

Lesson Two

Believing God Loves Us



Growing as a Teacher

Scripture

Exodus 2:11–4:17

Bible Truth

God sent Moses to the people of Israel to tell them of his love and care, and to lead them out of Egypt.

Lesson Aim

To believe that God loves us and guides us, and to be ready to do what he says.

Memory Verse

REVIEW:

I lift up my eyes to the hills—where does my help come from?
My help comes from the LORD, the Maker of heaven and earth.
PSALM 121:1–2

Last week, your students learned that God protects and cares for his children and has a plan for each one of his own. The children learned that God watched over his servant Moses from the beginning because he had a special job for Moses to do later on.

But as Moses later learned, following God's call is no easy matter. Moses' first attempt to stand up for his enslaved people ended in disaster (Exodus 2:11–15). Forty years later, God called him from a nomadic shepherd's life to lead his people to freedom. However, even though Moses was awed by the presence and power of God (Exodus 3:1–6), Moses was most reluctant to do God's bidding. He raised several objections, but God patiently countered each one, promising to equip and empower Moses for the job.

Finally, Moses left Midian and returned to Egypt with the staff of God in his hand (Exodus 4:20). Armed with the Lord's power, his promises and a new understanding of God's name, Moses was ready to go back to Egypt and do the job God had given him.

What is our response to God when he calls us to do his work? Do we tell God we are not up to the job or ask him to give it to someone else? Are we held back by our own timidity and weakness, as Moses was?

Remember, God does not call us to do kingdom work without the promise of his power. We can *always* count on his divine strength, no matter what we are called to do or where we are called to go. God wants us to trust him at home, in the Sunday school classroom, in the workplace, on the mission field and everywhere else. He wants us to believe in his care and guidance when we are doing big or small jobs, hard jobs or easy ones. He wants us to say yes to his call on our lives; he wants the faithful obedience of *all* his children.

As part of your preparation this week, ask the Lord to give you the willingness to lead your students. Call on him for wisdom, patience and love as you teach them and model the love of Jesus. In turn, pray that God will help your children believe that their heavenly Father loves and guides them, and pray that he will give them humble, trusting hearts that are ready and willing to do what he says.

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Lesson Two at a Glance

Step	Minutes	Children's Activities	Supplies (complete list, p. 11)
1 Welcome	5–10	Watch a Paula Puppet skit.	○ Paula Puppet*
2 Bible Time	15–20	Hear why Moses left Egypt, and find out what happened when God called Moses to lead his people out of Egypt.	○ TA 1a map* ○ TA 2a Burning Bush*
3 Memory Verse	5–10	Play <i>Line Them Up</i> to review Psalm 121:1–2.	○ TA 1b Psalm 121** ○ TA 2b Psalm 121:1–2* ○ Clothesline ○ 4 clothespins or paper clips
4 Activities	10–15	Do <i>At Home 2</i> activities. Complete a coloring sheet. <i>Optional:</i> Read <i>Why Me?</i>	○ <i>At Home 2</i> ** ○ Pencils/markers or crayons ○ SA 2 coloring sheet**
5 Final Focus	5	15 Sing “My Help Comes from the Lord” (<i>Songbook</i> , p. 24). Say a closing prayer together.	○ <i>Songbook</i> ○ <i>Optional:</i> song poster, <i>Younger Elementary Vol. 1</i> CD

Total time: 40–60 minutes

* *Younger Elementary Teaching Aids Pack*
** *Younger Elementary Student Activities Pack*



Paula Puppet

Note: Paula Puppet can be made from the insert in the *Teaching Aids Pack* (includes instructions) or you may use your own puppet.



Song Poster

A large song poster would be helpful to teach the verses and refrain of the song “My Help Comes from the Lord” (based on Psalm 121 and sung to the familiar tune *Go, Tell It on the Mountain*). See p. 10.



Practical Preparation

Follow instructions to make **Paula Puppet** and prepare the **Welcome** skit in advance. Know the dialogue or make up your own to communicate the point of the skit. Put away the manual while doing the skit in class; give your full attention to the puppet and the children.

Consider telling the Bible story from Moses' point of view. If you do, plan to wear Bible-times clothing and carry a stick (shepherd's staff).

String a clothesline from one side of your classroom to the other. Attach four clothespins or large paper clips to the line to play *Line Them Up* as a review of **Psalm 121:1–2** in **Memory Verse**. (You may also plan to use these items throughout the quarter. The clothesline can display work, visual aids or a timeline, and it can be used for memory work review games in Lessons 3, 5 and 8. You'll need a total of 16 clothespins for all the Psalm 121 reviews.)

Have crayons and one **SA 2 Burning Bush coloring sheet** on hand for each child to complete in **Activities**.

Once again, children will sing “My Help Comes from the Lord.” Plan to sing the first two verses and the refrain. If possible, use the *Younger Elementary Vol. 1* CD or instruments to accompany the singing.



Welcome

5–10 minutes

Welcome the children, then turn Paula toward you as you begin.

I Don't Want to Go!

Paula: (*concerned*) I wish we weren't going on a field trip tomorrow!

Mom: Why not, Paula? I thought you liked field trips.

Paula: Not when we have to travel by bus. It's noisy and hot and boring!

Mom: What about singing songs and saying poems at the nursing home? I'm sure you'll enjoy that.

Paula: (*pouts*) No I won't! Our class has to sing a lot of songs and I have to say a poem all by myself.

Mom: (*smiles*) I'm sure you'll do a great job.

Paula: (*hesitantly*) I'm afraid I'll forget the words. I don't want to go!

Mom: (*patting Paula*) I understand how you feel. We all feel scared sometimes. Let's go over the songs and poem; I'll help you memorize the words. You know, the folks at the nursing home will be very happy to see you and your classmates tomorrow. They will enjoy the songs and poems, even if all the words aren't perfect—you can count on that!

Paula: (*brightens*) Well . . . maybe I *can* do it.

Mom: I *know* you . . .

Paula: (*interrupts*) . . . and maybe the bus trip won't be so bad after all!

Discuss Paula's fears and how her mom helped her overcome them. Then talk about times when your students have been afraid to do something new or difficult, such as learning to ride a bicycle, learning to swim, dealing with medical or physical challenges, or perhaps coping with changes in family life. Be sensitive to your particular students as you discuss what it means to do something hard, try something new or overcome fear, and how it feels when the task is done.

Say Now let us find out what Moses said and did and how he felt when God told him to do something hard. Listen as I tell you the story.



Bible Time

15–20 minutes

Open your Bible to Exodus 2. Keep it open as you teach.

Even though Moses grew up in the palace of Pharaoh and was raised among the riches of the Egyptian court, Moses knew that he



Early Arrivals



Review last week's story by asking these questions:

1. What had God promised the Israelites?
(to make them a great nation and give them their own land)
2. Where were the Israelites living when Moses was born? *(Egypt)*
3. Who wanted to kill all the Israelite baby boys?
(Pharaoh, king of Egypt)
4. Where did Moses' mother hide him?
(in a basket)
5. Who found baby Moses? *(Pharaoh's daughter, the princess)*
6. Who had a plan for Moses? *(God)*



Something Extra!

To help make the story come alive, tell the story from Moses' point of view. Wear a towel for headgear, a bathrobe and sandals, and carry a stick to represent a shepherd's staff.

was one of the Israelites, God's people. He cared about the Israelites. He did not want them to be slaves. Once, he freed an Israelite from an Egyptian who was beating him. When news of this reached Pharaoh, Moses knew he had go far away to be safe. Pharaoh did not want anyone, not even Moses, to stand up for the Israelites.

So Moses left Egypt and traveled all the way to Midian (*MID-ee-uhn*). Use your finger to trace the journey from Egypt to Midian on the map (TA 1a). While he was in Midian, he got married and became a shepherd. He looked after the flock of Jethro (*JETH-rob*), his father-in-law.

One day, Moses led the sheep to the far side of the desert to a mountain there. While the animals were quietly grazing, Moses suddenly saw flames of fire leaping from the middle of a desert bush. But as Moses looked at the crackling flames, he noticed that the bush did not burn up. "How strange," Moses said as he went over to the bush to take a closer look.

As Moses got nearer, a voice called to him from inside the bush. "Moses! Moses!" God said.

"Here I am," Moses answered.

"Take off your sandals," God said, "for the place where you are standing is holy ground. I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob."

Moses took off his shoes, just as God said. He knew that it was very, very special that God had chosen to speak to him. Display TA 2a *Burning Bush*.

"I have indeed seen the misery of my people in Egypt. . . . I am concerned about their suffering," God said. "So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land. . . . I am sending you to Pharaoh to bring my people the Israelites out of Egypt."

Ask How do you think Moses felt when God asked him to do this important job? Let the children discuss this, then continue the story. Moses did *not* want to go, and he told God so. But God promised to go with him. "I will be with you," God said.

"But maybe the people of Israel won't remember you," Moses said. "What shall I tell them when they ask who sent me?"

God said to Moses, "This is what you are to say to the Israelites: 'I AM has sent me to you . . . the LORD, the God of your fathers.' . . . This is my name forever, the name by which I am to be remembered from generation to generation."

Moses was still not ready to go. Perhaps he thought he wasn't strong, powerful or smart enough. Maybe he was scared of Pharaoh. So he kept thinking of reasons not to go. But God was patient and loving. He gave Moses three special signs to prove to the people that he had sent Moses to be their leader.

First, he told Moses to take his shepherd's staff and throw it on the ground. Moses obeyed and the staff became a snake. Then God told his servant to pick it up by the tail. Moses did what God said because he knew that God could keep the snake from biting



him. As Moses caught it by the tail, the snake became a shepherd's staff once more.

God gave Moses another powerful sign. He told Moses to put his hand inside his cloak. When Moses took his hand out, it was covered with leprosy, a terrible skin disease. God commanded Moses to put his hand back in his cloak, and when Moses took it out again, the leprosy was gone. God had healed him.

God gave Moses a third sign to help the people believe that he was their faithful, powerful Lord. He told Moses that while in Egypt, he must take some water from the Nile River and pour it out on the dry ground. God said the water would turn to blood.

Still, Moses wasn't ready to go. He told God that he couldn't speak very well. But God said, "Go; I will help you speak and will teach you what to say."

"O Lord," Moses begged, "please send someone else to do this big, hard job."

The Bible tells us that God finally became angry. The Lord had saved Moses' life as a baby. He had watched over him in Egypt. He had protected him in Midian. He had promised to be with Moses. He had promised to help Moses speak to the people. He had given Moses three powerful signs. Yes, God had done all these things for Moses and he was even willing to send Aaron, Moses' brother, to do the speaking for Moses.

Finally, Moses was ready to trust God and his power, and he obeyed God's call. With the staff of God in his hand, Moses prepared to make the long journey back to Egypt. He got ready to tell God's people, the Israelites, that the only true God, the God of their fathers, had not forgotten them. God still loved them, and he would rescue them from slavery in Egypt and lead them to the beautiful land he had promised them.



Memory Verse

5–10 minutes

Before class, string a clothesline across the classroom. Separate the four cards on **TA 2b Psalm 121:1–2** along the perforations. Use clothespins (or large paper clips) to attach the cards to the clothesline in random order. Tell the children they are going to play *Line Them Up* to go over last week's memory work. To play the game, invite volunteers to take down the cards, arrange the cards in order and reattach them to the clothesline in the correct order. Then you point to the words on each card and have the class say the verses in unison. Remove the cards, reattach them in random order and play the game again. Do this several times. Children may work alone, in pairs or in teams.



A Prayer

Dear Father in heaven, help us to believe that Thou art always good, and that what Thou doest is always best. Help us to trust Thee and to be happy in Thee, even when troubles come. Amen.

Marian M. Schoolland,
Leading Little Ones to God



Enrichment

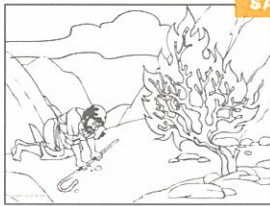
Have the children start an *All about Moses* poster. Use a children's Bible dictionary or handbook to establish facts about his life. Number each item, starting with:

1. The name *Moses* means . . .
"drawn out from water."

Include information from the first lesson, and add new facts each week.



Save TA for future lessons.



- 15** "My Help Comes from the Lord"
Songbook, p. 24



Order CD and/or extra Songbooks from Great Commission Publications at 800-695-3387 or www.gcp.org.



Items to Send Home

- At Home 2*
- SA 2 coloring sheet

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Activities

10–15 minutes

Give each child a copy of *At Home 2* and a pencil. Read aloud the title and directions for the part(s) you choose to do.

In *Who Loves and Guides Us?* help as needed. Read the prayer together. **Answer: the LORD our God**

In *Jesus Is Our Savior*, read number 1 aloud. Have the children find the matching picture and write the number in the square. Repeat this process for 2–6. **Answers: (left) 4, 6, 2; (right) 3, 1, 5**

Pass out **SA 2 Burning Bush coloring sheets** and crayons. Have the children color the picture while you review the Bible story.

If there is time at the end of this step, read the story *Why Me?* found on the back page of the *At Home 2* paper.

5

Final Focus

5 minutes

Sing the first two verses and refrain of "My Help Comes from the Lord." A large song poster would be helpful (see p. 10). Use the *Younger Elementary Vol. 1* CD or musical accompaniment.

Before closing in prayer, explain that **God sent Moses to lead the Israelites out of slavery in Egypt and lead them to the Promised Land. Many years later, God sent someone to save his people from their sins. Whom did he send? (Jesus, his Son) What did Jesus do for us? (He died on the cross for our sins.) When we trust in Jesus, we can be certain that God loves us, forgives us, cares for our needs and guides us.**

Lead the class in prayer. Have the children repeat each sentence or phrase after you.

Dear God,

Thank you for sending Jesus to show us your love.
I am glad that he died on the cross to pay for my sins.
Thank you that you called me to serve you.
Please give me courage when I am afraid.
Help me to obey your Word.

In Jesus' name,
Amen.

Make sure the children leave with their *At Home 2* papers and coloring sheets. Remind them to go over the papers with a parent.