities in **Start up**

Get ready

Display **Memory verse poster 1** and **Leader's poster 2** in your area.

Make a copy of the What the Lord said visual aid (page 21). Cut the page into individual strips. Mix them up and place them in a box or basket.

Write the memory verse onto a piece of paper. Mark it into as many words and phrases as you have children in the group. Roll up the paper to form a scroll for the **Memory verse** activity.



NOTE: In **Exodus 3 v 14–15**, the Lord identifies Himself as 'I Am'. The Hebrew name 'Yahweh' (usually translated as 'The Lord') might mean 'I am the one who is', 'I will be what I will be' or 'I am the one who causes to be'. These three possible meanings of the sacred name for God show that Yahweh is the source of all that is, ever has been and ever will be. He will fulfil His purposes for His people.

Jesus connected Himself to this term. He used the 'I am' statements to say 'I am the bread of life' (**John 6 v 35**), 'I am the light of the world' (**John 8 v 12**), 'I am the door' (**John 10 v 9**), 'I am the good shepherd' (**John 10 v 11**), 'I am the resurrection and the life' (**John 11 v 25**), 'I am the way, the truth and the life' (**John 14 v 6**) and 'I am the vine' (**John 15 v 5**). He said of Himself in **John 8 v 58** that 'even before Abraham was, I was and I am'. Jesus is clearly claiming to be God—something that the Jewish authorities saw as blasphemy.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Who fits?**
- ▶ **The chosen one**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

In the second game we played, there was a special person who was chosen to be the last one standing. There was something special about that person that meant they would be the 'chosen one' for the game.

Today we are going to hear about a special person who was chosen by God to do a very important job.



Bible focus



Last time we learned about how the Israelites were made to live as slaves in Egypt. The people were worried that God had forgotten His promises to them. But He hadn't forgotten. Today we will hear how God's rescue mission began.



Sometimes trying to live God's way is scary and we might feel that we cannot do the things He asks us to do.

What is difficult about living the way God wants us to live? (Accept responses. Encourage the children to consider examples, such as living in a way that serves other people, being kind to people that we don't like, and standing up for people who are being mistreated, even at the risk of being unpopular.)

Today we will learn how Moses was chosen for the job of rescuing the Israelite people. Yet Moses didn't think that he could do what God was asking him to do.



Teaching time

You will need **Leader's poster 2**, the Bibles, the prepared What the Lord said visual aid (see **Get ready**) and the children's **Rescue manuals**.

One day when Moses was looking after his sheep and goats, the Lord appeared to him from a burning bush. The bush was on fire but it wasn't burning up! This was going to be a very interesting day for Moses!

POSTER: Display **Leader's poster 2**.

God spoke to Moses from the burning bush. He said that He was the God of Abraham, Isaac and Jacob. He told Moses to take off his sandals because the place he was standing on was holy ground. Moses was very afraid.

What do you think was meant by 'holy ground'? (Accept responses. Try to give a sense of God's purity, awesome power and greatness.)

SHOES: Ask the children to take off their shoes, then stand and listen to what God said to Moses.

This is what the Lord said to Moses. (Each child should follow in a Bible.)



Read **Exodus 3 v 7–10**

WHAT THE LORD SAID: Take out the prepared What the Lord said visual aid strips. Ask the children to place them in the correct order and then choose children to stand holding the statements. Read them through as a group.

Moses had been given the job of going to the Egyptian king and telling the king that God had said, 'Let my people go'.

How do you think Moses might have felt about the job God had given him? (Accept responses.)

Moses felt afraid. He didn't think he could do what God asked of him. How could he go to the Egyptian king and speak for God's people? He was only a shepherd and he wasn't even living in Egypt!

'Who am I to go to the king and lead your people out of Egypt?' he said.

God's reply was very important for Moses to hear and it is very important for us to hear when we feel we can't do what God wants us to do.

God said, 'I will be with you.'

What do you think God meant by saying He would be with Moses? (Accept responses.)

Moses was still afraid so God decided to show him some of His power to help Moses know that God was in control.

DRAMA: The following exercise is to be completed in pairs. Allocate one Bible passage to each pair. One person in each pair is to read the Bible passage out loud while the second person acts out the scene. With a large group it is fine to have the same scene acted out more than once. Give the children three to five minutes to prepare the scene before presenting it to the group.

- Turning a walking stick into a snake—**Exodus 4 v 2–5**
- Turning a hand leprous—**Exodus 4 v 6–7**
- Turning the Nile water into blood—**Exodus 4 v 8–9**

How do you think Moses might have felt after seeing God perform these miracles? (Accept responses. Discuss what Moses might have been thinking and how he must have been amazed at the power of God.)

RESCUE MANUALS: Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 3. They should look at the cartoons that show the miracles God performed to display His power to Moses. Ask the children to fill in Moses' thought bubbles to suggest what he might have been thinking at each point in the episode. Collect the **Rescue manuals** ready for next session.

Moses still didn't want to do the job God was asking him to do. He begged God to choose someone else. But God's people needed saving and God had chosen Moses. God allowed Moses to take along his brother Aaron, who was a good speaker.

Moses and Aaron went to Egypt and performed the miracles for the Israelite people.

How do you think the people might have responded? (Accept responses.)

Let's listen to what the Bible says. (Each child should follow in a Bible.)



Read **Exodus 4 v 29–31**.

God's rescue mission was underway. The Israelite people had something to be glad about!



Activities

Choose one or more activities from the **Ideas menu** to fit the time you have available



Bringing it together

What job did God give Moses to do? (Accept responses.)

Why didn't Moses want to do the job? (Accept responses. Moses felt afraid and didn't think he was capable of doing what God was asking him to do.)

How did God show him that things would work out? (Accept responses. God told Moses that He would be with him. He gave Moses miraculous power that showed God was with him.)

Sometimes we might feel afraid that we can't do the things that God wants us to do. We might feel that we don't have the strength or the skills to achieve what God wants of us.

As we discussed earlier, God might want us to be kind to people we don't really like. He might want us to give our time to people who need help. He might want us to stand up for people, even if we risk being unpopular.

What can we do at times like that? (Accept responses. Remember Moses and the fact that God promised to be with him. Know that God will be with us also.)

How did God show Moses that He was in control of the situation? (Accept responses. Remind the children that this was only one display of God's power and strength.)

What are some ways that we can see God's power and strength in the world around us? (Accept responses, such as the awesome power of God seen in nature or the vastness of the universe. Include less obvious examples such as people becoming Christians, and the growth of the church all over the world even despite suffering.)

Even though Moses felt powerless on his own, God was in control of the situation. He is a mighty God. The power of even the strongest human leaders and armies is nothing to God.

This is the same God who promises to be with us, if we are Christians. If we have put our trust in Jesus; then God promises to give us His Spirit to live in us and help us live His way. That is a powerful gift that we have been promised.

Let's thank God for that now.



Prayer

Invite the children to join you in the following prayer.

Dear Father,

Thank You that You heard the cries of Your people in Egypt. Thank You that You hear us when we pray to You. Please help us to remember that although Moses was afraid and didn't think he could do the job You had given him, You were with him and helped him. Please give us Your strength to live Your way and show that we are Your people in everything we do. Amen



IDEAS MENU



Who fits?

Purpose: *To continue to develop a group dynamic and show that each of the children is unique and important to the group.*

Gear

- Inkpads
- A sheet of paper and pencil for each child

Give each child a sheet of paper and a pencil. Ask the children to use the inkpads to stamp their thumbprint onto their piece of paper. Collect the sheets of paper and redistribute them randomly to the children. Ask the children to mingle with each other until they find someone whose thumb fits the print on their sheet of paper. They should then write that child's name on to the paper below the thumbprint.



The chosen one

Purpose: *To introduce the idea of God choosing someone to perform a particular role.*

Gear

- A list of elimination factors, such as anyone wearing black shoes, anyone with green eyes, anyone wearing something red, anyone with two brothers and so on

Invite the children to stand in a group. The leader stands at the front of the group and announces that they are looking for a mystery person 'X'. Nobody knows who 'X' is yet, but there are some clues. Produce the list of elimination factors and begin to read them to the group. As you read, anyone who possesses the characteristic mentioned must sit down. Eventually one child will be left standing. If the final two or three children are unexpectedly disqualified together, try to use another factor to find 'X'. Give 'X' or the 'chosen one' a task to do, such as helping with morning tea or cleaning up the area at the end of the session. This is to emphasise the fact that Moses was chosen to play a specific role.



Music spot

Choose from the following songs.

Moses (track 4) or **A promise is forever** (track 18) on CEP's *Promises, promises* CD.

The Lord don't change at all (track 22) on Colin Buchanan's *10,9,8 ... God is great* CD.



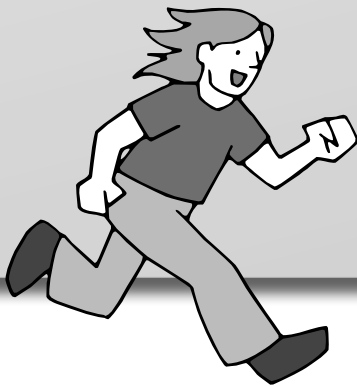
Memory verse

Ask two children to hold up the ends of the Memory verse scroll (see **Get ready**) so that the words can be seen and read. Give the children 30 seconds to repeat and memorise the verse.

Christ gives me the strength to face anything. Philippians 4 v 13 (CEV)

Cut the Memory verse scroll into the marked pieces. Place the pieces on a chair at the front of your area. On the signal to start, invite the children to run to the chair and take a word. The children with pieces must then sort themselves into the correct order. Once the verse is in order, the children should shout their words in turn. This could be repeated as a timed exercise to see if the group can beat their original time.

VARIATION: If you have a large group, you could play this game as a team competition with two sets of words. Organise the children into a red and a blue team. Write out the memory verse twice, with one version written in red and the other in blue. Place two chairs at the front of the room for the red and the blue teams. Trying to 'beat the clock' would work especially well with the team version of the game.



Burning bush mural

Gear

- A collection of leaves
- Craft glue
- A very large sheet of paper
- Orange, red and yellow cellophane
- Scissors
- Coloured pens and pencils

Invite the children to paste the leaves onto the paper in the shape of a bush. Ask the children to cut flame shapes from the cellophane and glue these on the bush and around it. Ask the children to draw Moses' sandals nearby on the ground. Remind them that God spoke to Moses, and Moses took off his sandals because it was holy ground, as God was there.



Older or more capable children might like to look at some other examples of God providing the power for His people to do His work. The children can discuss or write down their responses to the questions.

- David kills Goliath—**1 Samuel 17 v 41–53**

How do we know that God was in control of this situation?

- The birth of Samson—**Judges 13 v 1–5**

What does the passage tell us about the role Samson was to perform?

- Peter and the other believers pray for courage—**Acts 4 v 23–31**

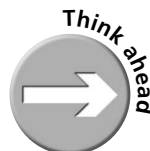
What was the importance of the Holy Spirit in this situation?



Think about it

Did the children gain a sense of God's power to control all situations?

Were they encouraged to trust God to enable them to live God's way, even when this is very hard?



Think ahead

You will need prepared **Leader's poster 3**, **Memory verse poster 2** and the children's **Rescue manuals**. You will also need a copy of the Word puzzle photocopyable (page 27) for each child and a prepared Memory verse jigsaw puzzle. Next session you also have the option to include a collage activity that requires the use of old magazines and newspapers. Try to collect as many magazines and newspapers as possible.

See **Gear** in Session 3 (page 23).

**I have seen my people
are suffering.**

**I have come down
to rescue them from
the Egyptians.**

**I will bring my people
out of Egypt.**

**I will give them a
good land, rich in milk
and honey.**

**Go to the king. I am
sending you to lead
my people out of
this country.**

3 GOD SHOWS WHO'S BOSS

EXODUS 5 - 11

Aim

To help the children understand the power and sovereignty of God in protecting His people.

Outcomes

By the end of this session the children will:

- ▶ know the story of Pharaoh's stubborn refusal to let the Israelite people go
- ▶ know that God controlled the situation and brought destruction upon Egypt in response to the king's disobedience
- ▶ begin to understand the awesome power of the one true God.



The Lord will protect you now and always wherever you go. Psalm 121 v 8 (CEV)



Notes for leaders



Read **Exodus 5 - 11**.

The drama of Moses' confrontation with the Egyptian king comes into focus in this session. The mighty power of God in protecting His people and opposing the unjust enslavement of the Israelites becomes abundantly clear. God was at pains to show that *He* was to be obeyed and respected, rather than the false Egyptian gods.

Moses with his spokesman, Aaron, confronted the king and demanded that he let the Israelite people go. The initial response of the king was one of arrogant disregard for Moses' request. In fact, things became much worse for the Israelites in the face of even harsher treatment. The complaint that Moses brought to God was met with a message for the Israelites. Framed within the repeated statement 'I am the Lord' (**Exodus 6 v 6-8**), is a promise from God that He would punish the Egyptians, free His people and bring them into the Promised Land.

The repeated refusal of the Egyptian king to respond to Moses' request led to the series of terrible disasters that befell the Egyptian nation. The contamination of the Nile (**Exodus 7 v 14-24**); the plagues of frogs (**Exodus 8 v 1-15**), gnats (**Exodus 8 v 16-19**), flies (**Exodus 8 v 20-32**) and locusts (**Exodus 10 v 1-20**); the death of the animals (**Exodus 9 v 1-7**); the sores breaking out on

people and animals (**Exodus 9 v 8-12**); the destructive hailstones (**Exodus 9 v 13-35**); and the imposition of darkness (**Exodus 10 v 21-29**), all brought stubborn resistance from the king. All the while, the Israelites were spared the terrible effects of all of these punishments dealt out by God.

At the end of the session the children will hear the warning that God would kill every firstborn son in Egypt. The Pharaoh would learn that this was a God not to be trifled with. He was serious about His promises to His people and He would not allow His purposes to be thwarted. God's control of all of history was especially evident here and it remains the case in today's world. The children should be given a sense of the awesome power of God in coming to the rescue of His people. They should be helped to see His power not only in opposing the Egyptian king, but also in Jesus' saving work on the cross.



Leader's prayer

Thank God for each of the children in your group. Praise God that He loves each of us and that, despite our sinful hearts, He remains kind and forgiving.

Gear

- ▶ Magazines, newspapers, sugar paper, scissors and glue (see **Get ready**), optional
- ▶ Sugar paper and coloured pens (see **Get ready**), optional
- ▶ A Bible marked at **Exodus 5 v 1–2; 6 v 6–8**
- ▶ A copy of the Word puzzle photocopiable (page 27) for each child or a copy on an overhead projector transparency (see **Get ready**)
- ▶ Overhead projector and pen, optional
- ▶ Prepared **Leader's poster 3** (see **Get ready**)
- ▶ The children's **Rescue manuals**
- ▶ Coloured pens and pencils
- ▶ CD player and CD of choice
- ▶ Prepared Memory verse jigsaw puzzle (see **Get ready**)
- ▶ **Memory verse poster 2**
- ▶ Gear for chosen activities in **Start up**

Get ready

In **Bible focus** there are two options to choose from. If you choose to do the collage activity, have the collage materials ready prior to the session. If you choose the brainstorming activity, have the large sheets of sugar paper ready for the children to draw on.

Either have the Word puzzle photocopiable (page 27) copied onto an OHT or prepare a copy for each child. If you choose to use an OHT, you will need to set up an overhead projector before the session.

Cut **Leader's poster 3** into nine separate pictures. Read through the paraphrase of the story in **Bible focus** before the session to familiarise yourself with when each of the pictures needs to be displayed.

Write the memory verse on a strip of paper or cardboard. Cut the strip into jigsaw puzzle pieces and place them into a box ready for the **Memory verse** activity. Display **Memory verse poster 2** in your area.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Slap hands**
- ▶ **Find a partner**
- ▶ **Flies, gnats and locusts**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

The second game we played helped us to understand the importance of each person. Each one of us is unique and important to this group.

Especially important is the fact that each of us matters to God. That is pretty amazing, especially when we think about how powerful and mighty God is.



Bible focus

You will need to have ready the materials for your chosen activity—collage or brainstorming (see **Get ready**).



In the last two sessions we have heard about how the Israelites lived as slaves in Egypt. The good news was that God had heard their cries for help.

What did God say He would do? (Accept responses. God said He would rescue the people.)

Who did God send to help rescue His people? (Accept responses. Moses.)

Did Moses like the idea of being a part of this rescue? (Accept responses. No, Moses was afraid and didn't think he could do the job.)



We are going to think about all the things we know about God.

Choose from the following options:

Option 1—Collage activity

Instruct the children to make a group collage to represent all the things that we know about God. The children can cut out pictures that represent God's character from magazines and newspapers, then stick these onto sheets of sugar paper. The idea is for the children to express things that they understand about God, such as His power, creativity, love, kindness and judgement. Remind the children that God is the source of things like beauty, life, order, colour, smell, taste, texture and so on. There should be a virtually endless list of ideas to incorporate into the collage, but the children might need some prompting to help get the process moving. You will need to put a time limit on this activity to suit the length of your session (10 to 15 minutes should be ample).

Option 2—Brainstorming activity

Conduct a brainstorming activity. Divide the children into groups of approximately three or four. Distribute sheets of sugar paper to each group. Ask the groups to draw or write things they know about God. After they have had time to do this, ask each group to present their

ideas to the other children. Write each group's ideas on a large sheet of sugar paper so the children can see their combined list of ideas.



Teaching time

You will need a Bible, the copy or copies of the Word puzzle photocopiable and prepared **Leader's poster 3** (see **Get ready**).

There are many things we know about God. The main thing we are going to concentrate on today is God's power. This was especially important in the story of the Israelite people escaping the powerful Egyptian king. Of course, God's power is far greater than any king!

Let's see what happened when Moses and Aaron went to see the Egyptian king and said what God told them to say.



Read **Exodus 5 v 1-2**.

Things didn't happen quite the way Moses and Aaron hoped they would. In fact, after their visit the king ordered that the Israelite people be treated even more harshly! He didn't care what God had said.

But God had made a promise. So things were about to get very difficult for the Egyptians.

WORD PUZZLE: Either give each child a copy of the Word puzzle photocopiable or display it on an overhead projector. Invite the children to complete the word puzzle individually or as a group. This exercise is in the form of a rebus. This means that the words are represented by pictures or symbols. The rebus will reveal the words of **Exodus 6 v 6-8**. Read the verses to the children.

What came next was truly amazing and very frightening, especially if you were an Egyptian.

PICTURE 1: Display Picture 1 showing the Nile River turned to blood.

Moses and Aaron followed God's instructions to demonstrate God's power to Pharaoh. While the Egyptian king and other important people were watching, Aaron struck the Nile River with his stick and instantly the river turned into blood. The fish died and the river stunk!

PICTURE 2: Display Picture 2 showing the frogs.

This didn't change the king's mind, so God ordered the whole country to be filled with frogs. The king's palace couldn't keep the frogs out. They even got into the king's bedroom!

The king was desperate and he told Moses and Aaron that if God stopped the frogs, he would let the Israelite people go. Moses asked God to get rid of the frogs and he did. However the king was very stubborn and went back on his word. He would not let the people go.

PICTURES 3 & 4: Display Pictures 3 and 4 showing the gnats and flies.

Next God sent gnats and flies to bother the Egyptians. These came in swarms and tormented the people.

The king begged Moses to pray that the gnats and flies would leave him alone. Moses did as the king asked and the gnats and flies disappeared. But still the king would not let the people go.

PICTURE 5: Display Picture 5 showing the dead animals.

Next God sent a terrible disease on the horses, sheep, goats, donkeys, cattle and camels that belonged to the Egyptians. They all died, but the animals belonging to the Israelites were spared.

PICTURE 6: Display Picture 6 showing the sores.

Next came unbearable sores that broke out on the skin of Egyptian people.

PICTURE 7: Display Picture 7 showing the hailstones.

After that came the most incredible hailstones. It was the worst storm in the history of Egypt.

When this happened the king admitted that he had sinned, that the Lord was right, and that he and his people were guilty. God listened when Moses prayed for the hail to stop and it stopped straight away.

But still the king refused to let the people go.

PICTURE 8: Display Picture 8 showing the locusts.

Next God sent locusts into Egypt. They arrived in their millions, destroying the crops and the trees. There were so many locusts that the ground was black with them. Nothing green was left in the country.

The king summoned Moses and Aaron, and asked for forgiveness. Moses prayed and the locusts were blown by a strong wind into the sea.

PICTURE 9: Display Picture 9 showing darkness.

After this God sent darkness over the whole land, except where the Israelites were. The Egyptians couldn't even leave their homes.

Guess what the king did now? (Accept responses.)

The king still didn't give in. In fact, he started to threaten Moses. He just refused to listen to God.

Refusing to listen to God can be very serious indeed.

The Lord then sent the most frightening warning yet. He told Moses to tell the king that God would kill the firstborn son in every family, including the king's own son. God would spare the Israelite families and show that He is the boss.

Still the king stubbornly refused to let God's people go.

What do you think will happen? (Accept responses.)



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Today we have been thinking about the power of God.

What do you think the Egyptian king thought about God's power at the beginning of the story? (Accept responses. He didn't believe in the power of God and showed this in the way he responded to God's instructions.)

What did all the terrible things that happened to the Egyptian people show about God's power?

(Accept responses. Help the children to understand how serious it is to disobey God.)

The Egyptian king refused to listen to God. Refusing to listen to God can be very serious indeed.

Think for a moment about your own life. Do you sometimes ignore God or disobey Him? (Give the children some time to think about this.)

It is important to remember the awesome power of God. It's very serious to ignore Him—but it's wonderful to have God as your friend and know that He cares about you.

God loved His people and because of this love He protected His people and showed the Egyptians His power. The Bible says that God has the same love for us. It's a very good thing to have such a powerful God as your friend.



Prayer

Invite the children to join you in the following prayer.

Our Father,

Thank You that You are the all-powerful God. Nothing is impossible for You. Help us to treat You with the respect You deserve. Help us to be different from the Egyptian king and to obey You. Thank You that You love us and are concerned about our lives. Thank You for sending Jesus to rescue us.

Amen.

(Note to leaders: You may want to give the children the opportunity to find out more about being God's friends. One way would be to offer a time when a few of them could meet with you to think this through more carefully. It will be helpful to have copies of a suitable children's tract available, such as 'Who will be King?', published by Matthias Media, available from The Good Book Company. Tel: 0845 225 0880 or see www.thegoodbook.co.uk).



IDEAS MENU



Slap hands

Purpose: To have fun and burn off energy before **Bible focus**.

Divide the children into two teams.

Invite the teams to stand in lines facing each other, several metres apart. Ask the members of the first team to hold out one hand each, palm facing up. Choose a member of the second team to be the 'slapper'. The 'slapper' walks down the first team's line, slapping each hand. At any point the 'slapper' can choose to slap one hand twice, then run straight back to the second team's line. If the child who was slapped twice catches the 'slapper' before returning to the second team's line, the 'slapper' must join the first team. If the 'slapper' reaches the second team first, he or she is safe and the chaser must now walk down the second team's line slapping hands. The winning team is the one with the most remaining members after a set time.

HINT: Some children might need to be reminded not to slap others too hard.



Find a partner

Purpose: To continue to develop a group feel and to emphasise the importance of each individual in the group.

Gear

• A sticker for each child

Place a sticker on the back of each child's hand, making sure that for every sticker, someone else has a matching one. Ask the children to find their partners and interview them, asking them questions about their favourite people, places and things. Invite the children to come back together and introduce their partner to the group.



Flies, gnats and locusts

Purpose: To introduce some of the plagues God brought to Egypt.

Teach the children the action for each of the following insects:

- **Flies:** arms outstretched, twirling on the spot, saying 'zzz zzz'
- **Gnats:** darting here and there, arms bent and flapping from the elbow, saying 'buzz buzz'
- **Locusts:** hopping on all fours (like leapfrog), pretending to munch, saying 'munch munch'.



Call out the names of the insects randomly. The children quickly do the action and say the sound. Those who perform the wrong action or who are the last to do the action are out. Continue the game until there is only one child left.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 4. This page gives the children the opportunity to reflect on what they know about God. Collect the **Rescue manuals** ready for next session.



Memory verse

Invite the children to pick out the pieces of the Memory verse jigsaw puzzle (see **Get ready**) and display them. Invite one child to arrange them in the correct order. Show

Memory verse poster 2 and read the verse together.

The Lord will protect you now and always wherever you go. Psalm 121 v 8 (CEV)

In today's story, this verse was true for the Israelites because they were God's people. These words are true for us too, if we have put our trust in Jesus.



Music spot

Choose from the following songs.

Moses (track 4) or **God loves His people** (track 10) on CEP's *Promises, promises* CD.

10,9,8 ... God is great (track 2) on Colin Buchanan's *10,9,8 ... God is great* CD.



Older or more capable children could spend some time considering the following verses that reflect something of God's power:

- **Genesis 1 v 1–31**
- **Isaiah 40 v 21–26**
- **Psalms 114**
- **Psalms 19 v 1–6**
- **John 11 v 17–44**

Ask the children to identify what each reference tells them about God. Those who enjoy creative writing could be encouraged to write a poem about the power of God.



Think about it

Did the session help the children to see how mighty and powerful God is?

Were the children able to see that God was acting on behalf of His people in protecting them from the Egyptians?



Think ahead

You will need prepared **Leader's posters 3–5**, **Memory verse poster 2**, the children's **Rescue manuals**, and a copy of the Newspaper report photocopiable (page 33) for each child. You will also need some matzo or flat bread that can be purchased from a delicatessen, sugar paper, a glue stick and some glitter.

See **Gear** in Session 4 (page 29).

HERE IS MY MESSAGE FOR ISRAEL:



' ___ AM THE ___ ___ ___! AND WITH MY MIGHTY



___ ___ ___ WILL PUNISH THE



___ ___ ___ AND FREE YOU FROM



___ ___ ___ . I WILL ACCEPT YOU AS MY



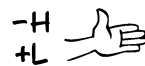
___ ___ ___ , AND I WILL BE YOUR GOD. THEN

1

YOU WILL KNOW THAT I WAS THE ___ ___ WHO



___ ___ ___ YOU FROM THE EGYPTIANS. I



WILL BRING YOU INTO THE ___ ___ ___ THAT I

SOLEMNLY PROMISED ABRAHAM, ISAAC, AND

JACOB, AND IT WILL BE YOURS.

I AM THE LORD!"

4 GOD TO THE RESCUE

EXODUS 12 – 15

Aim

To help the children understand the power and sovereignty of God in rescuing His people.

Outcomes

By the end of this session the children will:

- see God to be a mighty deliverer in rescuing His people and punishing the Egyptians
- understand that the rescue involved the people participating in God's saving work
- be challenged to trust God in all of life's circumstances.



The Lord will protect you now and always wherever you go. Psalm 121 v 8 (CEV)

Notes for leaders



Read **Exodus 12 – 15**.

In this session, the high point of the book of Exodus is reached. The children will learn of the awesome power and authority of God in punishing the Egyptians and coming to the rescue of His own people. It is important to note the participation of the Israelite people in what God did in this episode. At this point in the story, the people of Israel were faithful to the instructions given through Moses, and the resulting successful rescue was evidence of their obedience and belief.

The opening of **Exodus 12** records God telling Moses and Aaron that, from now on, this month was to be considered the first of the year for them. This signals the significance of what was about to take place. The terrifying killing of the firstborn of each family in Egypt reflected the judgement of a God who is not to be trifled with. Further, there was the requirement that God's people trust in God and participate in the process of God's action. The meal of the 'thin bread', the sacrifice of the young lamb or goat, and the display of blood on the doorposts would become engraved in Israel's memory as a symbol of God's deliverance of them from their enemy, the Egyptian king.

The dramatic chase through the desert led to the mighty saving act of God when He held back the water of the Red Sea for His people to pass through. The subsequent destruction of the Egyptian army is presented as a just punishment for the repeated failure to heed God's warnings offered through Moses and Aaron. God left nobody in doubt, including the Egyptians, as to who was responsible for the rescue.

Christians today also need to participate in what God is doing. The mighty saving act of God, evident in Jesus' work on the cross, is an even more significant act of deliverance for those willing to enter into relationship with Him. Jesus requires trust and faith in Him in order to participate in the rescue, followed by faithful obedience.



Leader's prayer

Thank God that He is a mighty rescuer of His people. Thank Him for displaying His commitment to His people and His awesome power in rescuing them from Egypt. Thank Him that Jesus came to conquer death and rescue us—to be the Passover Lamb so that we can be friends with God.

Gear

- ▶ Prepared **Leader's posters 3–5** (see **Get ready**)
- ▶ A piece of 'flat bread' for each child (see **Get ready**)
- ▶ A Bible for each child
- ▶ A Bible marked at **Exodus 12 v 29–30; 14 v 13–14**
- ▶ A copy of the Newspaper report photocopiable (page 33) for each child
- ▶ Coloured pens and pencils
- ▶ The children's **Rescue manuals**
- ▶ CD player and CD of choice
- ▶ A large sheet of sugar paper, a glue stick and glitter (see **Get ready**)
- ▶ **Memory verse poster 2**
- ▶ Gear for chosen activities in **Start up**

Get ready

Prepare **Leader's poster 5** by folding it in half. The two scenes will be shown at different points in **Bible focus**.

Have a piece of 'flat bread' ready for each child to take during **Bible focus**. 'Matzo' may be purchased at a delicatessen.

During the **Memory verse** activity, you will write the memory verse on a large sheet of sugar paper with a glue stick. Have the glitter ready for the children to sprinkle over the glue immediately to reveal the memory verse. Display **Memory verse poster 2** in your area.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Spaceships**
- ▶ **Earthquake, wind and fire**
- ▶ **Bingo**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

In the second game we played, we were thinking about some frightening aspects of God's creation.

In today's session we will hear an amazing story in which God controlled nature to protect His people.



Bible focus



Last session we learned about the punishment that God handed out to the Egyptians because the king would not let the Israelite people go.

What sort of things did God do to the Egyptians? (Accept responses.)

POSTER: You may like to display the pictures from **Leader's poster 3** as the children recall the events of the story.

How did the Egyptian king respond to what God did and said? (Accept responses. The king kept asking for forgiveness when he was in trouble, but then refused to change his mind once the danger was over. He would not let the Israelite people go.)

Ignoring God in this way is very serious indeed.

What did God say would happen if the king did not obey Him and let the Israelite people go? (Accept responses. God would kill the firstborn from every family.)



The Israelite people had been suffering under the cruel treatment of the Egyptians. It might have been hard for them to trust God. They had to be very patient while the Egyptians stubbornly refused to allow them to leave.

Sometimes it is hard for us to trust God too.

Can you think of some times when we find it hard to trust God? (Accept responses.)



Teaching time

You will need the flat bread, the Bibles, **Leader's posters 4 and 5**, the copies of the Newspaper report photocopyables, and the coloured pens and pencils.

Today we are going to hear about the way in which God showed Himself to be a mighty rescuer. The wait to be rescued was finally over!

There were two parts to this rescue. The first part was God's punishment of the Egyptian king. The second part included a dramatic chariot race and some amazing water activities! Both of the parts of this rescue required the Israelites to trust and obey God.

Firstly, God told Moses to tell the Israelite people to share a special meal together. They were told to sacrifice a young lamb or goat and roast it over a fire. They were also to eat only flat bread—made without an ingredient called yeast, which makes bread rise. Everyone in the house was to take part in the meal.

Very importantly, God told them to paint some of the blood from the lamb on the doorposts and above the door of each house where the animals were to be eaten. If they did this, then the Lord would pass over the house and not do any harm to the people there. This lamb was called the Passover lamb.

This meal would later become a symbol of Israel's rescue from the Egyptians. God was about to do a fearful thing in each house of Egypt. Yet the people who followed the Passover instructions didn't suffer God's punishment—they and their children were kept safe.

FLAT BREAD: Invite the children to eat a piece of flat bread as a reminder the Passover meal.



Read **Exodus 12 v 29–30**.

This was a severe punishment for the Egyptians. Finally the king let Moses and his people go. He told them to leave with their flocks and herds immediately. The Egyptians even gave them jewellery, gold, silver and other valuable things to take with them.

The Israelites were finally leaving Egypt. They had lived there for 430 years! But the rescue wasn't over yet.

The Lord led His people into the desert. He gave them the direction they were to go. At night He led them in the form of a flaming fire and by day He led them in the form of a thick cloud.

God didn't take the shortest route through the desert, but He took the people the long way towards the Red Sea. Israel obeyed and followed the Lord's direction.

The king of Egypt still hadn't given up. He sent his army in chariots to chase after the Israelites. God's people were trapped between the army and the sea!

POSTER: Display **Leader's poster 4** and point out the position of the Israelites caught between the Egyptian army and the Red Sea.

The Israelite people were frightened and complained that the Lord had led them into trouble. But Moses encouraged them with these words... (Each child should follow in a Bible.)



Read **Exodus 14 v 13–14**.

Why do you think Moses could be so confident? (Accept responses. Moses could trust in the power of God, who controls all of history.)

Let's read the following imaginary newspaper report to find out what happened next.

NEWSPAPER REPORT: Distribute a copy of the Newspaper report photocopiable to each child. Read this out loud as the children follow on. As you

read the report, display each scene from **Leader's poster 5**.

Ask the children to draw a picture to illustrate the story in the space provided on the Newspaper report photocopiable.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Today we have heard about two parts of the rescue of God's people.

What were the two parts of this rescue? (Accept responses. God rescued His people from the death of the firstborn sons and convinced the Egyptian king to let God's people go. He helped the Israelite people cross the Red Sea unharmed.)

The Israelites were beginning to think that they could never get away from the Egyptian king.

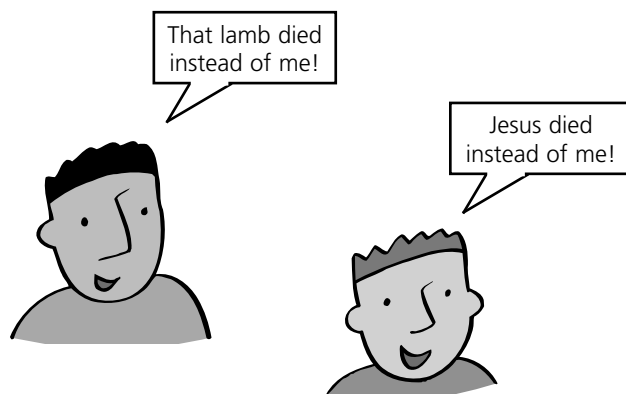
But God showed that He was in control of the situation. How did God show that He was in control? (Accept responses.)

What part did the Israelite people play in the rescue mission? (Accept responses. They had to trust and obey God. They did this by following God's instructions in sacrificing the Passover lamb and painting the blood on their doorposts. They also followed God's direction in leaving Egypt and crossing the Red Sea.)

What does this story tell us about trusting God? (Accept responses. Encourage a sense of the power of God and His control of all of history.)

Jesus also tells us to trust in Him. The Bible says that Jesus is the 'Passover lamb' and that He is the one who came to rescue us.

The firstborn son in an Israelite family could say, 'The lamb died instead of me'—because the lamb died in his place. In the same way, if we have put our trust in Jesus we can say, 'Jesus died instead of me'—because Jesus died in our place, and rescued us from the punishment we deserve. (A simple picture, showing an Israelite child and a modern child saying these words, may make this clearer.)



What do we need to do in response to Jesus' rescue mission? (Accept responses. We must trust in Jesus, obey Him and live as His friends.)

It is amazing that Jesus does it all for us. He rescues us and we just have to have faith in Him. Once we are rescued, it makes sense to obey Him and to try to live His way.



IDEAS MENU



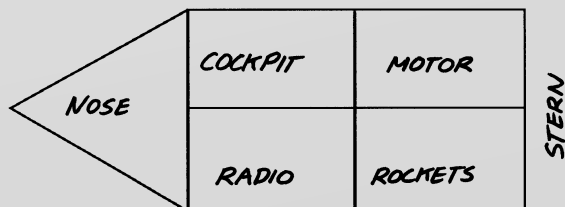
Spaceships

Purpose: To play a fun game and burn off some energy before **Bible focus**.

Gear

- Masking tape or chalk
- Paper and pen

Mark out and label a large area as shown. This is the 'spaceship'. When the leader shouts out a section of the spaceship, the children must get there as quickly as possible, the last one or two being eliminated. Other special orders include, 'Emergency' (sit down with head between their knees), 'Prepare for take-off' (lie down on their stomachs, heads facing the nose-cone), and 'Prepare for landing' (lie down with heads facing stern). The nose-cone is out of bounds and anyone who touches it is out, as is anyone who goes outside the bounds of the 'spaceship'.



Earthquake, wind and fire

Purpose: To begin to think about the power of God in controlling all things, including the weather.

Teach the children the following words and actions: Earthquake (fall to the floor), Wind (stand on the spot and sway), Fire (run to a designated spot in your area).



Prayer

Invite the children to join you in the following prayer.

Thank You, God, that You are a mighty God and that there is nobody and nothing that can defeat You. Thank You for keeping Your promise to the Israelite people to bring them out of Egypt and rescue them from the slavery they were in. Thank You that because of Jesus being the 'Passover lamb' we can now be friends with You. Amen.

Call out the words randomly. Those performing the wrong actions or are the last to perform each action are out.



Bingo

Purpose: To revise the plagues that God sent to Egypt.

Gear

- Copies of the Picture cards photocopyable (page 34), cut into individual cards. You will need to prepare enough copies so there are nine cards for each child.
- A copy of the Name cards photocopyable (page 35), cut into individual cards
- A bowl or hat to hold the Name cards
- A noughts and crosses grid drawn on a sheet of paper for each child. Each space of the grid should be large enough to fit one of the picture cards.

Give each child a copy of the noughts and crosses grid. Ask the children to choose any nine cards from the pile of picture cards. They may choose nine different cards or select some that are the same. The leader picks a name card from the bowl or hat, reads it, then puts it aside. If a child has that picture on their grid they remove it. The winner is the child who removes all of their picture cards first and shouts 'Bingo!'



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 5. The children need to circle the correct answers or mark each response as true or false. Collect the **Rescue manuals** ready for next session.



Music spot

Choose from the following songs.

Moses (track 4) on CEP's *Promises, promises* CD.

Nothing takes God by surprise (track 12) on Colin Buchanan's *Remember the Lord* CD.



Memory verse

Using a glue stick, write the memory verse onto a sheet of sugar paper. Make the letters as thick as possible. Ask the children to sprinkle the colourful glitter onto the paper so that the memory verse sticks to the glue and becomes recognisable. Read through the verse together.

The Lord will protect you now and always wherever you go. Psalm 121 v 8 (CEV)

Remind the children that this promise is true for all time because God never changes. These words are true for everyone who has become a friend of God by putting their trust in Jesus.



Jewellery

Gear

- Macaroni or any pasta shapes that can be threaded into string
- A length of string or strong thread for each child
- Gold or silver spray paint

Ask the children to thread some pasta onto a length of string to make a necklace. Take the necklaces outside and spray with paint in an open area. Remind the children that the Egyptians gave the Israelites precious things before they left Egypt.

NOTE: Do not allow the children near enough to breathe in any paint fumes. Beware of any children who might have asthma!



Macaroni frames

Gear

- A rectangle of heavy cardboard with a smaller rectangle cut out of the centre for each child
- A variety of pasta shapes
- Craft glue
- Gold or silver spray paint

Encourage the children to create a design around the edge of the frame with the pasta shapes, before gluing them in place. Take the finished frames outside and spray with paint in an open area. Remind the children that the Egyptians gave the Israelites many of their precious things before they left Egypt.

NOTE: Do not allow the children near enough to breathe in any paint fumes. Beware of any children who might have asthma!



Digging deeper

Ask the older or more capable children to look up the following references:

- **John 1 v 29**
- **John 1 v 36**
- **Revelation 7 v 10**
- **Revelation 7 v 17**

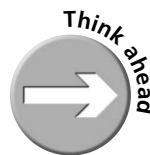
In each of these verses, Jesus is described as the 'lamb of God'. Ask the children to discuss in pairs what is meant by this description. Try to convey a sense of the sacrificial nature of Jesus' death and the effect of Him taking on our sin. The children could be asked to write a paragraph discussing why Jesus is described in this way.



Think about it

Were the children left with a strong sense of the power of God and His control of all situations?

Were the children encouraged to trust God in all situations?



Think ahead

You will need **Leader's poster 6** and the children's **Rescue manuals**. You will also need a 'walking stick' and prepared Memory verse shapes. The next session

suggests using some items of food to reinforce the teaching material. Make sure you leave time to make the necessary arrangements. If you choose to use mouldy bread as a prop, you will need to organise this well in advance!

See **Gear** in Session 5 (page 37).

the Egyptian Times

Red Sea Rescue God delivers the knock-out blow in saving his people.

At dawn yesterday the people of Israel were delivered from the clutches of the Egyptian army in a daring escape across the Red Sea. The entire army of the king's elite forces of cavalry and chariots who had been in pursuit of the Israelites was drowned in the incident. The Israelites were last seen heading into the Sinai desert behind their leader, Moses, and his associate, Aaron.

This is the most extraordinary of all the miracles that have been done by the God of the Israelite people. The Red Sea became a passageway of escape for Moses' people. However, for the Egyptian soldiers the sea became a grave.

Eyewitness accounts say that God told Moses to hold out his walking stick over the water. This caused a passageway to form in the sea for the Israelite people to walk across on dry ground. All of the men, women and children, carrying their possessions and bringing their animals with them, were able to cross the sea with a wall of water on either side.

Jacob Weiss, who crossed with his entire family, described the scene as 'truly amazing'. Jacob said, 'We hoped that God would find a way for us to escape, but we were starting to doubt him. Today was just incredible. We now can't doubt the strength of our God. He has rescued us from our enemies.'



After the Israelites were safely through the water, the Egyptians chased after them. It was here that God's anger turned on the Egyptian forces. As the new day dawned, Moses again held out his arm over the water. This time the water rushed towards the army. They were swamped by the water and were all drowned.

Cheop Ramsas, an Egyptian General, was forced to look on as all his troops were killed. 'It was the most extraordinary and terrifying thing I have ever seen,' he said. 'This God must be the real thing. We were stupid to disobey him. He left no one in doubt as to who was in control.'

For the Egyptian people, there is now only a sense of relief that they are finally rid of the people who have been the cause of so much trouble lately.

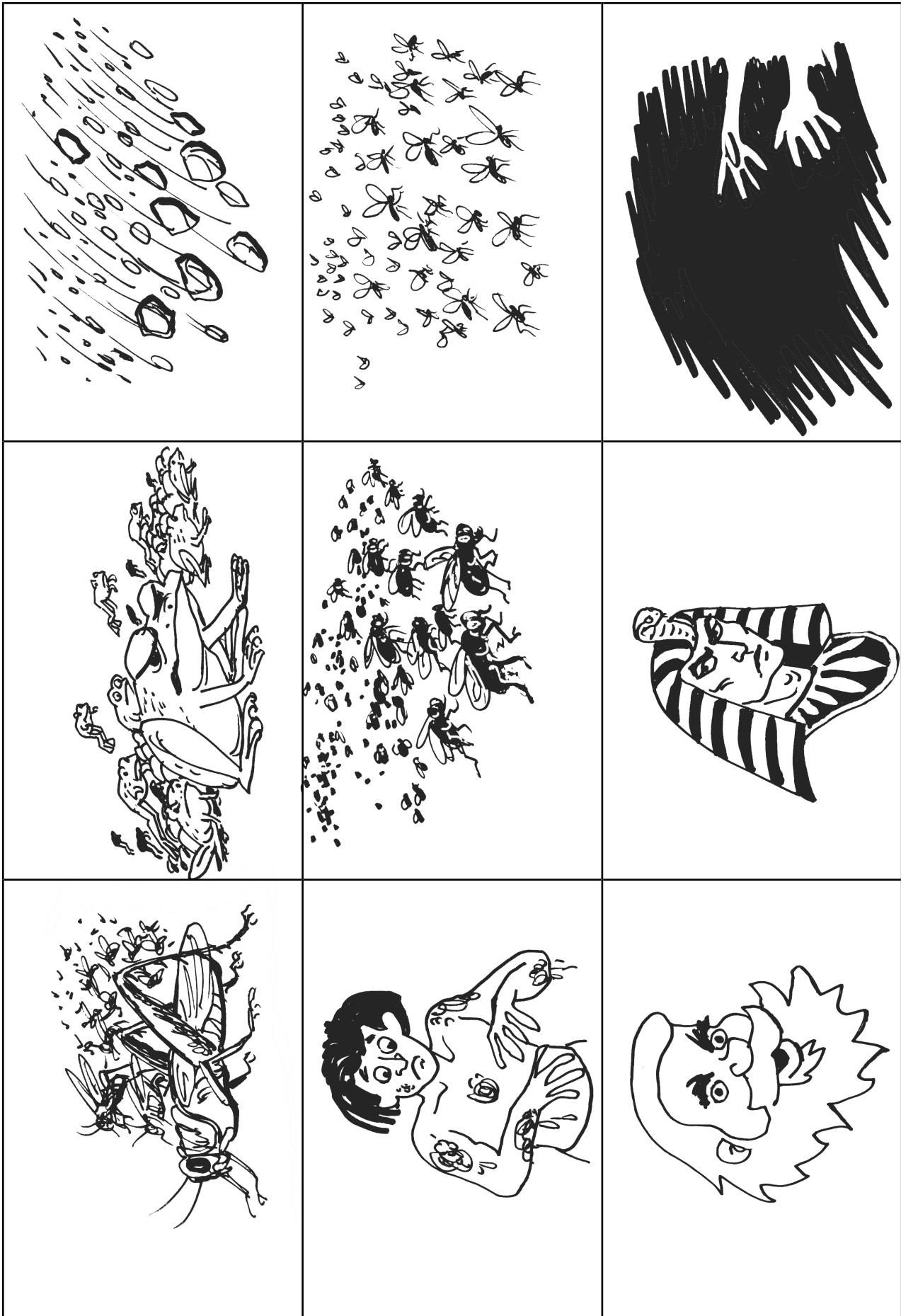
The office of the Egyptian king declined to comment.

OTHER NEWS:

Swimmers in Egypt's main river claim they are in denial	3
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The purchaser of CLICK Unit 3 (8-11s) is entitled to photocopy this page for use with his or her group.

Locusts	Frogs	Hailstones
Sores	Flies	Gnats
Moses	The king	Darkness

5 GOD PROVIDES FOR HIS PEOPLE

EXODUS 16 – 17

Aim

To help the children to depend on God in all areas of their lives.

Outcomes

By the end of this session the children will:

- ▶ have learned about how God provided for and protected His people in the desert
- ▶ understand that the people of Israel had to rely on God to guide them and provide for them
- ▶ consider the ways in which they could look to Jesus to sustain them in life.



The bread that God gives is the one who came down from heaven to give life to the world.
John 6 v 33 (CEV)

Notes for leaders



Read **Exodus 16 – 17**.

Having been rescued from the clutches of the Egyptian army, the Israelites found themselves on the western edge of the Sinai Desert. It was here that their relationship with God was tested. The first signs of their lack of trust in God since the Exodus from Egypt emerged in a way that would reflect much of what was yet to come.

Would the Israelites be able to trust in God, who had displayed such power and commitment to them, or would they distrust Him in the face of difficult circumstances? What becomes very clear is God's constancy and faithfulness to His promises, even in the face of rebellion and complaint by His people. In the dramatic form of a thick cloud by day and a flaming fire at night (**Exodus 13 v 21–22**), the Lord led His people in the desert, providing them with direction in their walk.

Despite the difficulties of living in the desert, the Lord provided for His people in an abundant and generous way. The reward for obedience was high, even though the people frequently failed to trust. In the miraculous provision of manna for the Israelites to eat, water to

drink and protection from enemies, God showed His commitment to relationship with His people. The defeat of the Amalekites in battle was a picture of the need for, and benefit of, trusting in the Lord completely. Moses was left in no doubt as to the importance of depending on the Lord.

This lesson is no less relevant for us today. The children may be urged to consider their own willingness to trust God in all areas of their lives, allowing Him to provide them with direction and hope.



Leader's prayer

Thank God for His generous provision for our needs. Thank Him for the creation He has given us to enjoy. Pray that through the story of the Israelites in the desert, the children will come to an understanding of the way they can trust God with every area of their lives. Pray that they will grow to be people who look to Jesus to guide them and provide for them.

Gear

- ▶ A whiteboard and markers, or sugar paper and pens
- ▶ A Bible marked at **Exodus 16 v 11–12;**
John 6 v 30–35
- ▶ A wafer or similar for each child (see **Get ready**)
- ▶ A jug of water or cordial and a cup for each child
- ▶ A piece of mouldy bread (optional)
- ▶ A walking stick (see **Get ready**)
- ▶ **Leader's poster 6**
- ▶ The children's **Rescue manuals**
- ▶ Coloured pens and pencils
- ▶ CD player and CD of choice
- ▶ Prepared Memory verse shapes (see **Get ready**)
- ▶ Gear for chosen activities in **Start up**

Get ready

Display **Leader's poster 6** in your area.

Buy a honey wafer or similar, such as honey biscuits, for each child in the group. Put these into a box and label the box 'Manna'. These will be distributed to the children in **Bible focus**, along with a cup of squash or water. Check for food allergies with the children's parents or carers before the session. (Note: The word 'Manna' means 'What is it?'—so you might like to use a pack of Golden Wonder cheesy Wotsits instead!)

During **Bible focus**, you will need to act out the part of Moses holding his stick as the Israelites fight the Amalekites. You will need a walking stick or similar for this part of the story.

Cut seven sheets of A4 paper into the shape of a loaf of bread. Write the following phrases of the memory verse onto each sheet in bold writing: The bread/that God gives/is the one/who came down from heaven/to give life/to the world./John 6 v 33. Hide the sheets of paper around your area before the session.

Start up



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Survival**
- ▶ **Down to two**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.

Chat time



Chat time

In the games we played we thought about survival.

Today we are going to be thinking about the difficulties the Israelites faced in living in the desert, and the way God provided for them.

Focus



Bible focus



Last session we heard about the Israelites' amazing escape from Egypt.

What was so amazing about the escape from Egypt? (Accept responses. Remind the children about the lessons the Israelites and the Egyptians learned about the power of God.)

When we left Moses and his people, they were safely away from the Egyptians but were now in the desert on their way to the land God had promised them.

The problem was that they were going to be in the desert for a very long time and they needed a way to survive.



Ask the group to consider the best things that God has provided for them. Brainstorm this idea and write the information onto sheets of sugar paper or a whiteboard. Tell the children that today's session involves looking at the way God provided for the people of Israel while they were in the desert.



Teaching time

You will need a Bible, the box of 'manna', the jug of squash or water & cups, the mouldy bread (optional), the walking stick and **Leader's poster 6**.

Once they were in the desert, the Israelites seemed to forget about the great things God had done for them. They started to complain and said they wished the Lord had killed them back in Egypt. They were not very happy to be in the desert without food or water.

But God promised that He would look after them. He said that He would send down bread from heaven that would be like rain.

Listen to what the Bible says:



Read **Exodus 16 v 11–12**.

In the evening a lot of birds called quails landed in the camp and the people were able to eat as many as they wanted.

The next morning the ground was covered in strange white wafers that tasted like biscuits with honey. The people didn't know what it was, so they called the wafers 'manna' which means 'What is it?'. We might like to imagine them as tasting a bit like this...

BOX OF MANNA: Take out the box of 'manna'. Invite the children to eat the wafers/biscuits/Wotsits. Suggest that the manna that God provided might have been something like what the children are eating.

God told the Israelites to trust Him. God said the manna would come each day and that they were not to store it up. But some of the people didn't trust God and tried to save some of the manna for later. When they woke up in the morning, the manna was stinking and full of worms!

MOULDY BREAD: If you have a slice of mouldy bread, show this to the children.

Each day the manna arrived as God had promised. But the Israelites still complained. They said they needed water. They were really thirsty. Moses was afraid they would kill him for bringing them into the desert.

God told Moses to strike a rock near Mount Sinai and water flowed out of the rock—enough for the people to drink.

DRINK: Pour a drink for each child. Invite the children to enjoy the drink.

The next test the Israelites faced was being attacked by the Amalekites, who lived in the area the Israelites were travelling in. Here they had to rely on God to protect them.

God told Moses to stand on a hill above the place of the battle. He was to hold up his walking stick above the fighting. Once the battle started, whenever Moses held up his arms the Israelites would be winning. If he got tired and dropped his arms, the Amalekites would be winning.

DRAMA: Invite the children to act out the battle. Tell the children that you will be Moses. Stand on a chair or a table with the walking stick. Explain to the children that they are to act out the part of the Israelites.

When you hold up your hands, they should move, in a stylised and dramatic fashion, in slow motion from one side of the room to the other. They could pretend to be fighting an imaginary enemy and making good progress. When you drop your arms, they should drop back towards their original positions. Some could fall to the ground and show that they've been beaten. Raise your arms again and they can start winning again. This could be repeated a few times.

POSTER: Display **Leader's poster 6**.

Eventually Aaron and Hur found a rock for Moses to sit on and they helped to hold up his hands so that he wouldn't get too tired.

By doing this, the Israelites won. They defeated the Amalekites.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

In today's true story from the Bible there were three things that God gave the Israelites.

What were the three things that God gave the Israelites? (Accept responses. God gave them food, water and protection from their enemies.)

What did Moses and the Israelites learn about their relationship with God in today's story? (Accept responses. They had to rely on God to give them what they needed.)

What similar things does today's session tell us about our relationship with God? (Accept responses. We also need to rely on God and to trust Him to provide for our needs.)

In the book of John, which is all about Jesus, Jesus said, 'I am the bread that gives life'.

What do you think Jesus meant by this? (Accept responses. Try to help the children see that Jesus was using picture language—just like bread gives us life, Jesus gives us eternal life. He can provide what we need for life and to become God's friends.)

God provided manna, water and protection for the Israelites. Today He gives His people Jesus and the Holy Spirit.

God wants us to trust in Jesus. Because of Jesus we can become God's people and be sure that He will be with us, look after us and protect us—just as He did for the Israelites in the desert.



Prayer

Invite the children to join you in the following prayer.

Thank You, God, for all the good things You provide us with. Thank You for giving us life, as well as food to enjoy and clean water to drink. Thank You that we can trust Your promises. Please give us the strength to trust and obey You. Amen.



Think about it

Did the children appreciate how God provided for the needs of His people?

Did they gain a sense of the need to trust God and rely on Him?



Think ahead

You will need prepared **Leader's posters 7 and 8**, **Memory verse poster 3** and the children's **Rescue manuals**. You will also need a whiteboard and markers, or sugar paper and pens.

See **Gear** in Session 6 (page 41).



IDEAS MENU



Survival

Purpose: *To consider the challenges the Israelites faced in the desert.*

Gear

- ▶ A disposable cup, a jug of water and a small container for each team

What must we have to stay alive? (Accept responses. Explain that water is absolutely necessary for us to survive and that we cannot live without water.)

It is advisable to play this game outside. Divide the children into two teams. Give each team a disposable cup, a jug of water and an empty container. The aim of the game is for the teams to transfer the water in their jug into their team's container, placed several metres away. They can only transfer the water using the cup.

The team members line up one behind the other. One person holds the jug of water and the first person holds the cup. On 'go' the person with the jug pours some water into the cup. The person holding the cup runs to the container and pours the water into it. He or she runs back to the next person who repeats the process. Either set a time limit or wait for a team to empty their jug. The team with the most water in their container wins as they would survive the longest in the desert!



Down to two

Purpose: *To continue to consider the idea of survival.*

Gear

- ▶ A sheet of paper and a pen for each group or pair

Invite the children to form small groups or pairs. Give each group or pair a sheet of paper and a pen. Ask the children what ten things they would take if they were going on holiday on a plane. Invite the children to discuss this in their groups and construct a list of ten items. Collect the lists and swap them among the groups so that no group has their own list.

Explain to the children that the plane they are travelling on crashes and they can only rescue five things to fit in their lifeboat. Ask them to choose which five items they would take. Each group must now choose five things from the list they have received. Collect the lists and swap them among the groups.

Tell the children that the lifeboat has sunk and they have to swim. Ask them to choose which two items they would take. Each group must choose two things from the list they have received.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 6. The children can find the words that review their learning so far in the wordsearch. Collect the **Rescue manuals** ready for next session.



Music spot

Choose from the following songs.

Lamentations 3 verses 22–23 (track 11) on Colin Buchanan's *10,9,8 ... God is great* CD.

Moses (track 4) on CEP's *Promises, promises* CD.

Nothing takes God by surprise (track 12) on Colin Buchanan's *Remember the Lord* CD.



Memory verse

Read **John 6 v 30–35**. Ask the children to find the prepared 'loaves of bread' hidden in your area, then arrange them on the floor in the right order in two minutes. Read through the verse together.

The bread that God gives is the one who came down from heaven to give life to the world. John 6 v 33 (CEV)

Remove a 'loaf of bread' and see if they can still say the entire memory verse. Repeat several times, gradually removing all of the 'loaves of bread'.



Jars of Manna

Gear

- ▶ A glass jar for each child
- ▶ Blank labels and pens or pencils
- ▶ Wafers and honey

Read **Exodus 16 v 31–36** about the jar of manna kept by the Israelites. Ask the children to write 'Manna' on a label and decorate it. Each child sticks their label on a jar, then fills the jar with wafers and honey (or honey biscuits or 'Wotsits').



The children could be encouraged to present the content of today's session in the form of a picture and a brief explanation. Each child could tackle one of the three aspects of the session:

- provision of manna (**Exodus 16**)
- provision of water (**Exodus 17 v 1–7**)
- protection from the Amalekites (**Exodus 17 v 8–16**).

Older or more capable children could be encouraged to read **John 6 v 22–51** and discuss the meaning of Jesus' claim to be the 'bread of life'.

6 GOD TELLS HIS PEOPLE HOW TO LIVE

EXODUS 19 – 20

Aim

To help the children understand that the Ten Commandments are a guide to living as rescued people.

Outcomes

By the end of this session the children will:

- ▶ know the way God gave the Ten Commandments to the people of Israel
- ▶ understand that God gave the Ten Commandments to His people as a guide to living in a way that would please Him
- ▶ be challenged to consider how we can show love for God and others.



The Lord has shown all nations His mighty strength; now everyone will see the saving power of our God. Isaiah 52 v 10 (CEV)



Notes for leaders



Read **Exodus 19 – 20**.

Moses led the people of Israel to Mount Sinai. This was a direct fulfilment of God's promise to Moses when He called him (**Exodus 3 v 12**). God kept this promise in a remarkable way and the people of Israel were about to experience a very significant event.

The giving of the law at Mount Sinai was a defining moment for God's people. They had been rescued from slavery in Egypt, where they had been oppressed, powerless and living in a foreign land. In the process of leaving Egypt, they had seen God at work on their behalf in unforgettable ways. There should have been no doubt in their minds that they were God's special and chosen people.

God had shown them His saving grace and had set His love upon them. God said to them: 'You saw what I did in Egypt, and you know how I brought you here to me, just as a mighty eagle carries its young' (**Exodus 19 v 4**). They were God's people and He had chosen and rescued them. Now God would explain how they were to live as His rescued people. The law was given to people who

had already experienced God's salvation. It was not their way to earn salvation.

The giving of the law came with fearsome signs of God's greatness and power. The people understandably 'trembled with fear' (**Exodus 20 v 18**). The law given to them by God was an expression of God's character. All other laws flowed from the first one: 'I am the Lord your God, the one who brought you out of Egypt where you were slaves. Do not worship any god except me' (**Exodus 20 v 2–3**). The implications of this commandment spread out like ripples into all aspects of their lives and relationships.

The New Testament makes it clear that the rescue from slavery in Egypt was a picture of the saving work of Jesus, whose death and resurrection brought rescue from the slavery of sin.



Leader's prayer

Thank God that He tells us how to live His way. Pray that the children will come to seek direction from God and live the way God wants them to live.

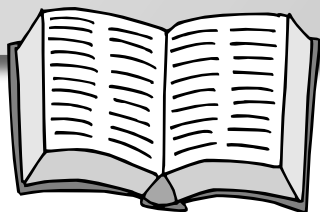
Gear

- ▶ Prepared **Leader's posters 7 and 8** (see **Get ready**)
- ▶ Blu-Tack
- ▶ A Bible marked at **Exodus 19 v 4–5a; 20 v 1–17; Mark 12 v 28–31**
- ▶ The children's **Rescue manuals**
- ▶ CD player and CD of choice
- ▶ **Memory verse poster 3**
- ▶ Whiteboard and markers, or sugar paper and pens
- ▶ Cardboard cut-outs of footprints (optional—see quiz in **Bible focus**)
- ▶ Gear for chosen activities in **Start up**

Get ready

Cut off the strip featuring the Ten Commandments from **Leader's poster 8**. Cut out each commandment separately. Put some Blu-Tack on the back of each commandment. Have these ready to attach to **Leader's poster 8** during **Bible focus**. Display **Leader's posters 7 and 8** in your area.

Display **Memory verse poster 3** in your area.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **The blind and the helpless**
- ▶ **Guiding me home**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

The games we played had something in common.

What did the games have in common?

(Accept responses. One person was guiding someone else.)

In today's session we will hear about how God guided His people to show them how to live in a way that would please Him.



Bible focus



Encourage the children to participate in a quick revision quiz and answer the following questions. For added fun, divide the children into two teams. Each time

a team answers a question correctly award them a cardboard cut-out of a footprint. At the end of the quiz the children can put their 'footprints' on the floor. The team with the longest line of 'footprints' wins.

1. **Did the Israelites leave the land of Canaan, Egypt or Ethiopia?** (Egypt)
2. **How did they escape?** (Through the Red Sea)
3. **Who led them through the desert—Joshua, Aaron or Moses?** (Moses)
4. **What did they complain about most of all? Was it lack of fun, food or work?** (Food)
5. **Who was the person who spoke to the Israelite people for Moses?** (Aaron)
6. **Why did Moses need someone to speak for him when he first became leader of Israel?** (He was not confident about speaking to the people)
7. **What was the name of the food that God sent them from heaven?** (Manna)
8. **What helped the Israelites defeat the Amalekites?** (God's power shown through Moses raising his stick above the battle scene)



Display **Leader's poster 7**.

When an aeroplane or helicopter takes off on a journey, it needs to have a flight plan.

Why does it need a flight plan? (Accept responses.)

What else does the aircraft have to help it make a successful journey? (Accept responses, such as a compass and control towers along the way.)

Why is it easier for the air-traffic controllers in the control tower to plan the flight than for the pilot? (Accept responses. They have the benefit of knowing the weather conditions in the area and the movements of other aircraft. This means they know the best route to take—they have the bigger picture.)

What might happen if a pilot was to ignore the instructions of the flight plan or the air-traffic controllers? (Accept responses.)



Teaching time

You will need a Bible and prepared **Leader's poster 8** (see **Get ready**).

Two months after leaving Egypt, the Israelites were camped near Mount Sinai. Moses went up onto the mountain and God spoke to him.



Read **Exodus 19 v 4–5a**.

What did God want the Israelite people to do?

(Accept responses. God wanted them to be faithful to Him and obey Him.)

Moses told the people that they had to prepare themselves for God to visit them. They were to wash their clothes. They were not to touch the mountain or they would be killed! The people were very afraid.

When God came down to the people, the mountain was covered in a thick cloud. There was a loud trumpet blast. The earth shook and smoke billowed up from the mountain. This was the holy and powerful God. When Moses spoke, God answered him with thunder. The people knew they needed to respect this God.

Why do you think the people were afraid? (Accept responses. Try to reinforce the concept of God being a holy God and that He is not to be treated lightly or flippantly. God's holiness relates to God's power, glory, uniqueness, purity and dangerousness.)

When God chose the Israelites to be His special people, He wanted them to live the best way. He wanted them to live as though they were a rescued people. He wanted them to show by the way they lived that they knew it was God who had rescued them. They were to follow His ways.

It was at this point in time that God gave the Ten Commandments to His people.



Read **Exodus 20 v 1–17**.

POSTER: Display **Leader's poster 8**. Explain that the Ten Commandments are God's instructions to guide His rescued people to live the best way and to please Him.

Ask for volunteers to come to the front of your area and hold up the Ten Commandments cut-outs. Invite the children to arrange the commandments in the correct order. Point out that some of the commandments tell us how to treat God, while some tell us how to treat other people. Ask the children to stick the commandments to **Leader's poster 8**. Read through the commandments together and explain briefly what each means.

- 1. Do not worship any god except me** (The people were not to worship the gods of other people. For example, the Egyptians worshipped and prayed to many different gods.)

- 2. Do not make idols** (The people were not to make a model of something, like the sun or stars, and worship it instead of God.)
- 3. Do not misuse my name** (God's name was to be used respectfully, not as a swear word or a joke.)
- 4. Keep the Sabbath day holy** (The Sabbath day was the seventh day of the week. God wanted His people to make this a special day when they would rest and worship Him.)
- 5. Respect your father and mother** (The Israelites were to look after, care for and respect their parents.)
- 6. Do not murder** (The people were not to deliberately kill another person out of anger.)
- 7. Be faithful in marriage** (When people were married they were to stay married and not go off with someone else.)
- 8. Do not steal** (People were not to steal from one another.)
- 9. Do not tell lies about other people** (God's people were not to hurt each other by telling lies about other people.)
- 10. Do not want things that belong to other people** (The people were to be satisfied with their own things rather than always wanting what others had. They were not to be jealous of each other.)

The people were not to follow the commandments so that they would be rescued. Rather, they were to obey God because He had already rescued them. By obeying the commandments they would show that they were God's rescued people.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

God had rescued His people from Egypt. He now wanted them to have a guide to living. This guide was to be their 'flight plan' through life.

What were the two different kinds of commandments? (Accept responses. About the way we treat God and the way we treat each other.)

Jesus summed up the Ten Commandments:



Read **Mark 12 v 28–31**.

Jesus wants us to have a 'flight plan' for living as well. If we follow His summary of the commandments, we know that we will be on the right path to living God's way.

Let's try to think of ways that we could show God that we love Him and other people.

DISCUSS: Invite the children to consider how they can show that they love God and other people. They can complete the exercise at the bottom of page 7 of the **Rescue manuals**. Collect the **Rescue manuals** ready for next session.

We need God's help to live His way. Let's pray for that help now.



Prayer

Invite the children to join you in the following prayer.

Father,

Thank You that You have chosen Your people and rescued them. Thank You that You have left the Bible as a guide to living Your way. Please give us the strength to follow Your instructions for living. Help us to serve You and other people in the way that Jesus did.

Amen.



IDEAS MENU



The blind and the helpless

Purpose: *To develop a sense of being guided by instructions.*

Gear

- ▶ Blindfolds and socks
- ▶ Prepared messages

Divide the children into groups of three and blindfold one child in each group. Place socks over the hands of the other two children so they can't use them. The three link arms with the blindfolded child in the centre. The outer two children guide the blindfolded child through an obstacle course. At the same time there are parts of messages to be picked up along the way by the blindfolded person. At the other end of the course the blindfolded child is given instructions to put the message together to form a whole.

You could write messages that recap learning from the previous sessions (eg: 'God provided food, water and protection for the Israelites') or funny messages linked to your own group (eg: 'Ask a leader to do a handstand!').



Guiding me home

Purpose: *To continue to think about following a guide.*

Gear

- ▶ Sheets of paper, such as newspaper

Ask the children to form pairs and stand at opposite ends of your area. One child in each pair is the 'searcher', while the other is the 'guide'. Ask the 'searchers' to turn and face away from the 'guides'. Place a sheet of paper on the floor between each pair. When you give the signal, invite the 'searchers' to look up and keep looking up with their face turned towards the ceiling. They should then turn around without looking down. If they look down they are disqualified. The 'guides' give the 'searchers' instructions to find the sheet of paper and stand on it, while still looking up. The first 'searcher' to stand on a sheet of paper is the winner. Some supervision will be required to ensure the children don't bump into each other.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the first activity on page 7. Ask them to do the exercise relating to the commandments in

pairs. In this exercise they should write a slogan for each of the Ten Commandments, for example, 'God's name is special' or 'Make God number one always'. Younger children might need some help from the leader or an older partner. Once they have done the exercise they should share their answers with the group.



Memory verse

Display **Memory verse poster 3**. Read the memory verse together.

The Lord has shown all nations His mighty strength; now everyone will see the saving power of our God. Isaiah 52 v 10 (CEV)

Divide the group into two teams. Ask each team to stand in front of a large sheet of paper or whiteboard with the appropriate markers or pens. On your signal, ask the first child in the team to run to the paper or board and write the first word of the memory verse. The child returns to their team and passes the marker or pen to the second child who then runs and writes the second word, and so on. Continue until the whole verse is written. Invite the children to say the memory verse together.



Smoking mountain

Gear

- ▶ A small drink bottle
- ▶ 60 ml water
- ▶ 1/4 cup vinegar
- ▶ Orange food colouring
- ▶ A few drops of dishwashing detergent
- ▶ 1 tablespoon baking soda
- ▶ A small square of tissue

These instructions explain a simple, yet effective way to create a 'smoking mountain' model. Place the water, detergent, food colouring and vinegar in the drink bottle. Wrap the baking soda in the tissue and drop into the bottle. The mountain will then erupt and smoke.

NOTE: Be careful when handling ingredients. An adult should supervise children. Ingredients should be kept away from the eyes.



Music spot

Choose from the following songs.

Moses (track 4) on CEP's *Promises, promises* CD.

You got to do what the Lord say (track 25) on Colin Buchanan's *Follow the Saviour* CD.

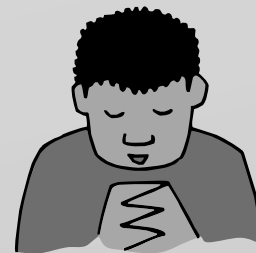


Older or more capable children might like to examine what it means to 'not worship any god except me' (**Exodus 20 v 3**).

They could look at the following biblical examples of people who succeeded in following this instruction despite being under enormous pressure to do otherwise.

- God rescuing Shadrach, Meshach and Abednego—**Daniel 3 v 1–30**
- God rescuing Daniel from the Lion's pit—**Daniel 6 v 1–28**
- Jesus resisting the devil—**Matthew 4 v 1–11**

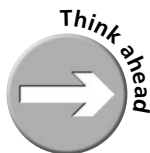
Ask the children what it means to make Jesus 'Lord of your life'. In small groups or pairs, the children could discuss how they could live their lives in a way that shows that they are putting Jesus first.



Think about it

Did the children understand the commandments as a guide to living as God's people?

Were they challenged to live their lives in response to the call to love God and other people?



Think ahead

You will need **Leader's posters 8 and 9**, **Memory verse poster 4**, the children's **Rescue manuals**, and dice and markers.

You will also need a copy of the Golden calf photocopyable (page 51) for each child and prepared Memory verse cards. Next session involves a role-play. If possible, ask an older member of the congregation to come along to play the role of Moses. You will need to give this person a copy of the role-play script to read before the session. You will also need props for the role-play.

See **Gear** in Session 7 (page 46).

7 GOD WITH HIS PEOPLE

EXODUS 25; 32 v 1 – 33 v 1

Aim

To help the children understand that God, who is holy and chooses to be in relationship with His people, is worthy of obedience and trust.

Outcomes

By the end of this session the children will:

- ▶ know about God's instruction to build the tabernacle, ark, table and lampstand
- ▶ understand the importance of the obedience of God's people in carrying out His master plan
- ▶ know that there were consequences for the people's disobedience in worshipping the golden calf
- ▶ consider their own response to God and the challenge to make Him the most important person in their lives.



Memory Verse



I am the Lord God. I am merciful and very patient with my people. I show great love, and I can be trusted. I keep my promises to my people forever. Exodus 34 v 6b–7a (CEV)

Notes for leaders



Read **Exodus 25; 32 v 1 – 33 v 1**.

God made it clear to Moses and the Israelites that He lived with them. The symbols of His presence were the tabernacle and ark of the covenant. God instructed Moses on how they were to be constructed. Depending on which Bible version you use with the children, the tabernacle may be called the holy tent or sacred tent, and the ark of the covenant may be called covenant box, holy chest or sacred chest. Use whichever terms will be most helpful for the children in your group.

God decided how He would be worshipped and known. He also decided how His presence would be communicated to His people. God gave detailed instructions about how to build the tabernacle and its furniture, how the priests were to perform their role and how the sacrificial system would operate. These instructions showed how sinful people were to relate to a holy God. God lived with His people, but He could only be approached through a mediator who offered a sacrifice for sin.

The ark of the covenant was a significant piece of furniture as it held the stone tablets or the 'terms of agreement' between God and His people. The lid featured two golden cherubim (winged heavenly

creatures). Between the cherubim, God would meet with Moses and tell him His instructions for the people.

This way of relating to God prepared the way for Jesus. Jesus fulfilled the sacrificial system completely—He is both the perfect sacrifice and the perfect priest and mediator. He is 'God with us' and thus supersedes the tabernacle. As Christians we are 'in Christ' and become the place where God lives by His Spirit. Jesus is the full revelation of God to us.

The rebellion of the people in building the golden calf was a sign of things to come. Despite God's continued mercy to His people, they disobeyed Him deliberately. God's anger at this betrayal almost led to the destruction of the people. Moses' intervention on behalf of the people called on God to honour His promises to Abraham, Isaac and Jacob. While God's faithfulness and mercy may be relied upon, the people experienced the consequences of their rebellion against God. Wise relationship with God involves trusting Him and obeying His commands for our lives.



Leader's prayer

Thank God for choosing to be in relationship with us, seeking us and revealing His love and truth to us. Pray that He would touch the hearts of the children and that they would respond to Him in trust and obedience.

Gear

- ▶ A Bible for each child
- ▶ A Bible marked at **Exodus 25 v 8–9**
- ▶ **Leader's posters 8 and 9**
- ▶ Two copies of the role-play script in **Bible focus** (see **Get ready**)
- ▶ Props for the role-play (see **Get ready**)
- ▶ A copy of the Golden calf photocopyable (page 51) for each child
- ▶ Coloured pens and pencils
- ▶ The children's **Rescue manuals**
- ▶ Dice and markers (see **Get ready**)
- ▶ CD player and CD of choice
- ▶ Prepared Memory verse cards (see **Get ready**)
- ▶ **Memory verse poster 4**
- ▶ Gear for chosen activities in **Start up**

Get ready

Ask an older member of the congregation to play the role of Moses in the role-play during **Bible focus**. Give this person a copy of the script before the session. You may like to use simple props like a staff and beard for 'Moses', as well as two microphones for the interview.

Bring along dice and markers for the children to use when they play the board game in their **Rescue manuals**. You will need a marker for each child and a dice for each group.

Write the memory verse in nine separate phrases on separate sheets of paper: I am the Lord God./I am merciful/and very patient/with my people./I show great love/and I can be trusted./I keep my promises/to my people forever./Exodus 34 v 6b–7a. Hide the cards around your area for the children to find during the **Memory verse** activity. Display **Memory verse poster 4** in your area.

NOTE: It is important to teach the children that God did not live in the tabernacle. The tent symbolised God's presence among His people. God is not limited to any physical place, but is everywhere. His Spirit is with us always.



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Army, air force, navy**
- ▶ **Rock solid ground**
- ▶ **Stuck on you**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

Things that are 'rock solid' are things that we can rely upon. The Israelites had learnt that they could always rely on God. Even when

they let Him down, He always kept His promises to them. What had God given to His people to show them how to live His way? (Accept responses. The Ten Commandments.)

In the 'Stuck on you' game, why was it so hard to lose the card? (Accept responses.)

God says that if you are one of His friends you can be sure He is always with you. God had promised to always be with the Israelites, too. In today's true story from the Bible we will see what God gave His people to help them know He was with them.



Bible focus

How had God shown that He had chosen His people?

(Accept responses. God had saved them and given them instructions how to live as His rescued people.)

God told the Israelites that He would live with them. This was a very special promise.

What do you do when you are going to a very important event like a wedding or a special birthday party? (Accept responses. Try to emphasise the fact that people dress up in special clothes.)

Why do we dress up so much for a wedding? (Accept responses. To show that it is a special event, to show respect for the people getting married and to show how important the occasion is.)



Teaching time

You will need the Bibles, **Leader's posters 8 and 9**, and the props for the role-play. The person acting the part of Moses should be ready.

God told His people that He was going to be their God and live among them. He wanted the people to show that they knew this was extremely important and special. (Each child should follow the reading in a Bible.)



Read **Exodus 25 v 8–9**.

God wanted Moses and his people to build a special tent with some very special furniture. This was to show the special relationship God had with His people.

POSTER: Display **Leader's poster 9**. Give a brief explanation and description of each of the four pictures.

The tabernacle was a special tent where God's people could approach Him.

The ark of the covenant would hold the stone tablets that had the Ten Commandments written on them. The ark was covered inside and out with pure gold.

The table where bread would be placed was also covered in gold.

The lampstand was also very important. It was made of a single piece of hammered pure gold.

What do you notice about each of these objects that God told the people to make? (Accept responses. Try to emphasise how elaborate and detailed the objects were.)

There were very specific instructions about how to build the tabernacle, ark, table and lampstand. The people followed the instructions carefully and made the things in just the way God had said.

ROLE-PLAY: Present the following role-play. Explain that this is an imaginary interview with Moses for a television program.

INTERVIEWER: Welcome to tonight's episode of 'Desert Living'. Tonight we are focusing on the people of Israel who are currently living in the Sinai Desert. After being saved from Egypt by God, they are now learning to live God's way.

We are very lucky to have Moses, the leader of the Israelites, here. He brought the Israelite people out of Egypt and is continuing as their leader. Moses, welcome to the show!

MOSES: Thanks, it's good to be here.

INTERVIEWER: Firstly, how are you and your people surviving in the desert? I understand you're not used to living in this type of environment.

MOSES: No, you are right. We were in Egypt for a very long time. We are not used to this desert living and some of the people are finding it quite difficult. But God is generous and powerful. He has promised to provide for us. He has done that so far and will continue to look after us.

INTERVIEWER: So how does God provide for you?

MOSES: Well, it is completely miraculous. God provides us with manna from heaven each day, as well as quails to eat and water to drink.

INTERVIEWER: That sounds amazing. You have been in the desert for some time now. Are you getting sick of the manna?

MOSES: No, actually. There is enough of it each day and it is absolutely delicious. I could eat it for 40 years if I had to!

INTERVIEWER: Before coming on the programme, you explained that God has given you some very specific instructions about how to live and how to build a special place to show that God is with you. Can you tell the viewers about that?

MOSES: Sure. God has chosen us as His people and rescued us from Egypt. Because of that He wants us to live in a way that shows we are His people. He has given us the Ten Commandments to guide us in our lives.

God told us to build a special tent with a golden box for the Ten Commandments, a table for special bread and a lampstand. All of these are to be made of very special and expensive materials. For example, the lampstand is made from 34 kilograms of pure gold.

INTERVIEWER: Wow, that's incredible. So how can God live in a tent? Doesn't He exist everywhere? Does He need such luxury to live in?

MOSES: No, of course not. God is everywhere and not only in the tent. It is a place to remind us that having God with us is very special. He is a perfect God. We are all far from perfect, so approaching God is a scary thing. It is an incredible thing to have God with us.

INTERVIEWER: The tent and the furniture are all built with very careful instructions. Why do you think God didn't just tell you to build the things and let you decide how to do it?

MOSES: I think that God wanted to show us that we have to obey Him totally. If we are going to worship Him, we need to obey him. So we followed the instructions carefully.

INTERVIEWER: Well, you have some very precious things with you now. We might check in with how you are going in a later programme. Thanks for being here tonight.

MOSES: Thank you for having me.

ROLE-PLAY: The person acting as Moses could 'freeze' until the role-play resumes.

Resume the discussion with the children.

Who can remember the first and second commandments? (Accept responses.)

POSTER: Display Leader's poster 8.

What did God say the people were not to do?

(Accept responses. They were not to have any other gods. They were not to make any idols.)

When Moses was up on Mount Sinai talking to God, the people became impatient. They then did something the Lord had specifically told them not to do.

Let's check back with Moses to see what happened.

ROLE-PLAY: Continue with the role-play.

INTERVIEWER: Moses, welcome back to 'Desert Living'. Since we last had you on the show, there appears to have been some sad things happening in the Israelite camp. What has been going on?

MOSES: (Looking exasperated.) Yes, things haven't been going so well. The people are stubborn and disobedient. It all happened when I was up on Mount Sinai talking to God. I had been away for about 40 days and the people were growing impatient. They weren't sure that I was ever going to come back.

INTERVIEWER: What did they do?

MOSES: They persuaded Aaron to make an idol—a golden calf that they could worship. They thought it could lead and protect them.

INTERVIEWER: Isn't there something in your law about idols?

MOSES: Of course, this was against what God had told us. Not to mention that it was just a stupid lump of gold and couldn't lead them anywhere. They behaved very badly and by the time I got down off the mountain they were just about out of control.

INTERVIEWER: I bet God wasn't too happy about that.

MOSES: No. He was furious. He felt like wiping them all out. There is only one God and His people are told to worship only Him and nothing else.

INTERVIEWER: So the people were in real danger. What did you do?

MOSES: I pleaded with God not to wipe out the people. I reminded Him of His promises to Abraham, Isaac and Jacob, that they would have many descendants. I knew that even though the people were unfaithful, God was always faithful. I knew He would keep His promises.

INTERVIEWER: So the people were let off completely?

MOSES: No. There were consequences for their bad behaviour. God punished Israel with terrible diseases. But He didn't wipe them all out.

INTERVIEWER: Well, I hope things improve for you, Moses. Your people need to remember how special it is to be God's people.

MOSES: That is right. We need to live like we know that it is God who has rescued us.

INTERVIEWER: Again, it has been a pleasure having you in the studio, Moses. That's all we have time for. Join us next week, when we learn easy steps to 'do it yourself' improvements to your tents. You will be amazed at the changes you can make. Until next time, good night.

NOTE: There is a deliberate avoidance of the part of the Bible passage where the Levites killed 3000 men for the sin of worship before the golden calf. For our purposes it is only necessary to convey the fact that there were consequences for this sin in God sending the diseases to afflict the people. It is possible that mentioning the killing by the Levites would be more of a distraction than a help.

GOLDEN CALF: Give each child a copy of the Golden calf photocopyable. Ask the children to write a list in the calf shape of things that might get in the way of us serving God as our only God. They might need some help with this. Try to help them see how we can make things and other people our 'gods' and more important than the true God. Ask the children to write on the other side of the photocopyable how they can show in their lives that they belong to God's people.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Why did God tell the Israelite people to build the tent and the special furniture?

(Accept responses. To show how to worship Him and to help them understand how special it was to be God's people.)

Why were there such clear instructions about the building of the tent and the furniture? (Accept responses. So that the people would learn to obey God entirely.)

How did the people disobey God? (Accept responses. By bowing down and worshipping an idol, the golden calf.)

This was wrong because God had told the people not to do it. He wanted them to worship Him only. He is the only God and He told His people to make Him the most important person in their lives.

How can we live in a way that shows that God is the most important person in our lives? (Accept responses. Refer back to the responses the children wrote on the Golden calf photocopyable.)



Prayer

Invite the children to join you in the following prayer.

Thank You, God, for choosing us as Your people. Thank You that You want to be in relationship with us. Please help us to make our friendship with You the most important relationship we have and the most important thing in our lives. Amen.



IDEAS MENU



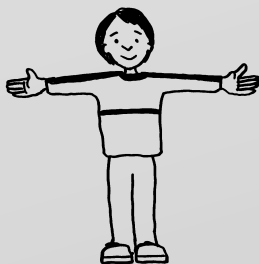
Army, air force, navy

Purpose: To play a fun game before settling into **Bible focus**.

The children stand facing the leader. The leader turns around. While the leader's back is turned each child makes one of three positions and hold it still: 'army', 'air force' or 'navy'. The leader then calls out one position and turns to face the children. The children holding that position are out and must sit down where they are. Keep on doing this until only one person is left as the winner.



Army



Air force



Navy



Rock solid ground

Purpose: To introduce the notion of being able to trust God as a 'solid' foundation for our lives.

Gear

- Pieces of paper, cut into the shape of rocks and large enough for at least one child to stand on

Arrange the 'rocks' around your area and explain to the children that they are 'rock solid ground'. Ask the children to move around your area in the same direction. When you call out 'solid ground', the children should run and stand on a 'rock'. They may need to hold on to each other to balance on the 'rock'. Those children who can't fit onto a 'rock' are out of the game. After each turn take away a 'rock'. Repeat this process until a winner is declared.



Stuck on you

Purpose: To introduce the idea that God is everywhere and with us wherever we go.

Gear

- A 10 cm x 5 cm piece of cardboard for each child
- A thick marker pen
- A spring-loaded clothes peg for each child

Give each child a card and ask the children to write the word 'God' on one side of it. Encourage the children to peg the card onto the shoulder of their clothes. Challenge them to shake off the card without using their hands.



Make the activity harder by allowing the children to peg a card on someone else's back between the shoulder blades where that child cannot reach it. Challenge the children to find a way to remove the card on their own.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to play the board game on pages 8 and 9 in small groups or pairs. You will need to give a dice to each group and a marker to each child. Collect the **Rescue manuals** ready for next session.



Memory verse

Ask the children to find the hidden Memory verse cards and to organise them in the correct order. Once they have done this, read the verse together.

I am the Lord God. I am merciful and very patient with my people. I show great love, and I can be trusted. I keep my promises to my people forever.
Exodus 34 v 6b–7a (CEV)



Here, there and everywhere

Purpose: *To understand there is no place we can think of that God is not with us.*

Gear

- ▶ A bag of Scrabble tiles or letters of the alphabet written on separate cards
- ▶ Paper and pencils
- ▶ A timer or stopwatch

Ask the children to work individually, in pairs or in small groups. The leader or a child draws a tile out of the bag and says the letter. The other children have one minute to write down as many places as they can think of which start with that letter. This could include the names of towns and suburbs, as well as place descriptions, for example desert, Dagenham, dump, Dublin, dancing lessons, Dartford Tunnel and so on.



Think about it

Did the children understand the significance of the tabernacle, ark, table, and lampstand in acknowledging God's presence among the people of Israel?

Did they recognise God's faithfulness despite the unfaithfulness of His people?



Music spot

Choose from the following songs.

You got to do what the Lord say (track 25) on Colin Buchanan's *Follow the Saviour* CD.

Forgive me (track 11) on CEP's *Promises, promises* CD.

The Lord is king (track 15) on Colin Buchanan's *10,9,8 ... God is great* CD.

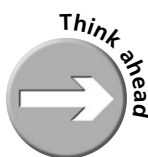


Older children or more capable readers could look up the following example of disobedience in the Israelites' history. This disobedience was a pattern throughout the Old Testament. God's judgement is very much present, but the overwhelming emphasis is on His grace in dealing with His people.

Read **2 Kings 21 v 1–16**.

Explain that Manasseh was an Israelite king. Ask the children to write a paragraph that includes the following points:

- King Manasseh disobeyed the Lord by doing...
- In the temple where only the Lord was supposed to be worshipped, Manasseh...
- The Lord was very...
- The people disobeyed the Lord and...
- God decided that He would...

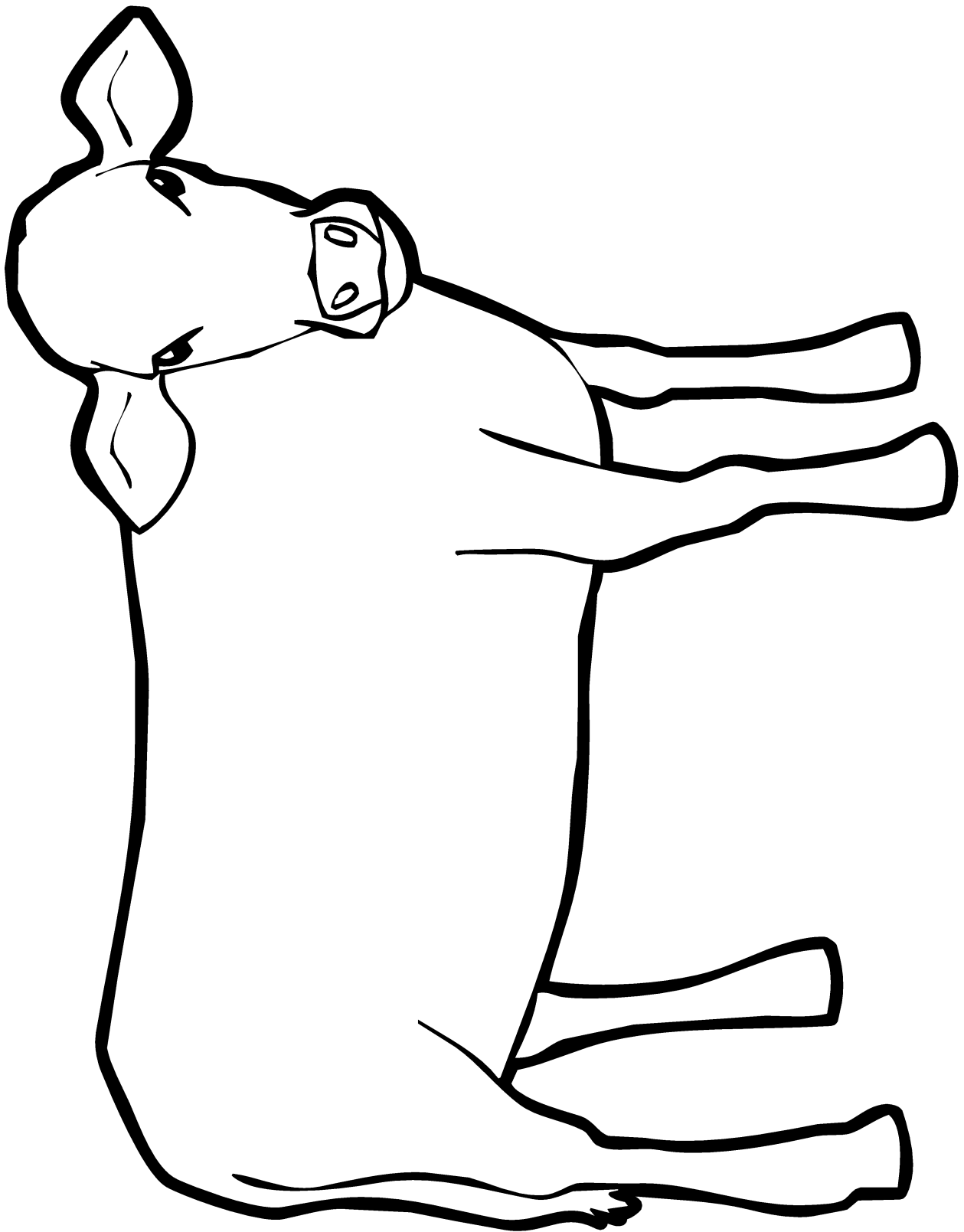


Think ahead

You will need **Leader's poster 4**, **Memory verse poster 4** and the children's **Rescue manuals**. You will also need a copy of the Spies' report file photocopiable (page 57)

for each child and prepared Memory verse sheets.

See **Gear** in Session 8 (page 53).



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8 GOD'S PEOPLE REBEL

NUMBERS 13 v 1 – 14 v 35

Aim

To help the children begin to understand God's justice, as well as His mercy and forgiveness.

Outcomes

By the end of this session the children will:

- know that the Israelites were unwilling to trust God
- recognise that God was angry with the Israelites for their lack of trust in Him
- understand that God is merciful but there are consequences for wrong behaviour
- be challenged to consider God's love and mercy, as well as His judgement.



I am the Lord God. I am merciful and very patient with my people. I show great love, and I can be trusted. I keep my promises to my people forever.
Exodus 34 v 6b–7a (CEV)

Notes for leaders



Read **Numbers 13 v 1 – 14 v 35**.

The whole journey to the edge of the Promised Land had been one of complaining and grumbling against the Lord. The final act of rebelling against God came when the spies brought back their report to the people. Their lack of trust in God was amazing. God said to Moses: 'I have done great things for these people, and they still reject me by refusing to believe in my power.' (**Numbers 14 v 11**). By rejecting the Promised Land they rejected the covenant—the binding agreement they had with God. They also rejected the leadership of Moses. They cried out, 'We wish we had died in Egypt or somewhere out here in the desert!' (**Numbers 14 v 2**); and so they would.

God's mercy and judgement are plainly shown in this passage. Israel's disbelief that God was able to keep His word to them was clearly sin and rebellion. God's judgement on them was justified. God's declaration that He would destroy the people was met by Moses' intercession on their behalf. Moses pleaded for them on the basis of the covenant promises (**Numbers 14 v 16**) and on his confidence in God's mercy (**Numbers 14 v 18–19**). This is a good example of prayer—it is based on the promises of God and asks that God will accomplish His purposes.

When God answered Moses He revealed much about His character. He revealed that He is a forgiving God and also that there is judgement for sin. God will forgive His people and continue to work out His salvation plan through them. He will also act in judgement, and those who have rebelled and distrusted Him will never see the Promised Land.

These twin themes of God's mercy and judgement recur throughout the Old Testament in God's dealings with His people. They point us to Jesus. In Jesus' death and resurrection, God's mercy and judgement meet: 'Christ never sinned! But God treated him as a sinner, so that Christ could make us acceptable to God' (**2 Corinthians 5 v 21**). What a great truth to teach the children—that God still cares for His people, even when they rebel against Him, and that we may be forgiven because of Jesus.



Leader's prayer

Pray that each of the children will come to trust God in all of life's circumstances. Pray that they will have a reverence for God and a right respect for His holiness and power. Ask God to give them a strong sense of His grace and mercy seen in Jesus.

Gear

- ▶ **Leader's poster 4**
- ▶ A Bible for each child
- ▶ A Bible marked at **Numbers 13 v 25–33; 14 v 5–9, 20–24**
- ▶ A copy of the Spies' report file photocopiable (page 57) for each child
- ▶ Coloured pens and pencils
- ▶ The children's **Rescue manuals**
- ▶ CD player and CD of choice
- ▶ Sheets of A4 paper for the Memory verse activity (see **Get ready**)
- ▶ **Memory verse poster 4**
- ▶ Gear for chosen activities in **Start up**

Get ready

Display **Memory verse poster 4** and **Leader's poster 4** in your area.

Write each word of the memory verse on a separate sheet of A4 paper for the **Memory verse** activity.



Start up

Choose one or both of the following Trust games (from the **Ideas menu**) to suit your group and the time you have available. Play **Seeking signs** as well if you have plenty of time.

- ▶ **Trust partners and trios**
- ▶ **Trust walk**
- ▶ **Seeking signs**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

The first two games we played today had something in common.

What did the games have in common?

(Accept responses. They both needed us to trust someone else.)

In this session we are going to be thinking about the idea of trusting God in all times and places.



Bible focus



The promises to Abraham, Isaac and Jacob, included a number of parts.

What parts of the promise can you remember?

(Accept responses. Remind the children that Abraham was promised that he would have many descendants and that through him all nations would be blessed. God also promised that the Israelites would be His chosen people, that His people would be given a land to live in and that He would be their God.)

The promise of the land was very important. The rescue of God's people was not finished yet. They still had to settle in the land God had promised them.

Today we will hear about God's people as they reach the border of the Promised Land. However getting into the land was not going to be simple.



Ask the children to think of different things that we rely on, such as electricity. Discuss how we sometimes don't realise how much we rely on electricity until there is a power cut. Other suggestions could include our reliance on water, public transport and clocks. Ask the children to tell you how they rely on things, and times when they relied on them but were let down.



Teaching time

You will need **Leader's poster 4**, the Bibles, the copies of the Spies' report file photocopiables, and the coloured pens and pencils.

Today we will look at a time when the Israelite people needed to trust and rely on God. However, we will see that they had trouble doing this.

POSTER: Display **Leader's poster 4**.

Explain that Moses and the Israelite people were on the edge of the Promised Land—the land of Canaan. The rescue mission that began in Egypt was still happening and God was planning to bring His people into the promised land of 'milk and honey'.

The problem was that there were lots of people already living in the land. They would not be happy about the Israelites marching in there and taking over.

God told Moses to send in some spies to check out what was going on there. The Israelites were divided into twelve family groups called tribes, so Moses sent 12 spies—one from each tribe.

The spies went into the land of Canaan. They were given the job of reporting what it was like. They

were told to report back on how strong the people were, what their cities and towns were like, and what the land was like for growing crops and trees.

They came back with huge bunches of grapes, figs and other fruit. Things looked good, but listen to what they reported... (Each child should follow in a Bible.)



Read **Numbers 13 v 25–33**.

SPIES' REPORT FILE: Give each child a copy of the Spies' report file photocopiable. Help the children to fill in the missing words.

Unfortunately not all of the Israelites trusted God. After hearing the reports they were afraid and started to doubt God. People started spreading rumours that the land was bad and that the people were as big as giants!

When these reports got out, the people were very afraid. They complained to Moses and Aaron. They said they would have been better off dying in Egypt or out in the desert than being killed in Canaan! They threatened to choose a new leader who would take them back to Egypt. This was after all that God had done for them.

Two of the spies tried to convince the people that things would be okay: (Each child should follow in a Bible.)



Read **Numbers 14 v 5–9**.

How did Joshua and Caleb try to encourage the people? (Accept responses. They reminded the people that God was on their side and would keep His promises.)

This didn't work and the people threatened to kill Moses and Aaron!

How do you think God might have responded? (Accept responses.)

God was very angry with the Israelites. He felt like wiping them out, but Moses prayed to God and asked Him to forgive them. He reminded God of His promises and that He is a merciful and kind God. So God had mercy and didn't kill His people. But He did bring judgement on them... (Each child should follow in a Bible.)



Read **Numbers 14 v 20–24**.

God decided to punish the people by making them stay in the desert for 40 years. Nobody over 20 years of age would be allowed to enter the Promised Land. The Israelites would only be able to enter the land after all of the older people had

died. Only Joshua and Caleb would be able to enter the land because they had trusted God.

God's people would not trust Him. They kept on disobeying Him. So God punished them. They had to learn the hard way that being part of God's family involves trusting and obeying Him.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Today we heard about how Moses and God's people reached the edge of the Promised Land.

What did the spies who went into the land report on their return? (Accept responses. A rich land, but scary enemies and strong cities.)

How did the people respond to this? (Accept responses. The people were afraid and found it hard to trust God and believe that they would be able to enter the land.)

Who encouraged the people to trust God and enter the land? (Accept responses. Caleb and Joshua.)

The people rebelled and this was very serious.

What did they threaten to do? (Accept responses. Kill Moses and Aaron, and go back to Egypt.)

How did God react to this threat? (Accept responses. God was angry and wanted to kill them. But as He is kind and merciful, He decided not to in response to Moses' pleading. However He did bring judgement upon them and banned them from entering the land.)

In the Bible passage today we learned about God's mercy and kindness in not giving the Israelites what they deserved. We also heard about God's judgement and punishment.

When Jesus died on the cross, God showed His judgement and His mercy. Jesus was punished for our sin when He didn't deserve it. Jesus did this so that we could be friends with God. This was God's way of being merciful and kind to us.

We need to be thankful for what He did for us. We can trust Him completely and not be afraid.



Prayer

Invite the children to join you in the following prayer.

Thank You, God, that even when we let You down and fail to trust You, You still love us and remember Your promises to us. Thank You, Jesus, for taking God's judgement for us. Please help us to be able to trust You in all times and places, even when we are afraid. Amen.



IDEAS MENU



Trust partners and trios

Purpose: To develop the notion of trusting someone.

Depending on the number of children in your group, divide the children into pairs or trios to carry out the following exercises in trust.

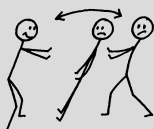
In pairs:

- one child leans backwards knowing their partner will save him or her
- children sit back-to-back with arms by sides, the children try to get into an upright position together, then sit down again. Ask which task was more difficult.
- children stand facing each other at arm's length, palms of hands together, and rocking forward and backward each supporting the other in turn.



In threes:

- one child stiffens their body and is rocked back and forth between the other two children.



Trust walk

Purpose: To develop the notion of trusting someone.

Gear

- A blindfold for each pair of children

Divide the children into pairs and blindfold one child in each pair. The second child leads the first by the arm around your area, making sure they don't bump into or trip over anything. This could progress to the second child guiding the first by simply giving instructions. After a while the positions are reversed. Afterwards the children discuss how they felt and whether they could trust their partners.



Seeking signs

Purpose: To introduce the idea of seeking and spying.

Gear

- A large bowl of rice
- 20 small objects, such as paperclips, marbles, wrapped sweets and so on
- Sheets of newspaper or an old sheet
- A blindfold
- A timer or stopwatch

Fill the bowl with rice and mix the small objects amongst the rice. Place the bowl on some sheets of newspaper or an old sheet. Choose a child to wear the blindfold. Start the timer and see how many objects the child can find in 30 seconds. Have a few turns to see who can find the most objects. If desired, this can be a small group activity with a bowl of rice provided for each group.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete page 10 by decoding the message and colouring the pictures. Collect the **Rescue manuals** ready for next session.



Music spot

Choose from the following songs.

God is faithful (track 5) on CEP's *Promises, promises* CD.

Build your life on the rock (track 29) on Colin Buchanan's *Practise being Godly* CD.



Memory verse

Hand out the words of the memory verse. Place the children in order and ask them to call out their word in turn so that the whole verse is read out in this fashion.

Repeat a number of times until the verse becomes familiar to the group.

I am the Lord God. I am merciful and very patient with my people. I show great love, and I can be trusted. I keep my promises to my people forever. Exodus 34 v 6b-7a (CEV)

Discuss the meaning of the word 'mercy'. Help the children understand that mercy means that God is kind to people when they don't deserve it.



Craft



Travel brochure

Ask the children to design a travel brochure to advertise the Promised Land. The brochure should be colourful and attractive. It should have a catchy title and illustrations. The children could include details of how it is a land of 'milk and honey' with fertile soil that produces grapes and other fruit.

Games

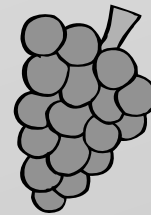


Grapes memory game

Gear

- Two copies of the Memory game cards (page 58), cut into individual cards

Invite the children to lay all of the cards face-down on the floor. Encourage the children to take turns turning over two cards at a time. If a child turns over a matching pair they should keep the cards. Continue until all of the cards have been matched up. The winner is the child with the most pairs. You could make a few sets and the children could play in pairs or groups of three.

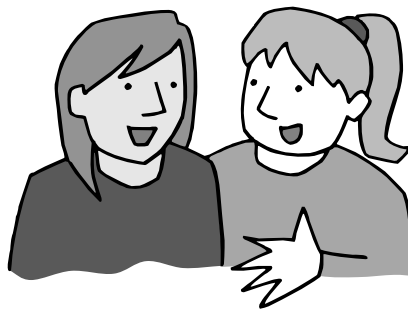


Digging deeper



Older or more capable children could be encouraged to look up some Bible passages that show the need to trust God. They could report on how the characters responded to this need.

- The faith of the army officer — **Matthew 8 v 5–13**
- Jesus healing a crippled man — **Matthew 9 v 1–7**
- Peter walking on water — **Matthew 14 v 22–32**
- The faith of the bleeding woman — **Luke 8 v 43–48**



Think about it



Think about it

Did the children gain a sense of the consequences for wrong behaviour, as well as an understanding of God's mercy and grace?

Were the children challenged to trust and obey God?

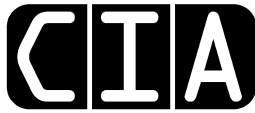
Think ahead



Think ahead

You will need **Leader's posters 4 and 10**, **Memory verse poster 5** and the children's **Rescue manuals**. You will also need a copy of the Promise strips visual aid (page 64) cut into strips. You may also like to bring in 'building materials' for the optional **Walls of Jericho** activity. Ask a member of the congregation to come along to play the role of the Israelite soldier. You will need to give this person a copy of the role-play script. You will also need props for the role-play.

See **Gear** in Session 9 (page 60).



Canaan Intelligence Agency

Area explored:	
Length of mission:	40 DAYS
Number of spies:	12 PEOPLE - ONE FROM EACH TRIBE
Essential findings:	

THE LAND WE DISCOVERED WAS RICH IN I AND Y.
 CLEARLY THIS LAND IS VERY F T E. THERE IS LOTS OF
 F T GROWING THERE.

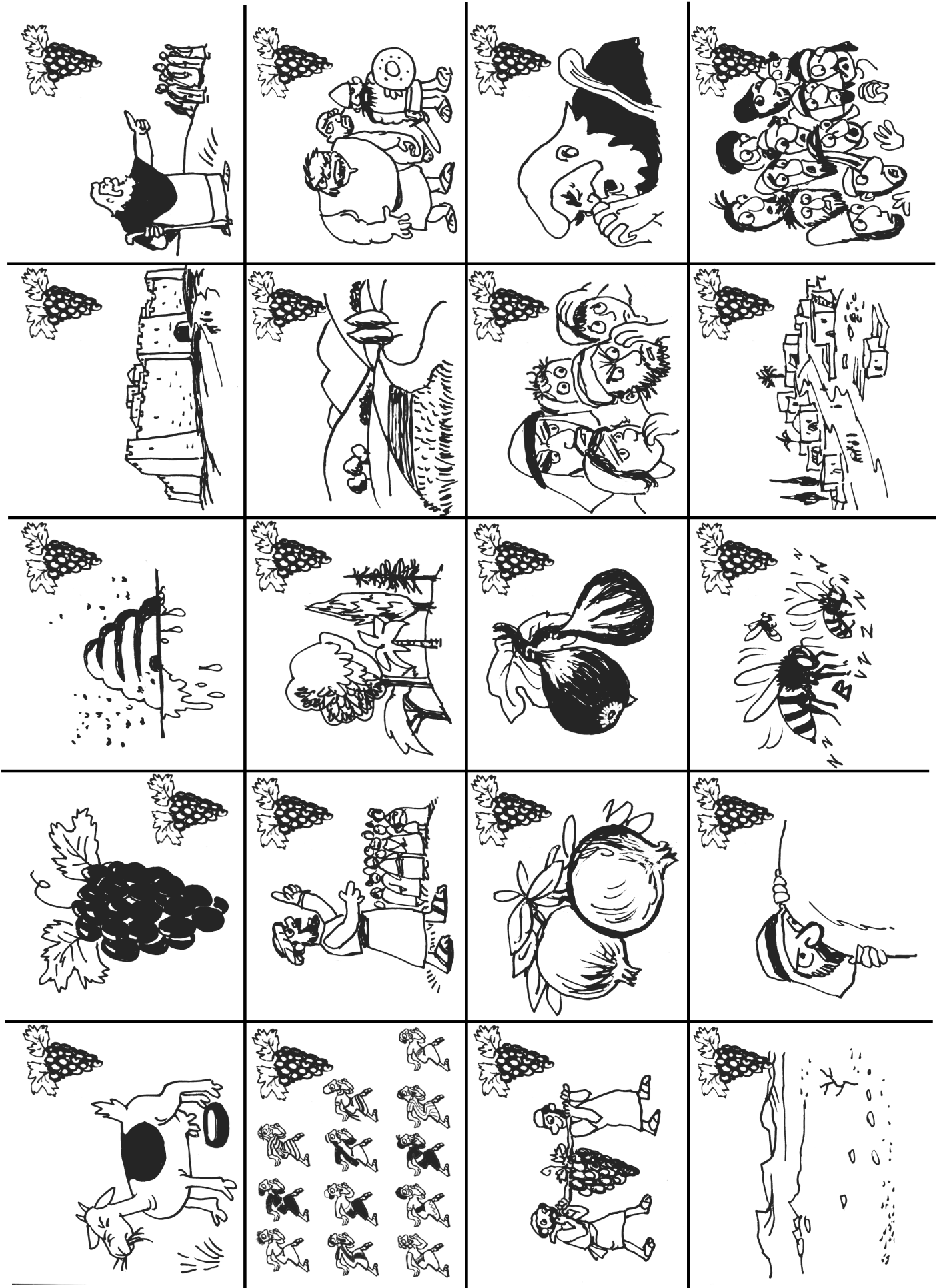
THE PEOPLE IN THE LAND ARE VERY T N , AND THEIR CITIES
 ARE AR AND W D. THERE ARE THREE A K
 CLANS. IN THE SOUTHERN E R WERE THE AMALEKITES.
 IN THE HILL C R ARE THE HITTITES, JEBUSITES AND
 AMORITES. ALONG THE MEDITERRANEAN S AND THE
 O D RIVER ARE THE CANAANITES.

RECOMMENDATIONS BY JOSHUA AND CALEB:

DESPITE THE OBVIOUS STRENGTH OF THE PEOPLE IN THE LAND,
 IT IS RECOMMENDED THAT WE T GOD AND MOVE INTO
 THE LAND IMMEDIATELY. GOD WILL GIVE US THE STRENGTH TO
 DEFEAT OUR ENEMIES. WE MUST RELY ON HIM.
 HE CAN BE TRUSTED.



Signed: *Joshua Caleb*
 JOSHUA & CALEB



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9 GOD GIVES VICTORY

JOSHUA 3 v 1 - 4 v 9; 6

Aim

To help the children understand that God is worthy of our loyalty.

Outcomes

By the end of this session the children will:

- ▶ know the story of Israel's initial entry into the Promised Land
- ▶ have considered the power of God in fulfilling His promises to His people
- ▶ understand the importance of the trust and obedience of God's people as they journey into the Promised Land
- ▶ be challenged to live lives of trusting obedience before God.



Be strong and brave. Don't ever be afraid or discouraged! I am the Lord your God, and I will be there to help you wherever you go. Joshua 1 v 9 (CEV)



Notes for leaders



Read **Joshua 3-4; 5 v 13 - 6 v 27**.

Crossing the Jordan River marked the last boundary between the desert and the Promised Land. The Lord went before His people, symbolised by the ark of the covenant carried into the river ahead of them. The river stopped flowing and all the people crossed over safely. This story is reminiscent of the crossing of the Red Sea when the people escaped from Egypt. This miraculous crossing took the people to the edge of the land promised to Abraham and his descendants so long ago. It was clear to the people that God was with them and that Joshua was God's chosen leader. It was also evident that God was powerful and worthy of their trust and worship.

Joshua received assurance of God's presence and power when he met the commander of the Lord's army. He was humbled and he bowed in worship; like Moses at the burning bush (**Exodus 3 v 5**), he was told to remove his sandals because he was on holy ground.

Jericho was defeated in such a surprising way—with marching, shouting and trumpets blaring—that it was clearly the work of God, not the might of His people. The walls fell and Jericho was destroyed—all except

Rahab and her family. Rahab was remembered because she sheltered the spies who came to investigate Jericho's defences (**Joshua 2**). Rahab was a Canaanite who was shown mercy by the Lord and was listed as an ancestress of Christ (**Matthew 1 v 5**).

In both the key incidents in today's session, the Israelites' obedience to God's instructions led to success. When living according to God's purposes, they were blessed and rewarded with entry into the Promised Land.

The call to trust and obey is no less important today. 'Blessing' in the Old Testament was usually associated with riches and fertility. To be blessed no longer means to be wealthy, because through Jesus we are blessed with a different kind of wealth—love, joy, peace, hope and eternal life! This is what we gain when we trust and obey Jesus.



Leader's prayer

Thank God for His willingness to be in relationship with us. Ask Him for the strength of His Spirit to enable the children to grow as people committed to following His Word. Pray that they will be able to trust God with their lives and obey Him.

Gear

- ▶ **Leader's posters 4 and 10**
- ▶ An unsuccessful cake or batch of scones (see **Get ready**), optional
- ▶ A Bible marked at **Joshua 3 v 9–10; 4 v 22–24; 6 v 7–16, 20**
- ▶ A copy of the role-play script in **Bible focus** (see **Get ready**)
- ▶ Props for the role-play (see **Get ready**)
- ▶ Materials for **The walls of Jericho** activity (see **Get ready**), optional
- ▶ A copy of the Promise strips visual aid (page 64) cut into strips
- ▶ The children's **Rescue manuals**
- ▶ CD player and CD of choice
- ▶ **Memory verse poster 5**
- ▶ Gear for chosen activities in **Start up**

Get ready

Display **Memory verse poster 5** and **Leader's poster 4** in your area. Fold **Leader's poster 10** in half ready for **Bible focus**.

You may like to prepare a cake or batch of scones that are made with a crucial ingredient missing so that the recipe fails. This can be shown during **Bible focus**.

Ask a member of the congregation to play the role of the Israelite soldier in the role-play during **Bible focus**. Give this person a copy of the script before the session. You may like to use simple props, such as a sword, helmet and breastplate.

If you choose to do **The walls of Jericho** activity, you will need a variety of 'building' materials, such as building blocks, chairs, tables, blankets or cardboard boxes. If you have access to a trumpet, you may like to bring this along. This activity provides the children with an opportunity to re-enact the Bible passage and reinforce the storyline in their minds.

Start up



Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Jump the Jordan**
- ▶ **Soldiers marching**
- ▶ **Be strong**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

The games we played today help to introduce two very important stories for this session. One involved the crossing of a river. The other involved the defeat of an enemy army.

What was it like to crawl during the first part of the relay? (Accept responses.)

How are problems in life like the first part of the relay? (Accept responses. They slow us down and are frustrating. They slow the progress we want to make.)

No matter what happens in life, God can help us to face our problems. Today we will learn about a time when God told His people to have courage and to be brave and strong.



Bible focus



Last session we left the Israelites in the desert.

Why were they still there and not in the Promised Land? (Accept responses. They had rebelled against God and failed to trust Him. God had sent them back into the desert for another 40 years.)

We are now going to jump forward 40 years. Moses had died and Joshua was the new leader of Israel. Joshua was given the job of leading the Israelites across the Jordan River and into the Promised Land.

POSTER: Display **Leader's poster 4**.

Briefly go over the journey and point out the Jordan River and the entry point to the east of Jericho.



If we are going to cook a cake or scones, we need to follow directions or instructions.

What do we call these instructions? (Accept responses. A recipe.)

What might happen if we fail to follow the directions properly? (Accept responses. The cake might not work out properly.)

CAKE OR SCONES: Either display the unsuccessful cake or scones, or discuss the way cooking can fail if we disregard the recipe.

God wants His people to follow His instructions or 'recipe' for life. Today we will hear about a time when God's people finally followed His 'recipe' and got a very good result.



Teaching time

You will need a Bible, the role-play script, the props for the role-play and **Leader's poster 10**. The person acting the part of the Israelite soldier should be ready.

When the Israelites gathered on the east side of the Jordan River, they were preparing to enter the land that had been promised to them many years ago. This was a very important day. On the other side of the river lived the people of Canaan.

Would God be able to keep His promise and give His people the Promised Land?

God spoke to Joshua, who then spoke to the people. Listen to what he said.



Read **Joshua 3 v 9–10**.

As a sign of His power and His promise to be with them, God performed a miracle to help the Israelite people cross the Jordan River.

Do you remember the ark of the covenant? What was inside it? (Accept responses. The Ten Commandments.)

God told the priests to carry the ark towards the river. As soon as they touched the water, the river stopped flowing. It banked up like a dam so that the riverbed was dry. Then the people were able to cross the river.

The ark was a sign that God was going with the people. They followed His instructions and were able to cross the river without any problem. Once the ark and the Israelite people had crossed the river, the water began to flow again.



Read **Joshua 4 v 22–24**.

Next was an even more difficult task. The Israelites were faced with the city of Jericho. It was a powerful city with a strong wall surrounding it.

Let's hear from one of the Israelite soldiers. He will tell us about what happened next.

ROLE-PLAY: Ask the 'Israelite soldier' to present the following role-play.

This was the most extraordinary week of my life. I haven't been able to stop thinking and talking about it since. I can't imagine anything more incredible.

Crossing the Jordan River was amazing enough. Even if I never saw anything like that again, I would never have forgotten that God is with us and wants to make sure His promises to Abraham come true.

Anyway, we were camped at Gilgal after crossing the river. We still had to face Jericho. It is, or I should say, was, a walled city and really powerful.

I have to admit I was pretty worried about attacking such a well-protected place. I know Joshua told us we would be okay, but I had my doubts.

Our leader, Joshua, had been talking to God. God had told him what to do and His instructions were passed on to us. It seemed pretty weird at first, but we were told to march around the walls of the city.

We were all very excited, even if a bit confused. The idea was that a group of soldiers would lead the way, while seven priests blowing on trumpets would follow behind.

Finally there would be a group of priests carrying the ark, with more soldiers behind them. The ark helped to remind us that God was going into battle with us. That really helped us feel braver and more confident.

POSTER: Display the first picture on **Leader's poster 10** showing the Israelites marching around Jericho.

Well, we marched around the walls once a day for six days. The people inside the walls must have been confused about what was happening. They didn't know what to expect next.

On the seventh day we really stepped up the pace. We marched around the city seven times. Following exactly what God had told Joshua, the priests blew on their trumpets and the rest of us gave a shout as loud as we could. The noise was incredible!

Anyway, as we gave our shout, the most unbelievable thing happened. The walls that were protecting the city simply fell down. They crumbled before our eyes. Stones of all sizes came tumbling down in front of us. The noise was deafening.

We charged into the city. The city had no protection and it was an easy victory in the end. I think the seven days of marching and trumpet blowing must have unnerved the people there. They hardly put up a fight. We had a crushing victory.

POSTER: Display the second picture on **Leader's poster 10** showing the walls of Jericho falling down.

You know, our army is okay, but it is not that good. I have to admit that we weren't strong enough to pull off a win like that. It was only because God was with us that we could do it. We just followed His instructions carefully and the rest was up to Him.

I've seen some pretty amazing things in my time, but as long as I live I know I won't see anything quite like this again. Our God is a truly wonderful God.

Anyway, I'm off to celebrate with the others.



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

In today's session we have seen the mighty power of God. He really showed that He was in control!

What two ways did we see God's power on display? (Accept responses. The crossing of the Jordan River and the defeat of Jericho.)

What was important in the way God's people responded to His instructions? (Accept responses. They obeyed His instructions and trusted God to keep His promises.)

Sometimes we might find it hard to trust God.

How can what we have learned in today's session help us to trust God? (Accept responses. We can remember that God is in control of all things and always keeps His promises.)

God kept every promise He had made to the Israelites. God also makes promises to us. Can you think of any promises God has made to us? (Accept responses.)

PROMISE STRIPS: Ask each child to pick a promise from the prepared Promise strips visual aid (page 64). Invite each child to read the promise they chose, and to explain why they chose it.

The Israelites obeyed God's instructions. God also wants us to obey Him. Like the Israelites, we need to obey God and trust that He will keep His promises to us.



Prayer

Invite the children to join you in the following prayer.

**Thank You, God, that there is no one and nothing more powerful than You, and that nothing can stop Your promises coming true. Thank You that You are in control of all things and that You care for each of us. Please help us to see that we need to obey You and trust You with all of our lives.
Amen.**



IDEAS MENU



Jump the Jordan

Purpose: To introduce the story of crossing the Jordan River.

Gear

- Two skipping ropes

Invite two children to hold the ends of the skipping ropes between them, half a metre apart, on the ground. This is the River Jordan. The other children have to jump the 'river' without their feet 'getting wet' by standing on or between the ropes. If they do 'get wet' they have to take the place of one of the rope holders. The 'river' is slowly made wider or the ropes can be 'snaked' along the ground to show a storm moving the surface of the 'river'.



Soldiers marching

Purpose: To introduce the idea of an army marching.

Roman soldiers travelled everywhere by marching in groups, five people wide. Line the children up in rows of five. Issue the following commands: 'Attention!' (stand tall and straight, holding an imaginary spear), 'Quick march!' (march around the room), 'Halt!' (stop immediately), 'Sound your trumpets!' (pretend to blow a trumpet), 'Repent!' (stop, turn around and march in the opposite direction) and 'At ease!' (relax). This could be played as an elimination game with the last soldier to obey each command being disqualified.



Be strong

Purpose: To introduce the concept of trust in God in the face of difficult circumstances.

Gear

- A stopwatch

Divide the children into equal teams. Ask the teams to kneel down along one side of your area. On your signal, the first child in the team should crawl to the other side of the room. They should touch the wall and shout 'Be strong and brave!' They should then stand up and run to the next child in their team and tag them. The next child then repeats the process. Time the teams, then race again and encourage the teams to beat their previous time.



The walls of Jericho

If time permits, invite the children to build a fortified wall using the materials collected (see **Get ready**). Encourage the children to march around the 'city' or make the sound

of a marching army by slapping their thighs in rhythm. Give the children directions to join in the marching sound and trumpet blowing at the appropriate time.

Read the following Bible passages with a pause between each:

- **Joshua 6 v 7–11**
- **Joshua 6 v 12–14**
- **Joshua 6 v 15–16**
- **Joshua 6 v 20**

On your signal, give a loud shout or blast a trumpet if you have one. Invite a child to knock down the 'wall'.



Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 11. The children can recall the events of the story in **Bible focus** to complete

the recipe. They can also refer to **Leader's poster 4** to trace the journey of the Israelites from Egypt to Canaan on pages 12 and 13 of the **Rescue manual**. Collect the **Rescue manuals** ready for next session.



Music spot

Choose from the following songs.

The Lord is king (track 15) or **God's love is strong love** (track 26) on Colin Buchanan's *10,9,8 ... God is great* CD.

In God's hands (track 19) on CEP's *Promises, promises* CD.



Memory verse

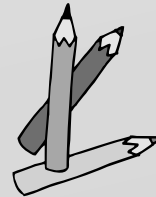
Display **Memory verse poster 5**. Ask the children to sit in a circle. Going around the circle, ask each child to read out one word of the memory verse. Continue around

the circle until the verse has been repeated. Repeat the exercise until the verse becomes familiar.

Be strong and brave. Don't ever be afraid or discouraged! I am the Lord your God, and I will be there to help you wherever you go.

Joshua 1 v 9 (CEV)

Discuss how knowing that God is with us can help us when we feel afraid or discouraged. You may like to give a personal example from your own life. Ask the children about anything they are worried about. Turn their answers into a prayer, asking God to help them to trust Him and remember that He has promised to be with His people.



Invite the children to look up the Bible verses below that relate to following and obeying Jesus. The emphasis is on trusting and obeying Jesus as part of God's rescue plan for today. You may like to ask the children to describe the way the people in these accounts responded to Jesus.

- **Matthew 4 v 18–22**—Simon, Andrew, James and John
- **Matthew 9 v 9**—Matthew, the tax collector
- **Luke 23 v 39–43**—The criminal on the cross

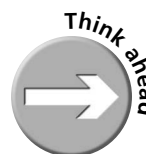


Think about it

Did the children understand how powerful and majestic God is?

Did they understand the need to show that we trust God by obeying Him?

Are they beginning to understand that God's rescue mission requires us to play a part in accepting and obeying Him?



Think ahead

You will need **Leader's poster 4**, **Memory verse poster 5** and the children's **Rescue manuals**. You will also need a copy of the Joshua's farewell speech photocopyable

(page 70) for each child, a whiteboard and markers, or sugar paper and pens, and a prepared memory verse jigsaw puzzle.

See **Gear** in Session 10 (page 66).

Psalm 107 v 1

Shout praises to the Lord! He is good to us, and His love never fails.

Matthew 28 v 20

I will be with you always.

John 14 v 26a

The Holy Spirit will come and help you.

Romans 8 v 28a

We know that God is always at work for the good of everyone who loves Him.

2 Corinthians 12 v 9

My kindness is all you need. My power is strongest when you are weak.

Revelation 21 v 4

God will wipe all tears from their eyes, and there will be no more death, suffering, crying, or pain.

John 3 v 16

Everyone who has faith in Jesus will have eternal life.

Psalm 34 v 18

The Lord is there to rescue all who are discouraged and have given up hope.

Luke 15 v 7

There is happiness in heaven because of one sinner who turns to God.

Acts 3 v 19

So turn to God! Give up your sins, and you will be forgiven.

1 Corinthians 10 v 13b

God can be trusted not to let you be tempted too much, and He will show you how to escape from your temptations.

Hebrews 2 v 18

Because Jesus has suffered and was tempted, He can help anyone else who is tempted.

10 UNDER GOD'S RULE IN GOD'S LAND

JOSHUA 23 - 24

Aim

To help the children recognise the need to trust and obey God as the Lord of their lives.

Outcomes

By the end of this session the children will:

- ▶ have considered the exclusive claim of God on the lives of His people
- ▶ understand the need for the faithful obedience of God's people in serving Him
- ▶ be challenged to make their own response to God one of trusting obedience.



Be strong and brave. Don't ever be afraid or discouraged! I am the Lord your God, and I will be there to help you wherever you go.

Joshua 1 v 9 (CEV)



Notes for leaders



Read **Joshua 23 – 24**.

Joshua's last words to the people of Israel emphasised the need to be true to the Lord. Joshua reminded God's people of their history from the time of Abraham until the approach of his own death. The recurring theme was God's faithfulness, power and fulfilment of His promises: 'When the Lord makes a promise, he does what he has promised' (**Joshua 23 v 15**).

Joshua's speech also contained a warning: 'If you worship other gods, it will make the Lord furious. He will start getting rid of you, and soon not one of you will be left in this good land that he has given you' (**Joshua 23 v 16**). These words were shown to be true in the sad history of the people of Israel, and finally God drove them from the land and sent them into exile.

However, the people made a commitment to serving the Lord. Three times they said to Joshua, 'Yes, we will worship and obey the Lord' (**Joshua 24 v 18, 21, 24**). Yet Joshua seemed pessimistic about their ability to keep this

commitment: 'I don't think you are able to worship and obey him in the way he demands' (**Joshua 24 v 19**).

Regardless of whether or not the people kept their promise, God was worthy of their worship and obedience. He is the same God whom we are called on to worship and obey. Like the Israelites, we are unable to worship and obey Him in the way He demands. Jesus has done this for us. In response to God's grace in Jesus, we gratefully seek to worship and obey the Lord, we receive forgiveness for our sin and we are helped to obey through His Spirit dwelling in us.



Leader's prayer

Pray that the children would come to understand the benefit of making God the Lord of their lives. Pray that trust and obedience would become marks of their lives in response to God's call to them.

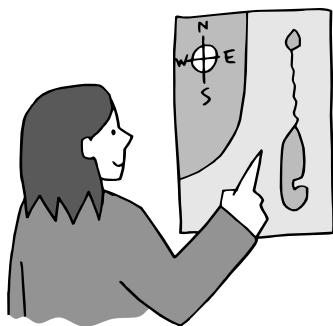
Gear

- ▶ A sheet of A4 paper for each child
- ▶ Coloured pens and pencils
- ▶ **Leader's poster 4**
- ▶ A Bible for each child
- ▶ A Bible marked at **Joshua 21 v 43–45**
- ▶ A copy of the Joshua's farewell speech photocopiable (page 70) for each child
- ▶ A whiteboard and markers, or sugar paper and pens
- ▶ The children's **Rescue manuals**
- ▶ CD player and CD of choice
- ▶ A prepared Memory verse jigsaw puzzle (see **Get ready**)
- ▶ Blu-Tack
- ▶ **Memory verse poster 5**
- ▶ Gear for chosen activities in **Start up**

Get ready

Display **Memory verse poster 5** and **Leader's poster 4** in your area.

Write the memory verse onto a strip of paper. Cut the strip into jigsaw puzzle pieces, dividing the verse into key words and phrases. Attach Blu-Tack to each of the pieces. Mark the shapes of the jigsaw puzzle pieces on an identical strip of paper. The pieces will be attached to this strip of paper.



Start up

Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **Lighthouse game**
- ▶ **King pin**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



Chat time

In the first game we played it was important to listen to and obey the instructions of the 'lighthouse'. We must also listen to and obey God. He can give us direction in our lives and He wants us to follow that direction.

In the second game there was one person who was the most important. Today we are going to consider who and what is the most important part of our lives.



Bible focus



Give each child a sheet of A4 paper and a pen or pencil. Ask the children to draw pictures or symbols

of the things they value most in life. Give the children several minutes to do this activity, then discuss some of these things as a group. Try to emphasise the positive aspects of the things they draw and how many of these things are valuable.



There are many times in the Bible when God says that He wants His people to have no other gods but Him.

What does it mean to have no other gods but Him? (Accept responses. God didn't want His people worshipping the false gods of other nations. This was a common problem and He needed to tell His people that they should worship and pray to Him only.)

What does it mean for us to make God the Lord of our lives? (Accept responses. For God to be the most important person in our lives and to live in obedience to His Word.)



Teaching time

You will need **Leader's poster 4**, the Bibles, copies of the Joshua's farewell speech photocopiable, coloured pens and pencils, and the whiteboard or sugar paper.

Last session we learned how the Israelite people had a very important victory in battle.

What victory did the Israelites have? (Accept responses. Victory over the city of Jericho.)

What did this battle show the people? (Accept responses. God gave them victory and He was in control of the situation.)

The Israelites had entered the Promised Land.

POSTER: Display **Leader's poster 4**.

Today we are going to jump ahead again and see what happened to the rest of the land.



Read **Joshua 21 v 43–45**.

What do we learn about God in this passage?

(Accept responses. God always keeps His promises.)

When Joshua was close to dying, he gave a farewell speech. He told the Israelite people what he thought was the most important thing for them to remember.

When we drive in our cars and we come to a busy junction, what do we find? (Accept responses. Traffic lights.)

What is the reason for the traffic lights? (Accept responses. They are there for the safety and well-being of all the people on the road. Sometimes there is a red signal to tell us to stop and at other times there is a green signal to tell us to go. The key is that both are there for our good, even though we prefer the green signal!)

Joshua's farewell speech was a bit like a set of traffic lights. He told the people some things they shouldn't do—red lights, along with some things they should do—green lights. It was very important that they obey God as they lived their lives as His people.

JOSHUA'S FAREWELL SPEECH: Give each child a copy of the Joshua's farewell speech photocopiable and Bible. Ask the children to read the verses that are listed on the photocopiable before filling in the spaces to show what Joshua told his people to do and not to do. This exercise could be done in pairs or small groups. Discuss the children's answers.

The key to Joshua's message to his people was that they should make sure that God was the most important part of their lives. Nothing else was to get in the way of this. God's people should live their lives obeying Him.

BRAINSTORMING: (Brainstorming means saying the first thing that comes into our brain.) On the whiteboard or sugar paper, brainstorm the things in our lives that we can make more important than God. Help the children to think of things such as self, money, friendships, popularity, fame, pleasure, fun, material things like houses and cars, hobbies, sports and so on.

On another part of the board or paper, write a list of the things in our lives that we could serve God with, such as our gifts, talents, money, time, loyalty, friendships, attitude to other people, family and so on.

Be sure to point out that many of these things could appear on both lists but it is our attitude toward them that decides which list they are a part of ultimately.

NOTE: It is important not to say that we need to choose between God and things like a career, hobbies, money and sport. The concern is that we place all of these things under the rule of God (ie: they can be important to us, but not more important than God.)



Activities

Do the **Rescue manual** activity first; then choose other activities from the **Ideas menu** if time permits.



Bringing it together

Joshua said farewell to his people and left them with the message that obeying God should be the most important part of their lives. The message is the same for us today!

Joshua knew that once he died his people would have trouble obeying God completely and there were times when they didn't obey Him. We too have trouble doing what we know God wants us to do.

What are some of the hard things about obeying God? (Accept responses.)

What can we do when we have failed God? (Accept responses. Ask Him for forgiveness.)

The good news for us is that Jesus has lived the perfect life for us. Because of Him we can still be friends with God even when we let Him down.

But we can't take that for granted. We need to show that we are thankful to Jesus by trusting in Him and obeying His commands. We can do this with the help of God's Spirit. We can obey and trust God in all areas of our lives.



Prayer

Invite the children to join you in the following prayer.

**Thank You, God, that Your promises may be trusted. Thank You that Your rescue plan for us through Jesus has been a success. Please give us the strength to obey and trust You with all areas of our lives.
Amen.**



IDEAS MENU



Lighthouse game

Purpose: To introduce the concept of listening to and following God.

Gear

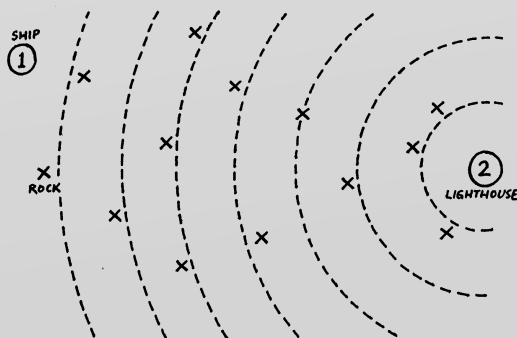
- ▶ A blindfold
- ▶ Chalk (optional)

Choose one child to be the 'ship' and blindfold him or her. Choose another child to be the 'lighthouse'. The 'ship' and 'lighthouse' should stand at opposite ends of your area. The remaining children are 'rocks' in between the 'ship' and 'lighthouse'. If there are lots of 'rocks', the children crouch down, but if there are not many 'rocks', the children stand with arms and legs spread out. The 'ship' must negotiate the 'rocks' to reach the 'lighthouse'. The 'lighthouse' can use five words to guide the 'ship': 'stop', 'back', 'forward', 'left' and 'right'. The 'rocks' raise their hands if the 'ship' touches them.

You may like to draw a few lines radiating out from the 'lighthouse'. Give the 'lighthouse' two minutes to get his 'ship' home. Award two points for each line reached and take away one point for each 'rock' touched. Award an extra point if a 'rock' deliberately moves!

TIPS:

- Don't let this game drag out. After two minutes, give two new children a turn as the 'ship' and 'lighthouse'.
- The 'rocks' should change position when each new 'ship' is blindfolded. But watch that they don't make things too hard—they'll try to! One solution is to stand both 'ship' and 'lighthouse' in a 'rock-free' circle!



King pin

Purpose: To think about making God the most important person in our lives.

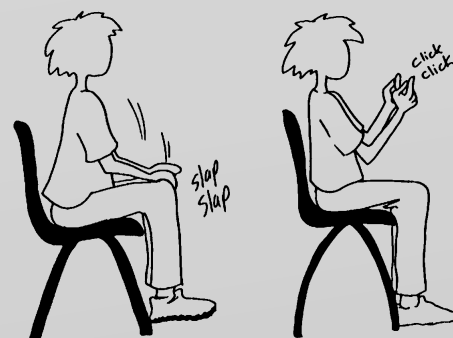
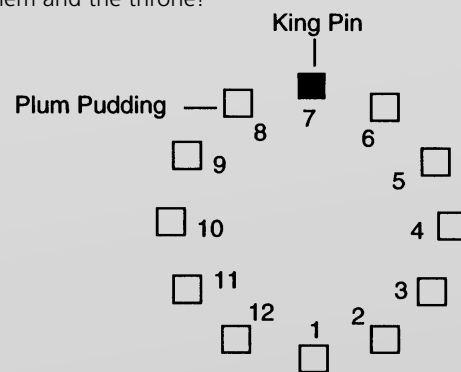
Gear

- ▶ A chair for each child
- ▶ A cushion or blanket

Arrange the chairs in a circle. Place a cushion or blanket on one chair to represent the 'throne'. Invite the children to sit down. The child who sits on the 'throne' is King Pin. The other children should try and knock the King Pin off his throne and get onto it themselves. The chair to the right of the throne is the 'Plum pudding' chair—it represents the lowest position in the game. Number the children around the circle from one onwards. The children keep their given number even when the seating order changes.

Now begin a slow rhythm with everyone slapping both hands on their knees twice then clicking the fingers of one hand after the other: slap, slap, click, click. Once the rhythm is established, the leader starts things rolling. She slaps twice then calls her number on the first click and a child's number on the second click, for example 'slap, slap, eight, three'. Number three has to respond with the next 'clicks', keeping the rhythm. He has to say his number first, then another, for example 'slap, slap, three, eleven'. The rhythm continues, for example 'slap, slap, eleven, two'; 'slap, slap, two, seven'; 'slap, slap, seven, eight', and so on.

When a child fails to keep the rhythm or to say his own number first, he takes the 'Plum pudding' seat and everyone else moves along to fill the gap. When King pin becomes 'Plum pudding', the person on his left becomes King pin, so of course the children will be trying to topple not only King pin but everyone else between them and the throne!





Rescue manuals

Distribute the children's **Rescue manuals**. Ask the children to complete the activity on page 14. The children can complete the crossword that revises the stories covered in this unit. They can also fill in their thoughts regarding serving and trusting God in the boxes at the bottom of the page. The children can take home their **Rescue manuals** and share what they have learned in this unit with their family.

(The answers to the crossword are: 1—Joshua; 2—Aaron; 3—Pharaoh; 4—Hailstones; 5—Passover; 6—Miracles; 7—Flies/Gnats/Sores; 8—Firstborn; 9—Amalekites; 10—Chest (The ark is called the Sacred Chest in some Bible versions); 11—Sinai; 12—Nile.)



Memory verse

Choose children to attach the jigsaw puzzle pieces to the correct spaces on the jigsaw. Read the completed memory verse together.

Be strong and brave. Don't ever be afraid or discouraged! I am the Lord your God, and I will be there to help you wherever you go.
Joshua 1 v 9 (CEV)



Find your partner

Purpose: *To recall the learning of previous sessions in a fun way.*

Gear

- ▶ A copy of the Sound cards visual aid (page 71), cut into individual cards. You will need to prepare enough cards to give one to each child. You must give out a pair of each card type.

Give each child a sound card. The children must walk around your area looking for a child with the same sound card. As they walk, they should make the sound of their card. When they find a child making the same sound the pair of children should sit down on the floor. They must not talk or show their card to anyone else during the game.

Once every child has found their partner, ask the children to try to guess how each sound relates to the sessions in this unit.

- **Buzz**—the spies found the land was rich with honey
- **Maa**—the spies found the land was rich with milk—probably goat's milk
- **Toot**—the priests blew trumpets as they marched around Jericho
- **Crash**—the sound of Jericho's walls tumbling down
- **Ribbit**—God sent a plague of frogs to Egypt
- **Tweet**—God sent quails for the Israelites
- **Slosh**—the sound of the Nile River
- **Crackle**—the sound of the burning bush
- **Smack**—the sound of Moses' stick as it struck the rock
- **Tramp**—the sound of the feet of the Israelites as they travelled through the desert



Music spot

Choose from the following songs.

The greatest treasure (track 8) on Colin Buchanan's *Practise being Godly* CD.

A promise is forever (track 18) on CEP's *Promises, promises* CD.

10,9,8 ... God is great (track 2) on Colin Buchanan's *10,9,8 ... God is great* CD.



If time permits, invite the children to complete the following exercise based on **Joshua 24**. In groups, the children could be asked to read Joshua's summary of the life of Israel from **Joshua 24 v 2–13**.

Ask the children to devise a short drama that demonstrates each of the episodes Joshua talks about, for example, the children could act out Joshua's ancestors worshipping other gods. Do this for each episode in the passage.



Think about it

Did the children understand the importance of making God the most important person in their lives?

Were they encouraged to see the benefit of living lives of obedience to God's Word?

Did they understand that God promises His Spirit to help us to obey Him?



Think ahead

This is the last session for this unit. Ask God to continue to work in the lives of the leaders and children and pray that they will be aware of His presence during the holidays.

Have you ordered the next unit of sessions for *CLICK (8-11s)* ready for after the holidays?

JOSHUA'S FINAL ADVICE – JOSHUA 23; 24

23:7

24:14

24:23

23:6

23:8

23:11

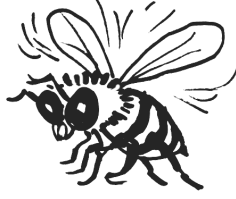
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The purchaser of CLICK Unit 3 (8-11s) is entitled to photocopy this page for use with his or her group.

**Buzz
buzz**



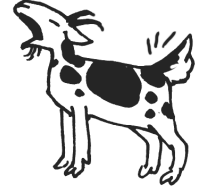
**Buzz
buzz**



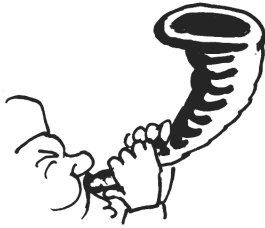
**Maa
maa**



**Maa
maa**



Toot toot



Toot toot



**Crash
crash**



**Crash
crash**



**Ribbit
ribbit**



**Ribbit
ribbit**



**Tweet
tweet**



**Tweet
tweet**



Smack smack



Smack smack



**Tramp
tramp**



**Tramp
tramp**



Slosh slosh



Slosh slosh



Crackle crackle



Crackle crackle









CLICK[®] 8-11s PLANNING SHEET

Use this sheet to plan your session—or fill it in quickly at the end of the session so that the leader next week knows what has been taught, how the session went, which songs were sung etc. You may find it helpful to keep these planning sheets in a ringbinder at church.

Session: _____

Date: _____

Leader's name: _____

 Start up	Comments
 Chat time	
 Bible focus	
 Teaching time	
 Activities	
 Bringing it together & prayer	

Notes for next week:



TEACHING SONGS

For many of us, the thought of teaching a song to children can be quite daunting. Listed below are some practical tips that will help make singing a rewarding experience for both leaders and children.

On the *Promises, Promises* CD a conscious attempt has been made to give children songs in a musical style to which they will relate. Also, we have chosen to sing

about major themes, such as 'God is with His people', rather than sing about a specific story. The songs reinforce the concepts being taught. This means the songs tend to have fewer words to teach, allowing the children to become familiar with them



quickly.

Practical tips for teaching songs

- ▶ Ensure you know the song well before attempting to teach it.
- ▶ Allow the children to listen to the song while they look at the words.
- ▶ Placing the words on an overhead will enable the children's attention to be focused towards the front of the room. This allows you to maintain eye contact.

- ▶ The chorus is often the best part of the song to learn first.
- ▶ Play the CD loudly enough so that the children feel comfortable singing along. Often they don't want to be 'heard' while they sing.
- ▶ Have the children 'whisper' sing the song when it is new.
- ▶ Encourage children to sing but do not force them.
- ▶ Often there are children who love to sing in a small group leading the rest. Perhaps these children would like to have a CD to listen to at home.
- ▶ If you sing with enthusiasm it is more likely that the children will too.
- ▶ Sing a favourite song before starting a new song.
- ▶ Play the song while the children are working in their Rescue manuals. This will help them become more familiar with the songs.
- ▶ Vary your approach. Why not have half the group clap while the other sings, and then swap over?
- ▶ And finally, make this an enjoyable time of singing praise to the Lord!

USING BACKING TRACKS

Instrumental backing tracks are included for each of the songs on the *Promises Promises* CD. Listed below are some practical tips for using the backing tracks.

Practical tips for using backing tracks

- ▶ If you are a confident singer, you may prefer to use the backing track when you first introduce the song to the children. You will need to know the song well before attempting this.
- ▶ The children should only sing with the backing track once they are very familiar with the song.
- ▶ Children could sing with the backing track for any special performance, such as an Easter service.
- ▶ Use the backing tracks for a music quiz and see if the children can recognise and name the songs.
- ▶ Use the backing tracks if the children are involved in games such as pass the parcel or movement games.
- ▶ Play the backing tracks as the children complete their Rescue manuals.

- ▶ Play the backing track of the next song the children are going to learn to familiarise them with the tune. This can be played as they complete any activity sheets.
- ▶ Use the backing track to whet the children's appetite—play the track and let them know that next lesson they will get to learn the words to the great music!
- ▶ Remember to encourage the children to use body percussion and move to the music. The children could choreograph a dance and then use the backing track to dance and sing for a special performance.





PRAYING WITH CHILDREN

God loves to hear His children pray! Our aim in teaching children about prayer is to develop their understanding that God invites people to trust Him, and to enter into relationship with Him, by talking to Him in prayer. In an age-appropriate way, we can teach them to express their honest thoughts and words to God.

We can encourage children to pray by:

- being prayerful people ourselves
- teaching the children about prayer and why we pray
- modelling prayer through printed prayers, with children saying 'Amen'
- allowing the children time to pray together
- including a prayer time at the most appropriate part of the lesson, not just at the end. This models that praying is an 'anytime' activity, in response to God
- realising that not all children will want to contribute to prayer or close their eyes and that should be allowed. Explain that the children still need to be quiet and not interrupt and to show respect for those children who do wish to pray
- helping the children see the value of praying for others in their church community, their nation and their world
- helping the children to understand that God wants us to pray, that He hears our prayer and answers it in whatever way He knows best. Prayer is not just a 'nice thing to do'.



Helping children get started

- Read well-known psalms with the children to help them see that prayer is about expressing all our thoughts and feelings: **Psalms 22 v 1-5; 23; 28; 42.**
- Give each child a small notebook to write a personal prayer to God each session. At the end of the unit allow them to take their prayer book home and encourage them to keep writing prayers to God.
- Encourage the children to choose one or two 'everyday' activities and pray when they do them, for example each time they make their bed, or clean their teeth or walk the dog.
- Help the children make a simple prayer list on a bookmark. List each day and allow them to write the name of someone to pray for each day.
- Teach the children the **TSP** (Teaspoon) method of praying.
 - T** = Thank God for who He is, all He has done for us and all the good things you enjoy in life.
 - S** = Say sorry for wrong attitudes and actions and ask God to forgive.
 - P** = Please. Ask God to help you with all parts of your life and when you find it hard to live God's way. Ask God to help others.





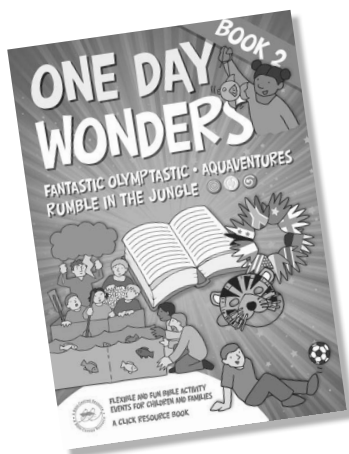
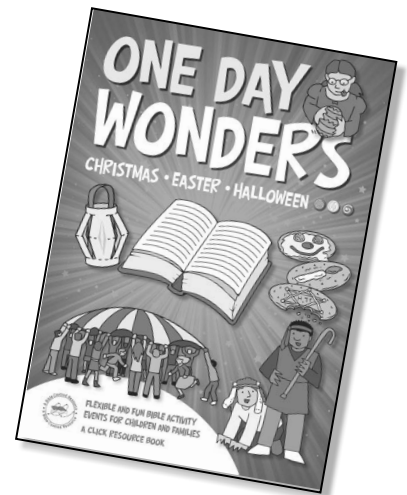
RESOURCES

One Day Wonders

Book 1 in the **One Day Wonders** series contains everything you need to run Bible activity events at Christmas, Easter and Halloween. This flexible material has a wide range of fun activities to choose from including games, crafts, drama scripts, memory verses, quizzes and prayer activities.

- **Christmas Crackers**—the Christmas story from the Gospels of Matthew and Luke
- **The totally eggcellent Easter Eggsperience**—Jesus' death and resurrection from Luke's Gospel
- **Lightbusters** (Halloween)—Jesus, "the light of the world" (John 8 v 12), can save us and change us

Programme options show how to use the material for a **two-hour** or **four-hour children's event**, or a one-and-a-half-hour **family event**. All activities are linked to the theme, and are built around a choice of Bible-centred talk outlines, which are supported by funsheets for use in small groups.



More One Day Wonders

While the events in **One Day Wonders Book 1** are designed for Christmas, Easter and Halloween, the events in One Day Wonders Book 2 can be run at any time of year.

- **Fantastic Olympastic**—a sporting theme with Bible teaching from Acts 17 and Hebrews 12
- **Aquaventures**—water fun linked with Jesus calming the storm in Mark 4
- **Rumble in the Jungle**—a jungle-themed event tied in with Daniel 6

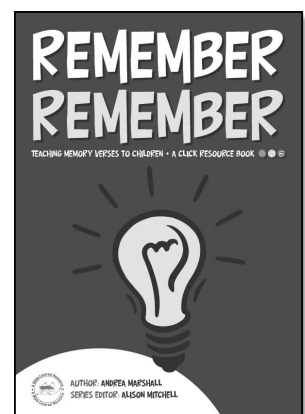
There's a wide range of activities and ideas for Bible activity events that can be used at any time of year.

Fantastic ways to learn memory verses

*"I have hidden your word in my heart that I might not sin against you."
Psalm 119 v 11*

Every unit of CLICK has one or more linked memory verses so that each child can go away with some of God's living Word in their heart. **Remember Remember** is packed with creative ways to help children memorise the Bible.

These ideas will be ideal for the memory verses learned during a CLICK session, to give a variety of ways of helping children to hide God's Word in their hearts.



The above resources are available from:

www.thegoodbook.co.uk

the good book
COMPANY

Bible maps, Bible timeline, Bible events

Three sets of superb full-colour posters

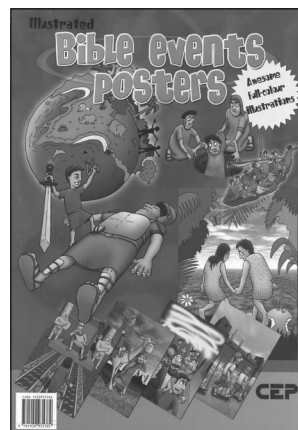
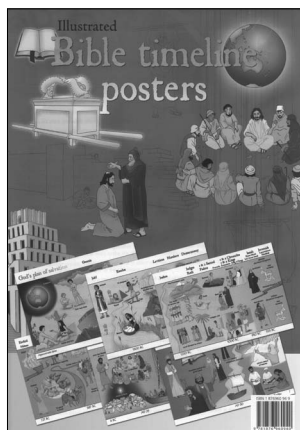
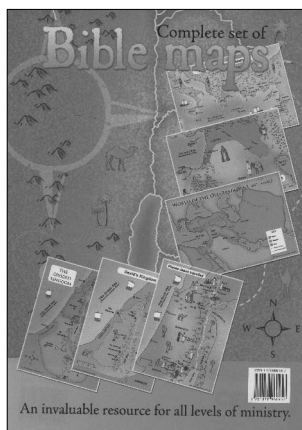
The **Bible Timeline** will help you show your group where each Bible story fits in the Big Picture of God's Story.

The **Bible Events** posters make a colourful frieze round your teaching room.

The **Bible Maps** will be a fantastic resource you'll find yourself using again and again.

All three poster packs come with teaching suggestions, and photocopiable masters so that you can give smaller versions of the posters to your group members.

Highly recommended!



Fantastic games and Fabulous crafts

Two great books, bursting with extra games and crafts to add to your sessions.

Fantastic games offers all of the traditional and favourite games in the one resource book. The principles are given for choosing games for your group. There are hints and ideas for getting the best from the game. You'll find an amazing array of games to suit just about any scenario you can imagine including: getting to know you games, five-minute fillers, team builders, quiet fun, Bible-learning, energy burners and outdoor games.

Fabulous crafts includes a selection of craft activities that will nurture your group's creativity. This collection of crafts include ideas for various Bible themes, quick crafts, more challenging crafts, gifts and stalls, messy crafts and cooking.

Fantastic games and **Fabulous crafts** are valuable resources for all forms of children's ministry at church, Sunday school, kids' clubs, holiday clubs and outreach events.



Available from **The Good Book Company**
0333 123 0880 www.thegoodbook.co.uk

CLICK 8-11s

COMPLETE SYLLABUS OVERVIEW

1 Unit 1 : 8-11s

Through the eyes of Dr Luke (includes Easter)

1. The need for a Saviour—Genesis 3; Luke 1 v 1-4
2. Jesus fulfils Isaiah's prophecy—Isaiah 61 v 1-2; Luke 4 v 16-30
3. Jesus: the young person—Luke 2
4. Jesus: the man with a mission—Luke 3 v 1 - 4 v 15
5. Jesus proves He is the Saviour—Luke 4 v 31-44
6. Jesus calls people to follow Him—Luke 5 v 1-11, 27-32
7. Jesus' followers have eternal life—Luke 20 v 1-19
8. Jesus moves towards the cross—Isaiah 53; Luke 9 v 22-27, 43-45; 18 v 31-34; 22 v 7-23
9. Who is worthy?—Isaiah 53; Luke 22 v 1-6; 22 v 39 - 23 v 35
10. Jesus: power to give new life—Luke 23 v 44 - 24 v 8

2 Unit 2 : 8-11s

God the Creator and Covenant Maker

1. Creation and fall; Cain and Abel—Genesis 1-4
2. Noah—Genesis 6 - 9
3. Abraham chosen, separates from Lot—Genesis 12 - 13
4. Abraham, Sarah and Hagar—Genesis 15 - 16
5. Isaac's birth and Abraham's test—Genesis 18 v 1-15; 21 v 1-7; 22 v 1-19
6. Isaac and Rebekah—Genesis 24 v 1-66
7. Jacob and Esau, God's promise to Jacob—Genesis 25 v 19-34; 27; 28
8. Jacob returns, God's promise to him—Genesis 29 - 33; 35
9. Joseph: dreams, sold into slavery—Genesis 37; 39
10. Joseph: from prison to ruler, God's people protected—Genesis 40 - 50

3 Unit 3 : 8-11s

Led and fed by God: God looks after His people (Exodus to Joshua)

1. God hears His people cry for help, Moses' birth and early life—Exodus 1 and 2
2. God sends a rescuer leader, Moses is called by God—Exodus 3 and 4
3. God is all-powerful, Moses confronts Pharaoh—Exodus 5 - 11
4. God rescues His people, the Passover and escape—Exodus 12 - 15
5. God looks after His people, God provides food and water—Exodus 16 - 17
6. God tells His people how to live, Mount Sinai and The Ten Commandments—Exodus 19 - 20
7. God is with His people, the sacred tent and sacred chest—Exodus 25
8. God's people rebel, spies enter Canaan—Numbers 13 v 1 - 14 v 35
9. God gives His people victory, crossing the Jordan, Jericho—Joshua 3 - 6
10. God's people under God's rule in God's land—Joshua 23 - 24

4 Unit 4 : 8-11s

Preparing for Christ's coming

1. Waiting for Jesus' return—Acts 1 v 11; 1 Peter 1 v 3; Titus 2 v 11-14; Revelation 1 v 7
2. Christians are chosen, adopted, and forgiven. Saul's life changed—Eph 1 v 3-14; Acts 9
3. Christians have the Spirit, the Spirit gives us wisdom—Ephesians 1 v 15-23; 1 Kings 3
4. Christian unity and kindness, the Spirit helps us—Ephesians 4 v 1-6, 17-32
5. Christians belong to Jesus and want to please Him—Ephesians 5 v 6-20
6. God strengthens us and helps us obey—Ephesians 6 v 10-20
7. John's vision of Jesus the King—Revelation 1 v 1-20
8. John's vision of the future, gathered together around Jesus—Revelation 5; 7 v 9-17
9. Prediction of new heavens and new earth—Revelation 21 - 22 v 7
10. Jesus' first coming and the good news of His return—Luke 1; 2 v 1-7; Revelation 22 v 20-21

5

Unit 5 : 8–11s**Who is Jesus? (John's gospel)**

1. Jesus is the Word, takes away the sin of the world—John 1
2. I am the bread of life—feeding 5000—John 6 v 1–14, 35, 48
3. I am the light of the world—healing blind man—John 8 v 12; 9
4. I am the gate—I am the good shepherd—John 10 v 7,11
5. I am the resurrection and the life—Jesus raises Lazarus—John 11
6. Jesus anointed at Bethany, triumphal entry, predicts death—John 12 v 1–36
7. Jesus washes disciples' feet, predicts betrayal and denial—I am the way, the truth and the life—John 13; 14 v 6.
8. I am the true vine—Jesus' says to love one another—John 15 v 5, 9–17
9. Jesus' arrest, trial, burial; Peter's denial—John 18 – 19
10. Jesus comes back to life, Peter's reinstatement—John 20 – 21

7

Unit 7 : 8–11s**Scenes from the lives of Elijah and Elisha (1 & 2 Kings)**

1. Elijah, Ahab and the drought, ravens and brook—1 Kings 17 v 1–6
2. Elijah, the widow, the promise, dead son given life—1 Kings 17 v 7–24
3. Elijah, Ahab and his prophets on Mt Carmel—1 Kings 18 v 1–40
4. Elijah, the prayer for rain that ended drought, Jezebel—1 Kings 18 v 41 – 19 v 8
5. Elijah's complaint and God's answer, Elisha anointed—1 Kings 19 v 9–21
6. Elijah: Naboth's vineyard—1 Kings 21 v 11–29
7. Elijah's last journey – Elijah, Moses and Jesus—2 Kings 2 v 1–15; Matthew 17 v 1–8
8. Elisha and the widow's oil, feeding 100 people—2 Kings 4 v 1–7,42–44; Matthew 14 v 13–21
9. Elisha heals Naaman—2 Kings 5 v 1–19
10. Elisha stops Syrian invasion—2 Kings 6 v 1–23



6

Unit 6 : 8–11s**Jesus' followers go and tell (Acts)**

1. Jesus' commission, promise of the Spirit, ascension—Acts 1 v 1–11
2. The Spirit comes, Peter's sermon, many believe—Acts 2 v 1–41
3. Peter and John meet the lame man, tell others about Jesus—Acts 3 v 1 – 4 v 22
4. Stephen tells about Jesus and is killed—Acts 6 – 7
5. Philip tells the Ethiopian official about Jesus—Acts 8 v 26–40
6. Saul's conversion—Acts 9
7. Antioch church, Paul's first journey—Acts 11 v 19–30; 13 v 1–12
8. Paul at Philippi, Lydia, the Philippian jailer—Acts 16 v 1–5, 11–40
9. Unity and gentleness, built up together as Christ's body—Ephesians 4 v 1–16
10. God's people around the world, caring for Christians in other lands—Matthew 25 v 31–40; 2 Corinthians 9 v 1–15

8

Unit 8 : 8–11s**God's people in exile; Isaiah's promises and their fulfilment**

1. Daniel strengthened in exile—Daniel 1 – 2
2. God gives His people courage, the fiery furnace—Daniel 3
3. God gives Daniel understanding, the writing on the wall—Daniel 5
4. God protects Daniel, the lion's den—Daniel 6
5. Esther—God's people in danger—Esther 1 – 4
6. Esther—God rescues—Esther 5 – 8
7. Return from exile—Ezra 1 – 6
8. Rebuilding the walls—Nehemiah 1 – 6 v 16
9. Isaiah's prophecy of a Saviour—Isaiah 6 v 1–8; 7 v 14; 9 v 2; 11 v 1–3; 53 v 1–12
10. Fulfilment of prophecy—Matthew 1 v 18–25; 2 v 1–12; 4 v 12–17

9

Unit 9 : 8–11s**People of faith—faith-filled men and women from Hebrews 11**

1. Introduction to God's plan of salvation
2. Noah—Hebrews 11 v 1,7; Genesis 5 – 9
3. Abraham—Hebrews 11 v 8–22; Genesis 12; 15; 22
4. Moses—Hebrews 11 v 23–29; Exodus 3; 14
5. Rahab—Hebrews 11 v 31; James 2 v 24–25; Joshua 2; 6
6. Reflection lesson
7. Gideon—Hebrews 11 v 32–34; Judges 6; 7
8. Deborah and Barak—Hebrews 11 v 32–34; Judges 4 v 1–22
9. Samson—Hebrews 11 v 32–34; Judges 13 – 16
10. This is it—Review and exhibition —Hebrews 11 v 1 – 12 v 3
11. Easter session—The Emmaus road —Luke 24 v 1–35



10

Unit 10 : 8–11s**Follow the leader (Jesus and His disciples)**

1. Jesus calls—Luke 5 v 1–11
2. Jesus calls Levi—Luke 5 v 27–32
3. Rich, but sad—Luke 18 v 18–27
4. Zacchaeus—Luke 19 v 1–10
5. Walking on water—Matthew 14 v 22–33
6. Who am I?—Matthew 16 v 13–26
7. Failure and forgiveness —Matthew 26 v 31–35, 69–75; John 21 v 1–19
8. Peter's first sermon—Acts 2 v 1–42
9. Peter meets Cornelius—Acts 10 v 1–48
10. Peter's escape from prison—Acts 12 v 1–24



11

Unit 11 : 8–11s**God's people under God's rule in God's land (1 & 2 Samuel)**

1. God rescues: Othniel—Judges 3 v 7–11
2. God provides: birth of Samuel —1 Samuel 1 v 1 – 2 v 11
3. God speaks: boyhood and role of Samuel —1 Samuel 3 v 1 – 4 v 1
4. God is mighty: ark captured and returned —1 Samuel 4 – 7
5. God is sovereign: the people ask for a king —1 Samuel 8
6. God hears: Saul as king, his victories —1 Samuel 9 – 11
7. God is faithful: Saul rejected, David anointed —1 Samuel 12 – 16; 31
8. God is with us: David is king, Jerusalem, the sacred chest—2 Samuel 2; 5; 6
9. God promises: David's son to rule forever —2 Samuel 7
10. God keeps His promise: King Jesus is born —Matthew 1

12

Unit 12 : 8–11s**The hope of the nations God's plan of salvation**

1. Spoilt by sin—Genesis 1 – 3
2. Built with pride—Genesis 11 v 1–9
3. Chosen by God—Genesis 12 v 1–9
4. For all nations—Isaiah 2 v 1–5; 49 v 6
5. God's promised King—2 Samuel 7 v 1–16; Psalm 2
6. God's special Servant—Isaiah 52 v 13 – 53 v 12; Matthew 27 v 41–50
7. The King comes—Mark 8 v 29–31
8. Go and tell—Matthew 28 v 16–20; Acts 1 v 6–11
9. Power to obey—Joel 2 v 28–29; Acts 2
10. Hope for the future—Galatians 3 v 26–28; Ephesians 4 v 1–6; Revelation 7
11. This is the one!—John 1 v 1, 14–18

CLICK®

WHAT YOU NEED TO RUN A CLICK SESSION



Leader's Pack

The Leader's Pack contains everything you need to run a ten-week unit of CLICK. It includes the Leader's Manual giving detailed outlines for ten teaching sessions, the full-colour posters for this unit and a copy of the relevant child component.

Extra Leader's Manuals

If you have a team of leaders for your group, you may want to order extra Leader's Manuals.

Each comprehensive Leader's Manual includes:

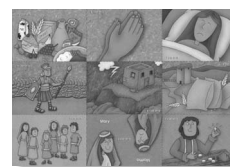
- ▶ ten Bible-teaching sessions
- ▶ engaging and purposeful activities, games and crafts
- ▶ music suggestions
- ▶ extension ideas for more able children
- ▶ photocopiable masters for visual aids and activities. These photocopiables can also be downloaded from our website (www.thegoodbook.co.uk).



Child's component

Designed to help children engage with the Bible, these child components vary for each unit.

Examples include: mini posters, a treasure box, activity book, Bible character cards, story boards etc.



What to order for your group

If you have a group of twelve children, you will need:

- ▶ one copy of the Leader's Pack – this will give you the teaching posters for the unit, a Leader's Manual, and a copy of the relevant child component for leaders to refer to
- ▶ twelve child components – one for each child
- ▶ optional extra Leader's Manuals if you want each leader to have their own copy



FOUR EASY WAYS TO ORDER:

- ▶ **Bookshop** Your local Christian bookshop can order the full range of CLICK resources for you
- ▶ **Web** www.thegoodbook.co.uk/click
- ▶ **Phone** 0333 123 0880 (charged at local rates from both landlines and mobiles)
- ▶ **Post** If you prefer to order by post, please phone 0333 123 0880 for an order form

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