

*Teaching Guide*



*ADULT BIBLE STUDY  
IN SIMPLIFIED ENGLISH*

# **EXODUS**

*FREED TO FOLLOW GOD*

Jack and Phyllis Merritt

BAPTISTWAY

Dallas, Texas

**ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH**  
**Teaching Guide**

**Exodus: Freed to Follow God**

Copyright © 2004 by BAPTISTWAY PRESS®.  
All rights reserved.

Permission is granted for a church to make as many copies of this publication as needed for use within its ministry. Copies of this publication are not to be sold, distributed, or used in any other manner whatsoever without written permission except in the case of brief quotations. For information, contact BAPTISTWAY PRESS, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798.

BAPTISTWAY PRESS® is registered in U.S. Patent and Trademark Office.

Unless otherwise indicated, all Scripture quotations are from the HOLY BIBLE, NEW LIFE Version, Copyright © 1969, 1976, 1978, 1983, 1986, Christian Literature International, P. O. Box 777, Canby, OR 97013. Used by permission. Identified by "N.L.V."

First edition: May 2004.

**BAPTISTWAY Management Team**

Executive Director, Baptist General Convention of Texas: Charles Wade  
Coordinator, Church Health and Growth Section: H. Lynn Eckeberger  
Director, Bible Study/Discipleship Center: Dennis Parrott  
Publishing consultant: Ross West, Positive Difference Communications

**Language Materials Team**

Writers for Exodus

Jack and Phyllis Merritt, Columbus Avenue Baptist Church, Waco, Texas

Editor for Exodus

Cindy Dake, First Baptist Church Arlington, Arlington, Texas

Paul Atkinson, Facilitator for the Basic English Team, Church Growth/New Work Consultant,  
Bible Study/Discipleship Center, Baptist General Convention of Texas

Patty Lane, Director, Office of Intercultural Initiatives, Baptist General Convention of Texas

Nelda P. Williams, Facilitators Coordinator and Manager, Curriculum Development Office

## Adult Bible Study in Simplified English—Teaching Guide

# EXODUS

## Introduction for Teachers

The purpose of this teaching guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The teaching guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Supplemental Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

The Bible text printed in the lesson material is from the NEW LIFE Version of the Bible (NLV), an inexpensive translation (not a paraphrase) which uses only an 850-word vocabulary. The NLV is available from Christian Literature International, P. O. Box 777, Canby, Oregon 97013; e-mail christian@canby.com; telephone (orders only) 1-800-324-9734.

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious law-keeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students, or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

Prayer is sometimes specifically suggested in the teaching procedures. It should be an integral part of your lesson plan. Use your own judgment as to where it best fits into the teaching session.

The writers and editors wish you success and give you prayerful support in your teaching of this Adult Bible Study in Simplified English.

**Bible Study in Simplified English is published by the Baptist General Convention of Texas and follows the same curriculum plan as the Bible Study for Texas materials, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides (\$1.95 each per quarter) as additional resources. These may be ordered through your church or directly from the Sunday School/Discipleship Division, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798, e-mail baptistway@bgct.org; FAX 214-828-5187; or toll-free telephone 1-800-355-5285.**

### About the writers

*Jack and Phyllis Merritt wrote this series of Exodus lessons. They have served as missionaries in New York, New Mexico, Georgia, and Texas. They are members of the International Bible Class at Columbus Avenue Baptist Church in Waco, Texas. They now serve Baylor University as Missionaries in Residence, working with international students, missionary kids, and Campus Women on Mission. They have two sons, Greg and Travis.*

# Suggestions for Teaching Simplified English Bible Study Lessons

## General Suggestions

- Provide language edition Bibles so students can read the focal passage in their native languages.
- Beginning students may require three sessions to complete one lesson.
- Review the Word Study before beginning the study. Provide page (see resources) for class to keep vocabulary studies in their notebooks.
- Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
- Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

## Bible Comments/Focal Text

- Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
- Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
- When time allows, pairs may read the lesson again to each other.
- Class may close books and listen as a native speaker reads the section again.
- Discuss lesson using “Things to Think About.”

## Memory Verse

- Challenge class members to say the Memory Verse several times each day.
- Provide Study Sheets for students to write Memory Verses.
- Write phrases or individual words on separate pieces of paper. Give to students to place in order.
- Write entire verse on board. Read in unison. Erase key words a few at a time. Recite the verse until the entire verse is erased and class can repeat by memory.
- Make a symbol for each word or phrase of the verse. Use the symbols as a reminder for saying the verse.

## Picture Sequencing (The Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story
  - Focus on fluency, not just accuracy
  - Focus on a message or task rather than form or grammar
  - Minimal error-correction as students tell the story
2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead cell.

## Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:
  - An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.
  - Direct quotations may be indicated with a cartoon-type bubble.

## Picture Sequencing (continued)

### **Procedure**

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several of the more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the turn of the least proficient student, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions in review of the story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

### **Lesson Expansion**

If the setting and circumstances permit,

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
  - Picture sequencing without hearing the story told
  - Matching pictures and sentences
  - Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)
  - Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)
  - Cloze (supplying a written copy with every n<sup>th</sup> word blank; students work in pairs to fill in the missing words)
  - Dictation (teacher or student telling the story while students write what they hear)
  - Provide a copy of the sentences for each student. Ask that they read the story to a partner.
- Ask students to write the story in their own words.

## **Bible passage as content for reading lesson**

Procedure:

Tell the parable or story using pictures. Use animation and simple sentences.

Ask questions about the main idea of the story.

Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.

(Intermediate or advanced students) Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.

(Beginning or low-intermediate students) Read the story again and ask the students to repeat it with you line by line.

Invite the class to read the story with you in unison.

Ask pairs to read the story to each other.

Ask for volunteers to tell the story in their own words.

Make drawings large enough for the back row to see.

3. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).

4. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat / ate, walk / walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

## Checklist for Successful Classrooms

### ◇ **Right Kind of Input**

- New language in every lesson
- Input that is slightly above the students' current level of proficiency
- Content relevant to the students' real-life needs and interests
- Language learned in meaningful chunks, not words in isolation
- Comprehensibility achieved by use of the following:
  - (1) Realia or authentic materials
  - (2) Simplified language (rephrasing, repeating, clear enunciation)
  - (3) Demonstration and multiple examples rather than explanation
  - (4) Lots of gestures and nonverbal language

### ◇ **Low Anxiety Environment**

The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community that is a safe place for risk-taking: (Students are unafraid to make mistakes or feel foolish.)

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with the students as often as possible through eye contact and/or positioning yourself on the eye level of students

Calling students by name as often as possible

### ◇ **Real-Life Interaction**

Checklist for interaction:

- Pacing of activities with a balance of noisy/quiet and still/active
- Attention to different learning styles (visual, auditory, tactile, kinesthetic)
- Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
- A focus on a task or message rather than form (grammar)
- Provision for all four skills (listening, speaking, reading, writing)
- Avoidance of questions for which answers are already known
- Use of information gap activity in which partners have different pieces of information and must ask each other questions in order to fill in their gaps of understanding
- Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
- Review previous material.

---

Some suggestions based on material developed for the EFL Training Manual — Beyond our Borders.

# Teaching Guide

## Unit 1 Getting Ready to be Free

### Lesson 1 *God Is Always at Work*

#### Lesson Focus

God will take care of us no matter what happens

#### Focal Text

Exodus 1:6-10; 1:22—2:15; 2:23-25

#### Background Text

Exodus 1-2

#### Memory Verse

“God saw the people of Israel and He cared for them.” (Exodus 2:25)

#### Connect with Life

1. Ideas for Lessons 1-13:

—During each session, view part of “The Prince of Egypt” (DreamWorks, 1998) or “The Ten Commandments” (Cecil B. DeMille, Paramount Studios, 1956). Watch it at a special time, or during the lesson, show parts of the film which apply to the day’s topic. Discuss difference between the movie and the Bible.

—Find pictures from the Internet or children’s Sunday School departments. Place them in order on a bulletin board as you studio these lessons.

—Provide large pieces of paper and markers. Assign students to take sections of the lesson to illustration.

2. (For Lesson 1) Say: *This lesson tells how God prepared Moses to lead the Hebrew people out of Egypt. We learn that God will take care of us, no matter what else happens.*

#### Guide the Study

3. Prepare a poster:

**Exodus: Freed to Follow God**  
**Unit 1: Getting Ready to be Free**  
**Lesson 1: God Is Always at Work**

4. Read Genesis 1: 6-7. Explain that the book of Genesis closes with the story of the death of Joseph at

age 110 (Genesis 50:26) after he had lived in Egypt for more than 80 years (Gen. 41:46) and had risen high in Egypt’s government, second only to Pharaoh. His extended family (father, brothers, and their families) had come to Egypt—all 70 of them. Their numbers increased greatly in in 430 years (Exo. 12:40) to 603,550 men over age 20 (Num. 1:44-47). (This did not include women, children, or anyone in the tribe of Levi, so the actual number was considerably larger.) The new Pharaoh began to worry about so many “foreigners.”

5. Display this outline:

—Egyptian Plan to Solve the Problem (Genesis 1:10, 22)

—The Birth of Moses (Exodus 2:1-10)

—Fight and Flight (Exodus 2:11-25)

6. Read Exodus 1:8-10. Ask: *How did Pharaoh think he could solve the Hebrew overpopulation problem?* (Weaken them; gain economic benefit from their work)

7. Explain briefly what happened in Exodus 1:11-21.

Read Exodus 1:22. Use the following:

—Slave-gang overseers forced Hebrew people to make bricks. The Hebrews continued to increase in number.

—Next, the Egyptians tried to make the Hebrews’ work load even harder. Still, the people multiplied.

—The Hebrew women who helped deliver babies were told to put to death all the new boy babies. Instead they would come after the babies were born when the mothers had taken away the babies.

—When the Hebrews kept growing in numbers, the boy babies were ordered to be thrown into the Nile River.

8. Read Exodus 1:11. Ask: *What is the meaning of the word Pharaoh?* The word comes from *perao* which meant *great house*. Sometimes we use the words *The White House* to indicate a reference to the president of the United States. *Pharaoh* means *ruler*.

9. Read Exodus 2:1-4. Make a list on the board of the names of the family of Moses:

—Moses’ father: Amram

—Moses’ mother: Jochebed

—The 3 children: Miriam, Aaron, and Moses.

10. Discuss how Moses’ mother was able to keep Moses alive. Say: *When Moses was born, his mother hid him for*

three months. After she could no longer hide him, she took papyrus reeds from the edge of the Nile River to make a basket for the baby. Miriam was told to watch over her brother while he was placed in the basket in the water. It's unclear whether or not Jochebed expected and hoped Pharaoh's daughter would discover baby Moses when she came down to the Nile to bathe, and upon finding him, would give him another chance to live.

11 Read Exodus 2:5-10. Discuss how God used Moses' sister, mother, and Pharaoh's daughter to care of him.

12. Read Exodus 2:11-15. Say: *These verses tell all we know about the first 40 years of Moses' life. He benefited from being a child of Pharaoh's daughter. The Egyptians had knowledge of astronomy, mathematics, engineering, construction, human anatomy, and art.*

13. Read Acts 7:22. (Read Acts 7:17- 51 for all the story of Moses from Stephen's sermon). Read Hebrews 11:24-29. Ask: *Why did Moses not want to be called the son of Pharaoh's daughter when he grew up?* (He was willing to suffer with God's people instead of enjoying the life of royalty and pleasure—experiences which last for only a short time). Read Hebrews 11:22-26.

14. Read Exodus 2:13-15. Ask: *Why did Moses have to leave Egypt?*

15. Ask someone ahead of time to read Exodus 2:16-22 and be prepared to tell the class what happened to Moses. (He helped some women get water from a well for their sheep. They were the daughters of a priest and invited Moses home for a meal. After some time, the priest offered to let his daughter, Zipporah, marry Moses. They had a son named Gershom [means *stranger*, because Moses was in a stranger in a strange land].)

16. Read Exodus 2:23-25. Ask: *What was the news Moses learned about Pharaoh? Were the people still having a rough time? Had God forgotten His people?*

## Encourage Application

17. Ask: *What can we learn from this lesson?*

Write on the board:

—God used many women in this story.

—God hears the cry of God's people.

Say: *We can be sure God wants us to ask for what we need, and He will hear and answer.* Write out the following verses and ask students to read them: Jeremiah 33:3, Hebrews 4:15, Hebrews 7:25, 2 Corinthians 12:9, Romans 8:28).

—God's work must be done in God's way.

Say: *Moses tried to fight with physical strength and his own will power. He failed. Things never turn out right when we go ahead of God and do things our own way.* (Read James 3:17.)

18. Display these phrases. Encourage the class to remember this week: *God heard, remembered, saw, and cared.* Point out that God kept the promise first given to Abraham. Ask: *Does this encourage you?*

19. Discuss Things to Think About (in the Study Guide). Read the Memory Verse together. Review the Word List. Close with prayer, asking God to lead each person to make right choices and to look for Him at work in their lives.

## Supplemental Teaching Ideas

### Connect with Life

1. Explain: When written as *The Exodus* (with capital letters), it refers to the time when God freed His people from slavery in Egypt. Exodus is also the name of the second book in the Old Testament. The first five books of the Bible are called the *torah* or the law. They were first written on five sheepskin scrolls which were about 30 feet in length. The five scrolls (the word *penta* means *five*) were placed in a cover to protect them. Which was called the *teuchos* in Greek. Now these first five books are called the Pentateuch.

2. Ask someone to read Exodus 1:6-8. Ask: *What is the meaning of verse 8?* Read verses 9-10. Ask: *What kind of leader was Pharaoh? What was he afraid of?* Four centuries passed between verses 6 and 8. The Hebrews had prospered and multiplied in number, and the newest Pharaoh was evil. Ask: *Are leaders today like this? Have leaders changed? Can you think of world leaders who have done these things?*

### Guide the Study

1. Write *Moses* on the board and the following topics: —**Birth and Early Life of Moses** (Exodus 2:1-10)

Say: *Moses was the adopted son of Pharaoh's daughter.* (Read Acts 7:21-22.) *Moses' education by the Hebrews and the Egyptians prepared him.*

—**The Fall of Moses** (Exodus 2:11-15)

Discuss how God used Moses' killing of the Egyptian. State that Moses took the side of his people.

—**God Is Still at Work** (Exodus 2:23-25)

Summarize how these verses show God's care for His people. Explain that this chapter of Exodus covers Moses' birth, early training, and battle with the Egyptian, going away to Midian, and his marriage.

# Teaching Guide

## Unit 1 Getting Ready to Be Free

### Lesson 2 Excuses

#### Lesson Focus

Our reasons for not obeying God's call are really only excuses

#### Focal Text

Exodus 3:1-14; 4:1-15

#### Background Text

Exodus 3-4

#### Memory Verse

"And God said to Moses, I AM WHO I AM."—Exodus 3:14

#### Connect with Life

1. Point out that this study is called "Excuses." Define the word and ask for examples of excuses for why students have not done their homework or why a worker has not completed his work. Ask: *What are some reasons we make excuses?* (So we will not get in trouble; so we will not have to do something; so we will not get punished, etc.) Say: *We are much like Moses when we make excuses.*

#### Guide the Study

2. Say: *Moses had many exciting things happen to him. This lesson is about what happened to change his whole life.*

3. Refer to the following (on poster or board) as students read the Scripture passages while you explain each topic.

##### Excuses

1. Standing on Holy Land (Exodus 3:1-6)
  2. God's Love (Exodus 3:7-9)
  3. God's Leader (Exodus 3:10-12)
  4. Who is God? (Exodus 3:13-14)
  5. Unwilling (Exodus 4:1)
  6. God Shows His Power (Exodus 4:2-12)
  7. No Excuses (Exodus 4:13-15)
4. Read Exodus 3:1-6. Ask: *What was Moses doing*

*when he was surprised by God? (Shepherding sheep) Was this his everyday job? (Yes)*

5. Read Genesis 16:7; 21:17; 22:11; Judges 6:11. Explain that "the angel of the Lord" is the way the Old Testament talked about times when God came to speak to men.

6. Ask: *How many times did God call Moses' name? Why did He tell Moses to take off his shoes? (He was standing on ground made holy because God was there.) Then the voice told Moses, "I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob" (Exo. 3:6). Moses hid his face because he was seeing God's special glory.*

7. Read Exodus 3:7-9. Discuss the actions of God. Write on board: *see, hear, and come down.* Ask: *How does this show God's love towards His people?*

8. Read Exodus 3:10-12. Ask: *What was God's plan for Moses?*

9. Read Exodus 3:11-12. Ask: *What was Moses' question? Say: Moses asked the wrong question, "Who am I?" It is more important to know who God is than think about who we are. Moses was 80 years old. It had been 40 years since he had killed the Egyptian. Yet everything Moses had done prepared him for this hour.*

10. Read Exodus 3:13-14. Discuss the answer to Moses' question about the name of God. Moses thought he would be asked the name of the God Who was sending him. God told Moses His name: "I AM WHO I AM." Moses was to tell the Hebrew people, "I AM has sent me to this people of Israel." Review the Study Guide details of this section on page 12.

Explain that *the Lord* is a translation of the Hebrew letters *YHWH* which comes from the verb that means *I AM*. The Hebrews would not say *YHWH* because it was too holy to say. Instead they would say *Adonai* which means *Lord*. There were no vowels written for Hebrew at first. Later, the vowels were added, and the word became *YeHoWah* or we now say *Jehovah*. This word was allowed to be pronounced.

11. Read Exodus 4:1. Say: *Moses was not willing to answer God's call. He had two questions: (Write on*

board and discuss.)

—“Who am I?” (Exodus 3:11)

—“Who are you?” (Exodus 3:13)

Say: *Moses asked, “What if they will not believe me?”*

12. Read Exodus 4:2-12. Ask: *What was the proof God gave Moses?* Explain the following points:

—Discuss if you would do as Moses did when he threw his stick on the ground. Say: *It became a snake. Then Moses needed a stick to protect himself from the snake.*

Ask: *Would you have obeyed if He had asked you to pick up the snake by the tail?*

Say: *Moses obeyed even though he must have been afraid. It became a stick again. This would be a sign that God had sent Moses.*

Ask: *What happened when God told Moses to put his hand inside his coat?*

Ask: *What was the next proof if the people would not believe?* (Moses was to take water from the Nile River and pour it on dry ground. It would turn to blood. The Egyptians thought the Nile was special. If Moses could do this, the Hebrews would know the God of their Fathers had sent him.)

Discuss the final problem Moses talked about. (He said he could not talk well.)

Ask: *Did Moses think he was going to talk Pharaoh into letting the people go? What was God’s answer?* Discuss whether Moses was criticizing the God who had chosen Him when He felt he could not do the work.

13. Read Exodus 4:13-15. Discuss the Things to Think About questions from the Study Guide.

Ask: *Have you ever asked God to use someone else to do His work?*

Say: *God gave Moses the job and told him He would be with Moses’ mouth and with his brother’s mouth. Aaron would go with him to help. The two brothers went to Egypt, gathered the leaders together, and showed them the special works God had given Moses. When the leaders “heard that the Lord cared about the people of Israel and had seen their suffering, they bowed to the ground and worshiped” (Exodus 4:31).*

## Encourage Application

14. Say: *Wherever we meet God, it is a place of holy ground. We should not become so busy that we miss the voice of God.*

Ask: *Does God care when people are hurting? How do we see that in this lesson?*

Say: *God knows our problems.* Read 1 Peter 1:6-7. Remind the class that God will not allow us to be tempted more than we can bear. Read 1 Corinthians 10:13.

15. Read the Memory Verse together. Review the Word List. Point out that God is still calling imperfect people like us to be His servants. Close with prayer that we might hear, and answer God’s call and not use excuses.

## Supplemental Teaching Ideas

### Connect with Life

1. Use the two-person skit for this lesson from BaptistWay Press (include below).

2. Ask members to list some excuses people make so that they do not have to get involved in helping others. How many of these excuses have they used?

### Guide the Study

1. Lead members to review of Exodus 2. Give a brief lecture through Exodus 3:10. Ask: *What do you think was the most powerful statement God made to Moses?*

2. Read Exodus 3:11-12. Discuss the meaning of these words: “Who am I?” Tell how God responded.

3. Read Exodus 4:10-14. Discuss the meaning of the words “I am slow of speech.” Discuss Moses’ questions, God’s questions, and God’s care.

### Reporter and Moses

*Props: Microphone for reporter; staff for Moses.*

**Reporter:** Good morning. This is \_\_\_\_\_ of KXOD reporting to you from the desert near Horeb, called the Mountain of God. We are here for an interview with a shepherd named Moses. We have no last name for him. He is an ordinary man who has had an extra-ordinary experience. Here he comes now. Moses! Thank you for talking to us today.

**Moses:** Glad to do it. I am always happy to get away from those sheep.

**Reporter:** (*shakes head, “Yes.”*) We have heard that you had a most unusual experience out here. Would you tell us what happened?

**Moses:** Well, really, I am not very good at talking, but I will try. It was a big surprise to me!

**Reporter:** Yes? Go on.

**Moses:** (Continue...allowing about five minutes for the story from Exodus 3:1-4 and 4:1-15).

**Reporter:** Thank you, Moses. That is a wonderful story. Our time is gone, but I am sure we will be hearing from you again. Shalom. Good-bye.

# Teaching Guide

## Unit 1 Getting Ready to Be Free Lesson 3 *No One Has More Power than God*

### Lesson Focus

The greatness of God's power makes it impossible to stand against God's way.

### Focal Text

Exodus 7:1-6, 14-18; 8:1-3,16,20-21; 9:1-4, 8-9,22-26; 10:3-6,21-23,27-29

### Background Text

Exodus 5-10

### Memory Verse

"The Egyptians will know that I am the Lord." Exodus 7:5

### Connect with Life

1. Ask class to call out as many of the plagues as they can remember. Write them randomly on the board.

2. Use the following ideas to review the first nine plagues. State that at the end of the study, we will know all nine plagues and understand their meanings:

**Blood.** Simulate turning the Nile waters turn to blood by putting red food coloring in a pitcher of water, pouring several glasses, and setting on a table.

**Frogs.** Before class cut several frogs out of green paper. Place the frogs in a paper sack and throw them out of the sack all over the members.

**Lice/gnats.** Use a hole punch to make many small dots. Tape them to arms of some class members. These are the bugs that bite.

**Flies.** Cut out pictures of flies and ask a member to tape them to different parts of the room.

Disease of the **animals.** Bring stuffed animals or toy animals you can borrow from the church nursery. Place them upside down around the room.

**Bad Sores.** Cut 10-20 dime-size circles out of foam cups or plates. Tape these on members' arms.

**Locusts.** Cut ovals from brown paper. Take them out of a container and throw them around the room.

**Hail.** Bring small ice cubes in an ice chest. Scoop them out and drop them in a large flat bowl (or on a water-proof table cloth).

**Darkness.** Turn out the lights in your classroom. If possible, cover windows so it is very dark in the room. In one corner, use a flashlight to show that only the Hebrews had light.

### Guide the Study

3. Read Exodus 7:1-6. Say: *Moses was still not sure he wanted to do what God wanted him to. He was not sure he was able to do the job. He did not trust God enough.*

Ask: *What was God's purpose? See 7:5 for answer.*

4. Prepare study sheets for members to write each of the signs—a simple handout with lesson title at the top, and the number 1-9 along the side of the page.) Beside each, write the Bible verses corresponding to each plague (verses are listed in #2 in Supplemental Teaching Ideas).

Write the bold words on a marker board as class members participate in this discussion:

**Water Becomes Blood** (7:14-18). Say: *This first sign was between the gods of Egypt—the god of the Nile—and the one true God. Pharaoh was not impressed.*

**Frogs Cover the Land** (8:1-6). Say: *This plague showed God's power over another Egyptian god, the goddess, Heqt. The frog was a symbol of life-giving power, but now became a symbol of death.*

**Small Bugs that Bite** (8:16-19). Ask: *What did the magicians say about this plague?*

5. Ask a group to find the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> signs using the Bible verses in the Study Guide. Read the verses and ask for members to give one sentence about each plague. (Ask questions found in #2 for these plagues in Supplemental Teaching Ideas.)

6. Continue with the last three signs. Encourage members to fill out their study sheets.

**Large Hail and Fire** (9:18-28, 33-34). Say: *The Egyptians who feared God brought their servants and animals inside. Ask: Why was there no hail in Goshen?*

**Locusts** (10:3-7, 12-18). Ask: *What did Pharaoh's servants want Pharaoh to do?*

Read 10:20 and comment that Pharaoh was not changing.

**Darkness Covers the Land** (10:21-29). This plague again showed how God was more powerful than the Egyptian gods. See verse 28 for what Pharaoh said to Moses.

## Encourage Application

7. Say: *Some people, when they are young, might listen carefully to the word of God. Later if they do not continue to listen to God, their hearts can grow as hard as Pharaoh's. We too can become hard. Even when we listen to the truths of the Bible, they make no difference in our lives.*

Ask: *What can we do to change this?*

Say: *Being truly sorry for our sins means we change our lives. Pharaoh was always sorry for what happened when the plagues came, but he always went back to his old ways and said no.*

8. Discuss Things to Think About from the Study Guide. Read the Memory Verse. Review the Word List. Close with prayer for God to soften our hearts so that we will listen to Him.

## Supplemental Teaching Ideas

### Connect with Life

1. Ask members to write down as many of the plagues as they can remember. Say: *This lesson is about the first 9 plagues. Open your Bibles to Exodus 7-10. Read all of these chapters later. Today we will read the verses found on page 19 of the Study Guide.*

### Guide the Study

1. Give a review from Exodus 5 of what happened after Moses left Midian to return to Egypt:

Moses performed signs so the elders of Israel would know God sent him. Then he and his brother Aaron went to see Pharaoh. They said what God told them, "Let My people go" (5:1). The purpose was to celebrate a feast in the wilderness.

Moses and Aaron asked again. Pharaoh said the Hebrews had to return to work, but they would not receive straw for their bricks. They had to spend extra time gathering straw and could not make as many bricks as before. The Hebrew bosses were beaten for this.

When they complained to Pharaoh, he told them since they had enough time to ask to go and worship, they had time to work more and harder. He said they were lazy.

This caused the slaves to blame Moses and Aaron for their problems. Moses asked God, "Why did You ever send me" (5:22)? Things seem to be getting worse.

God said He would keep His word, free them, and bring them to the Promised Land. Moses told them, but they would not listen. Moses thought Pharaoh was sure not to listen if his own people would not.

2. Use the following questions as you study the nine plagues:

#### The Plague of Blood (7:14-24)

Why did Pharaoh go to the Nile each morning?

Was this a fight between Moses and Pharaoh? If not, who?

What did Pharaoh say?

#### The Plague of Frogs (8:1-15)

What was the meaning of the frogs?

How did dead frogs show that the Egyptian god had no power?

#### The Plague of Bugs that Bite (Lice) (8:16-19)

What was the meaning of this plague?

What did the magicians say to Pharaoh?

#### The Plague of the Flies (8:20-32)

In what way was this plague different from the first 3?

How did Pharaoh try to get Moses to do something different?

What happened?

#### The Plague on the Animals (9:1-7)

Who would bring this plague (9:3)?

Was a disease going to happen to all the animals in the land?

What did Pharaoh say?

#### The Plague of Bad Sores (9:8-12)

Where did the ashes come from?

What did Pharaoh say?

#### The Plague of Hail (9:18-28,33-34)

How was God's message different this time? (v. 19: a warning that could prevent deaths)

Where did it not hail?

What did Pharaoh say?

#### The Plague of Locusts (10:3-7,12-18)

What was the change from Pharaoh's servants?

What did Pharaoh say?

#### The Plague of Darkness (10:21-29)

How long did the darkness last?

How did the darkness show that God had more power than the gods of Egypt?

What did Pharaoh ask Moses?

## Encourage Application

1. State that this lesson has looked at nine signs God gave and the nine times Pharaoh said no. Say: *We see how foolish Pharaoh was to keep saying no to God.*

Ask: *In what ways do we harden our hearts against God's will?*

# Teaching Guide

## Unit 2 God's Power to Deliver Lesson 4 *A Night Never to be Forgotten*

### Lesson Focus

God's great power brings joy to those who obey Him and disaster to those who disobey Him.

### Focal Text

Exodus 11:1-8; 12:21-32

### Background Text

Exodus 11:1—13:16

### Memory Verse

“Then the people of Israel went and did what the Lord had told Moses and Aaron.”  
(Exodus 12:28)

### Connect with Life

1. On a board or poster, write: *I will never forget* \_\_\_\_\_. Ask members to complete the sentence and tell what they will never forget (a wedding, birth of child, etc.). Ask whether any of their unforgettable experiences changed their lives and in what way.
2. State that one of the most amazing and life-changing happenings was in Egypt thousands of years ago when God brought His chosen people out of slavery. This was so important that God told them to celebrate the Passover as a festival to the Lord. It was a time they would never forget. For the past 4,000 years, this meal has continued to be eaten to remember when they left Egypt.

### Guide the Study

3. Ask students to review the first nine plagues and the answers Pharaoh gave each time to Moses telling him he would not let the people go. To help members remember, write the following on the board for members to repeat:  
Moses: “Will you let our people go?”  
Pharaoh: “No!”
4. Write the word *Passover* on the board. Ask what the word means. Explain what happened when the angel

of death passed over the doors of every family who had placed the blood of the lamb on their door. Explain about the importance of this meal for Jews today. Compare Passover to the Lord's Supper.

5. Display the following subhead (in bold) as a teaching outline:

#### **Moses' Bold Meeting with Pharaoh**

Read Exodus 11:1-8. Point out that this time the word for *plague* in Hebrew was a different word from the first nine. This time, it meant *strike* or *blow*. This final sign would be much worse than the others.

Ask: *Why did God tell the Hebrews to go to their neighbors and ask for things made of silver and gold?*

#### **The Hebrews Obey God**

Read Exodus 12:21-28. Say: *In verses 21-23, Moses was repeating to the people what God had told him in the first part of chapter 12. In verses 24-27a, we read how Moses explained what to do on Passover that night and in the future. Pass out crackers or matzos for the class to eat as they listen to these verses.*

Ask: *How would the Hebrew families pass on their celebration of Passover? What are some celebrations passed along in your family?*

Read verses 27b-28 again. Ask: *What did the Hebrews do? (They worshiped, and they obeyed.)*

#### **The Sorrow of the Egyptians**

Read Exodus 12:29-32.

Ask: *Why do you think Pharaoh made the final request found in verse 32b?*

Discuss whether the final plague was the defeat of an evil ruler or if it was about a greater conflict. Read verse 12:12 again.

### Encourage Application

6. Lead in a discussion of the importance of observing Christian traditions.
7. Read the first three points in “Things to Think About” in the Study Guide. Allow time for members to think about their answers. Review the Word List and Memory Verse.

8. Close with a prayer of commitment to remember God's goodness and mercy in our lives.

### **Supplemental Teaching Ideas** **Connect with Life**

1. Point out the lesson title. State that this lesson talks about the night of the Passover in Egypt, the beginning of the Exodus of the Hebrews from Egypt. Ask: *Can you think of a time in your life that you will never forget?* Ask for a few people to share these memories. Ask: *In what ways did you see God's hand in this?*

2. Point out that God gave protection for the Hebrews when He brought the last plague on Egypt. Gather and show items which provide protection which provide protection: potholders, sun lotion, toothpaste, an umbrella, a catcher's mask. Ask members to tell how these items give protection. Say: *This lesson is about a time when God saved His people from the death of each first-born child.*

### **Guide the Study**

1. Read Exodus 11:1-3. Ask members to tell what they think is the most important part of verse 11:1. Ask: *Does the instruction from God in verse 11:2-3 sound unusual? Why did the Egyptians give their gold and silver?* Read Exodus 12:35-36. Remind members that the Hebrews would need help for the long journey ahead.

2. Read God's message to Pharaoh delivered by Moses in Exodus 11:4-8. Ask: *Why was Moses very angry when he left Pharaoh?* Remind members that nine different times Pharaoh had listened, ignored, changed his mind, tried to bargain, and refused to obey God. Say: *This last plague would be the last and could not be ignored.*

Ask: *Is there a lesson here for us today?*

3. Give a summary of Exodus 12:1-20 of the instructions to Moses and Aaron. The message was to prepare the Hebrews for the Passover night and help them remember the night for all the future. The Hebrews were to eat the meal dressed for the trip they would take, sandals on their feet, sticks in their hands, and in a hurry to leave.

4. Read Exodus 12:21-28. Say: *The lamb was roasted and eaten. The blood from the lamb was put on the doorframes of each house. No one was to go outside until morning. The Lord would pass through the land to strike the Egyptians, but would pass over the houses where there was blood.* Remind the class that Pharaoh had many chances to let the Hebrews go. He had once ordered that all male babies of the Hebrews be killed.

5. Read Exodus 12:29-32. Say: *At midnight, the firstborn of all Egypt, from the son of Pharaoh to the son of a prisoner, were struck down. There was loud crying all over Egypt.* Ask members to tell how Pharaoh called Moses and Aaron in the middle of the night. Say: *Pharaoh's defeat is complete. God had shown His power over Pharaoh and the gods of the Egyptians.*

### **Encourage Application**

1. Say: *God helped the Hebrews who were suffering as slaves.* Ask members to share how God has helped them when they were suffering. Ask: *Are there people today who are suffering? How can we help them find freedom from sin, from hunger, from illness?*

2. Read Psalms 121:5-6 and close with thanksgiving that God watches over us and takes care of us.

# Teaching Guide

## Unit 2 God's Power to Deliver

### Lesson 5 *Sing to the Lord*

#### Lesson Focus

We can rejoice that God acts powerfully in our lives to give us victory over life's problems which threaten to enslave us.

#### Focal Text

Exodus 14:21 to 15:3,20-21

#### Background Text

Exodus 13:17 to 15:21

#### Memory Verse

"I will sing to the Lord, for He is praised for His greatness." (Exodus 15:1b)

#### Connect with Life

1. Write the lesson title and Bible text on the board. Ask: *What keeps Christians from having a smile on their faces and a song in their hearts? What keeps us from having joy in our worship?* List answers on the board.
2. Explain that this study is about a time when the Hebrews experienced another mighty act of God. They had much to be thankful for. We have even more. Think about God's blessings as we look at this study.

#### Guide the Study

3. Find a wall map (or draw your own map) showing the path of the Hebrews' journey when they left Egypt. Show that they did not take the easiest route. Say: *God was leading them the way they needed to go.*
4. Explain the importance of the pillars of fire and light. Say: *These showed the people the way to go and gave them light. These are also examples of God's presence and protection.*
5. Lead members in a discussion of why the Hebrews were so quick to doubt God's power. Read Exodus 14:10-12. Ask: *What do we complain about?*
6. Make a poster with two headings: *Hebrews' Fear*

and *God's Help*. Find a picture of the Egyptian soldiers and chariots—or draw stick figures—for the *Fear* column. In the *Help* column, put a picture of the Egyptians being washed away.

7. Read Exodus 14:13-14. Ask: *How has Moses changed since he first said he was not a good speaker? What has made the difference?*

8. Read Exodus 14:21-31. Remind the class of the importance of what happened: *A whole nation of people, their possessions, and animals were running from the army of their former master. Pharaoh's army had more than 600 war wagons, men on horses, chasing them. God was directing the ways of all of them.*

Point out that God used miracles and natural means to make the waters part.

Read 14:30-31 again. Ask: *What was different for the Hebrews after God showed His mighty power?*

Say: *The Hebrew people grew in faith in Moses and in God because of what God did.*

9. Review Exodus 15:1-21. Make a list on the board of ways Moses praised God. Discuss questions in Things to Think About in the Study Guide.

10. Read together Miriam's song in Exodus 15:20-21. Explain that this was another act of praise to celebrate how God saved the Hebrews. The song is *about* God and also *to* God. We see that God is *with* His people in the pillar by day and night, and also that He is doing things *for* His people.

#### Encourage Application

11. Remind the class that they were asked to think about God's blessings before the study began. Ask: *Can you share reasons you should be joyful and thankful?*
12. Repeat the Memory Verse together. Review the Word List.
13. Ask: *Why do we forget to be happy when we worship? What are we afraid of? Do we not see God at work in our lives?*  
Say: *Worship is the result of redemption—that is, when God saves us, we want to worship Him. The*

*Hebrew people looked back at the time they were made free from slavery. They looked ahead to God's Promised Land.*

14. Sing a song of worship to God. Close with prayer, asking God to help put a song in the hearts of all those present—a song to share with others.

### **Supplemental Teaching Ideas**

#### **Connect with Life**

1. Prepare a pan with water and a straw. Ask someone to blow on the water to make it separate. Ask class to imagine the power it took to separate the water so an entire nation could cross on dry land. Say: *God's power is the only power that can bring salvation.*

2. Divide the class into pairs. Direct members to ask and answer the following interview. Write the questions on a poster or the board before class begins. Model the questions and ask class to repeat chorally:

*What are some things which make you smile?*

*Do you have a song in your heart?*

*Have you ever?*

*What stops you from saying "thank you" to God?*

Allow time for pairs to complete the interview.

#### **Guide the Study**

1. Use the following as you study Exodus 13:7 to 14:20:

—The Hebrews could have gone three ways to leave Egypt. Which way did they go? Why?

—Look at a wall map of Egypt. Put a clear plastic cover over the map and draw the way the Hebrews went.

—Were the Hebrews sure that Moses could lead them to safety? State that this is the first of many complaints against Moses and God.

—What commands did Moses give the people in Exodus 14:13-14?

—What was God's purpose? (See Exodus 14:17-18.)

2. Remind the class of the pan of water and straw. Share that parting the waters for the Hebrews was an amazing act of God for His chosen people. Ever since that time, the Hebrews knew that God was a Mighty Deliverer.

Say: *God is both Savior and Judge. There were perhaps two million Hebrews. They would have to cross through the sea in groups about half a mile wide.*

3. Read Exodus 14:19-20. Point out that the same cloud that provided light for the Hebrews brought only darkness to the Egyptians who were chasing them.

4. Read aloud Exodus 14:21-31. Explain the words of the

Egyptians in verse 25a and how the Hebrews responded to what they had seen (vv. 30-31).

5. Read Exodus 15:1-2. State that chapter 15 is the Hebrews' song of victory. The first three verses are a description of God as:

—One Who gives power to His people

—One Who saves His people

—One Who calls for our devotion

6. Read Miriam's song from Exodus 15:20-21. Direct members to re-write Miriam's song on the board in their own words.

# Teaching Guide

## Unit 2 God's Power to Deliver Lesson 6 *Not Slaves, But Not Free*

### Lesson Focus

Rather than trying to make God change to do what we want, we can trust God to give us what we need.

### Focal Text

Exodus 15:23 to 16:7; 17:1-7

### Background Text

Exodus 15:22—18:27

### Memory Verse

“Listen well to the voice of the Lord your God. Do what is right in His eyes. Listen to what He tells you, and obey all His laws.”  
(Exodus 15:26)

### Connect with Life

1. Ask members to name as many complaints as they can in 60 seconds. The complaints can be about anything except people: Weather, food, school, work, etc.

Ask: *How do you feel when people around you complain all the time? What happens to you if you complain a lot? Does it help or hurt?*

2. Remind the class that when we complain, it usually does not do us or anyone else much good. It might even make us so sad that we stop thinking about the good things God does for us.

Say: *This lesson will tell us about what happened to the Hebrews when they complained.*

### Guide the Study

3. Say: *God had already done many powerful works for the Hebrews. Ask: How many can you remember? (The Exodus, pillars of cloud and fire, parting of the water, death of the Egyptian army, etc.)*

4. Point out that now they were traveling through the desert. Read Exodus 15:22-26. Provide individual maps or a wall map to locate the geographical setting,

which was eastward from Egypt, into the desert of Shur toward Sinai. Ask: *What was the first crisis? How did the people act?*

5. Write this word on the board: *Gimme*. Ask the class if they know what it means when a child is standing in front of the candy at the grocery store and says, “*Gimme* that.” Then write, “*Give me*” under *Gimme* and say: *This is what the Hebrews kept saying. They were not thankful for what they had; they always wanted more.*

6. Read Exodus 15:26. Ask members to discuss what it means that God is a healer.

7. Make a poster with these words:

—Elim (Exodus 15:27 to 16:7)

—Rephidim (Exodus 17:1-7)

—Battle (Exodus 17:8-16)

8. Read the verses which go with each section. Use the following outline:

A quick overview of the story

What was the problem

What were the Hebrews thinking

What happened

Include the following:

**Elim.** Show this place on the map. Discuss the short stay here and the Hebrews' changeability. Explain that the Desert of Sin was named for a plant with that name. Discuss the manna from heaven and the teachings about how they were to gather, use, and eat it (16:13-31).

**Rephidim.** Locate on map. Discuss how difficult it would be to find water for so many people and their animals. Ask for the meaning of the two names given this place. Talk about how God used the sweet water to teach a lesson.

**Battle.** Name the people who had a major part in this battle. Talk about how God helped them. Explain the meaning of the flag or banner in Exodus 17:15. Ask everyone to hold up their hands while you count to 20.

Ask: *Did you become tired?* Talk about the help Moses received from Aaron and Hur.

## Encourage Application

9. List how the Hebrews complained and showed they lacked faith. Ask: *Do we act the same way? Have you ever given someone a gift, and they opened it and said, "Oh, I really wanted another kind"?*

10. Ask: *What keeps us from being grateful? Say: Being grateful means we are content with what God gives us, and we thank Him every day.* Review the Things to Think About questions from the Study Guide.

11. Review the Word List. Say the Memory Verse together. Close with prayer for more awareness of God's blessings.

## Supplemental Teaching Ideas

### Connect with Life

1. Make a poster with these words placed randomly: Loss of job, Fire, Problems with children, Death of a loved one, Car accident, Illness.

Point out that all of these words are about real-life problems. Say: *This lesson will help us understand how God took care of the Hebrews' needs and will help us learn how God can take care of our own problems and needs.*

### Guide the Study

1. Read Exodus 15:22-26. Point out that the Hebrews forgot very quickly the great things God had done. Look at a map as you read the verses.

Ask: *When the Hebrews began to complain, what did Moses do first? Point out that God "healed" the water and promised to heal the people.*

2. Read Exodus 15:27 to 16:7. Ask: *How do we explain why the Hebrews complained so much? What did the Hebrews want? Why did God tell them the teachings in verses 4-5?*

3. Read Exodus 17:1-7. Ask: *What was the physical need? What were the people saying to Moses? What did Moses ask God? What was God doing for the people?*

4. Before the meeting, practice "A Jazz Chant," or ask someone to lead this activity and give them the "song" a few days before you meet. (See next column.) As the leader reads each line, he/she will slap hands on knees, clap hands together, snap fingers. Class members repeat the line after the leader.

### Encourage Application

1. Prepare a poster with this title: "Lessons for Today."

Encourage discussion and examples as you read:

—Do we long for the "good old days"?

—Do we do not want to give up our own personal desires?

—Do we think too much about the negative?

—God's timing is not always our timing.

—God does not always answer our prayers in the way we expect.

—We can trust that God always gives us enough.

2. Ask: *Can you think of a time when God gave you what you needed?* Read Philippians 4:19.

### A Jazz Chant

<b>Slap</b>	<b>Clap</b>	<b>Snap</b>
Moving	on	again,
The	Israelites	go.
They were	so	many,
They had	to move	slow.
There was	no	water.
Throats	are	dry.
People	get	mad,
Complain	and	cry.
God	tells	Moses,
"Hit	that	rock."
Water	does	flow
And on	they	go.
Soldiers	rush	out
To pick	a	fight.
Moses	does	pray,
Soldiers	go	away.
Moses	needs	help,
His job's	too	big.
Problems	need	solved,
Others	get	involved.
God	knew	their needs.
He knows	ours,	too.
He's	just as	willing
To help	me	and you.

Adapted from: Primary Sabbath School Program, July 4, 1998. From NAD Children's Ministries (author: Lisa Seeders). ([http://nadadventist.org/cm/SS/helps/p74\\_98.txt](http://nadadventist.org/cm/SS/helps/p74_98.txt))

# Teaching Guide

## Unit 3 God Teaches His People How to Live

### Lesson 7 God's Great Offer and Demand

#### Lesson Focus

Our relationship to God is begun by His grace and love, but our response to God is necessary for that relationship to continue.

#### Focal Text

Exodus 19:1-12

#### Background Text

Exodus 19

#### Memory Verse

“We will do all that the Lord has said!”  
(Exodus 19:8)

#### Connect with Life

1. Say: *When we take the blessings God offers and do not obey God, we are acting much like the people in the lesson we will study today. God loves us, and if we want to be in a relationship with Him, we will obey Him.*

#### Guide the Study

2. Review the first two units of this study of Exodus.  
—Read Exodus 3:7-10 to review Unit 1. Say: *As long as they could remember, the Hebrews had suffered as slaves, but God prepared Moses to be their deliverer.*  
—Read Exodus 14:29-31 to review Unit 2. Say: *God used His powers to deliver the Hebrews from Egypt and took care of them in the desert.*

Explain that this new unit will teach about God's covenant with the Hebrews.

3. Read Exodus 19:1-2. Remind members that Mount Sinai is the same as Mount Horeb, or the Mountain of God, where Moses had met God at the burning bush in Exodus 3:1-6. Explain that another important milestone in Hebrew history would happen at this mountain. The first time, God called one man (Moses) to follow Him. This time, God would call an entire nation to Himself—the Hebrews.

4. Write on the board *Great Offer*. Bring a coupon for

a “free offer.” Explain the meaning of the offer. Explain what God offered to the Israelites.

5. Next write *Serious Demand*. Ask: *What did God demand of His people?*

6. Emphasize the way God took the first steps in making the covenant with His people. Ask: *What is our response today? Are we like or unlike Israel? Will we decide to obey God? Will we continue to obey or will we forget?*

7. Bring to class something special which belongs to you, perhaps a picture, a child's artwork, a baby shoe, etc. Tell about the object. Note that we all have things we own, but not everything is special. Explain what makes it special:

—It cost a lot.

—Someone gave it to you because they love you.

—It is a reminder of a special time.

—There may be no reason; you just love it.

Ask: *What makes the difference between something that simply belongs to us and something special we own?* Ask students to tell about something special they own.

Read Exodus 19:5. Make the connection to the text by explaining that God selected the Hebrews to be “something special” to Him. Likewise, those who follow Him today are His chosen. Ask: *Do you think of yourself as God's special treasure?*

8. Read 1 Peter 2:9-10. Ask: *How do we act as priests today? What are the privileges and responsibilities of biblical priests?*

9. Read Exodus 19:9-12. Ask: *Have you ever met a famous person? Who is the most important person you have ever met? Or, What would you do if you knew you were going to meet someone famous?*

—Did you prepare to meet this person?

—Did you think what you might say?

—Were you nervous or excited?

Say: *When we know we are going to meet a famous or important person, we may feel small and humble. When God wanted to meet with His people, how should they have felt? How should we respond to God's offer to have a relationship with us?*

## Encourage Application

10. Write *How to Live* on a poster or blackboard. Then write these questions to use for discussion:

- Do we ever take God for granted when we should obey Him?
- Do we take God for granted when it is time to pray?
- Do we take God for granted when we are getting ready to worship?

11. Review the Memory Verse and the Word List. Close with prayer that members will respond to God's grace with obedience.

## Supplemental Teaching Ideas Guide the Study

1. Read Exodus 19:3-6. Ask the following questions:

- Who are the people? (v. 3)
- What relationship did these people have with God before? (v. 4)
- What would the future relationship be? (vv. 5-6)
- What did the "if" mean? (v. 5)

2. Write the words *covenant* and *agreement* on the board. Tell how a covenant is similar to but different from a contract of today (refer to definition of *covenant* in Word List). To demonstrate, bring a copy of a contract from a real estate company or car company, or download one from the Internet.

3. Ask: *How do we take God for granted?* (We act as if His blessings are owed to us without being grateful.)

*Did Israel think that God would always bless them even when they did not keep their side of the covenant in verse 5?* Note the "if" part of this verse.

4. Discuss the part that "religious leaders" (priests) would have. Point out that this was a privilege and also a responsibility. They were to be God's witnesses to the world. Ask: *Do you think of yourself as a "religious leader" for God? Why or why not?*

5. Read Exodus 19:7-12 with three different groups taking these parts: (You could make an over head cell and mark the parts in different colors)

- Narrator
- God
- The People

6. Read and discuss this sentence from Exodus 19:8: "We will do all that the Lord has said!"

Possible answers:

- Everyone spoke, not just leaders.

—The people all said the same thing.

—They wanted to obey.

7. Read Exodus 19:10-12. Ask: *If you knew you were going to meet God, how would you get ready? How did the people get ready? Why do you think God told them the things He did before the people came before Him?*

## Encourage Application

1. Give each member a sheet of paper with these words on them, or read them aloud. Allow time for members to think about each one and discuss:

—God reminded Israel that He had delivered them. Has God ever helped you? In what way?

—How has God shown you that you are special to Him?

—Has God commanded you to obey Him? In what ways?

—How can you keep your part of your covenant with God?

# Teaching Guide

## Unit 3 God Teaches His People How to Live

### Lesson 8 *Treat God This Way*

#### Lesson Focus

Give God all of your faithfulness and worship.

#### Focal Text

Exodus 20:1-11

#### Memory Verse

“I am the Lord your God.” (Exodus 20:2)

### Connect with Life

1. Say: *Imagine two towns in different parts of the state. One is called “Law Town” and is a place where there are rules and elected leaders. The second is “Free Town” and has no laws. Everyone does as he pleases. In which town would you rather live? Do you know of times when there were no laws? What happened?*

2. After discussion, ask: *If there is no law, are people as truly free and happy as some might think? Why did Israel need the Ten Great Laws (the Ten Commandments)?*

### Guide the Study

3. Bring a poster (or bring a child’s activity rug) with roads and streets. Bring a few toy cars and ask two members to “race” their cars on the roads as if there were no rules.

4. Write on a poster or the board: “Who Makes the Rules?” Name what person or group makes the rules or laws for the following:

- School dress code
- Company policies
- Highway speed limits
- Ask the group to list other “rule-makers.”

5. Point to the title of the poster and ask: *What gives these people the right to make the rules?*

6. Read Exodus 20:1-2. Discuss: *What gives God the right to give us the Ten Commandments?*

7. Read Exodus 20:3. Say: *There was a man who had good friends, a nice house, a good job, and people thought he was a fine person. He told his friends, “I know I should give more time to God, but perhaps in the future I will give Him first place in my life.”*

Ask members to discuss what they think about what this man said.

8. Read Exodus 20:4-6. Prepare the following statements for three class members to read aloud:

**Person #1:** I love the beautiful mountains and rivers. I think I can learn all I need to know by spending time outdoors with the trees and plants.

**Person #2:** I follow Allah, I follow Jesus, and I bow my head each morning before a statue of Buddha. As long as I find peace, what does it matter which I serve?

**Person #3:** I have a good luck charm in my pocket. Whenever I need help, I rub it. I feel better with it there.

9. Read Exodus 20:4-6. Ask: *What do these verses say about what the three people read? What does “jealous” mean?*

10. Read Exodus 20:7. Ask: *What do you say when someone says, “Hello. Who are you?”*

Say: *You tell them your name.* Explain that when we tell who we are, we tell our name.

Say: *Since God is holy, we must keep His name holy also.*

11. Read Exodus 20:8-11. Discuss the following questions:

—How can we honor the Day of Rest as God rested when He made the world? How can we honor God on the Day of Rest?

—What are some good ways to rest? Does each person do this in the same way?

—How can we help others learn how to have a Day of Rest?

Read Mark 2:27-28. Talk about what Jesus said about the Day of Rest.

## Encourage Application

12. Ask members to think about which of these four commandments is the most difficult for them to keep. Allow an open discussion and encourage comments from members.

13. Review the Word List. Say the Memory Verse as a class. Pray for members to be able to follow these four commandments because of the love of God.

## Supplemental Teaching Ideas

### Connect with Life

1. Make posters of road signs: Stop, Yield, Speed Limit, etc. Make a stop light, but color the red, yellow, and green circles different colors: perhaps purple, white, and blue. Show the first signs and ask what they mean. Then show the stop light. Turn it sideways and ask if anyone knows what it means. Say: *God loves us by giving us rules to help us live.*

2. Bring one balloon to class and throw it up in the air. Ask everyone to try to keep it up in the air. When the balloon falls down, say: *Like the young man in the Study Guide, we are happiest when we obey God. Like the balloon, God's rules keep us from being weighed down by wrong actions. Wrong things weigh us down.*

### Guide the Study

1. Read Exodus 20:1-3. Discuss the meaning of Yahweh and Elohim. Yahweh is the name God said for Himself. This is the name God gave to Moses at the burning bush. Elohim is a name for God or any god. So these verses really say, "And Elohim spoke all these words. I am Yahweh your Elohim." Yahweh is the true and only God.

2. Read Exodus 20:4-6. Ask if anyone has seen the TV show, "American Idol," where people sing, and one person is voted the best, or the "American idol." Ask: *What does this say about this country? What other kinds of idols do we have in the United States?*

Explain that some people worship idols and parts of nature instead of the one true God. Others worship more than one god.

3. Read Exodus 20:7. Discuss with members how people break this commandment today.

Ask: *What does it mean when we say, "Do not take the name of God lightly?"*

Say: *Sometimes we hear someone say, "My God!"* Point out that sometimes people say this when they are not praying, but just excited or in other ways that show

they are taking God's name lightly.

4. Read Exodus 20:8-11. Remind members that *holy* means *separate, set apart*. Discuss how the Day of Rest should not be like any other day of the week.

5. Say: *The Ten Commandments are also listed in Deuteronomy 5:1-22*. Ask half the class to read verses from Exodus 20:8-11 while the other half reads Deuteronomy 5:12-15.

6. Write on the board what the class thinks are the most important parts of this commandment. They might say:

—Honor God's rest in making the world.

—Rest, do not work as in the other six days.

—All the people in the family, and workers, should rest, too.

## Encourage Application

1. Explain that these four commandments talk about our relationship with and loyalty to God. Say: *The next six will be about how we relate to others*. Discuss how we will be better if we truly follow the first four commandments.

Pray that members will put God first in their lives. Ask God to help each person give Him complete love and loyalty.

# Teaching Guide

## Unit 3 God Teaches His People How to Live

### Lesson 9 *Treat People This Way*

#### Lesson Focus

Respect other people and their rights.

#### Focal Text

Exodus 20:12-17

#### Memory Verse

“You must love your neighbor as you love yourself.” (Matthew 22:39)

#### Connect with Life

1. Write on the board, *What is Wrong With This?* Read the following:

—*Richard is a well-respected leader in his church...*

(pause)... *who hardly ever visits his mother in the nursing home.*

—*Carol does not have a happy marriage and has started seeing another man...(pause)...but she feels God understands her need for someone new.*

2. Explain that the Ten Commandments teach how to treat God *and* how to treat others. Jesus said it this way. Read together Mark 12:29-31. Review and repeat the Memory Verse as a group.

#### Guide the Study

3. Read Exodus 20:12. Write the number 5 on the board. Define *honor* by reading from the Word List.

Divide the class in half. Ask half to think of ways people show honor for their parents. Ask the other half to think of ways parents are shown disrespect. Call for responses.

Ask: *When can it be difficult to honor parents?*

Allow time for discussion.

4. Read Exodus 20:13. Write the number 6 on the board. Say: *Murder is a deliberate act.* Discuss with the class how some people debate some things about taking a life—war, capital punishment, etc.

Conclude discussion of this commandment by explaining that God gave us life, so it is holy.

5. Read Exodus 20:14. Write the number 7 on the

board. Discuss how some people now do not seem to remember this law.

6. Read Exodus 20:15. Write the number 8 on the board. Say: *This commandment seems very clear. But some people don't think about ways they are stealing.*

Before class, prepare the following checklist on a poster, overhead, or as a handout. Write this question at the top: *Is It Stealing?* Explain and allow time for each of the following:

Shoplifting

Raising prices when people need food before a storm  
Selling clothing with brand names that are not really made by that company

Using work time for personal business without permission

Overcharging for labor and materials

Reporting the wrong amount to the Internal Revenue Service or an insurance company

7. Read Exodus 20:16. Write the number 9 on the board. Read these verses: Proverbs 6:16-19 and Revelation 21:8. Ask: *What does God think about lying?*

8. Read Exodus 20:17. Explain the word *coveting*. Ask: *How can coveting lead to sex sins and stealing? Can it lead to murder and lying?* Explain that coveting is sin in the mind which can lead to other sins.

#### Encourage Application

9. Divide into three groups or discuss as a class the following stories:

—*Annie finds it hard being the poorest in her group. She sees her friends' clothes, cars, and expensive vacations. Why does she need to be careful? How can she keep from coveting?*

—*Your friend keeps telling you things about other people. You are not sure if these things are true or not. Knowing what verse 16 says, what should you do?*

—*Your boss has some tools you need to use over the weekend. If you borrow them, but return them early Monday morning without the boss knowing, is that stealing?*

10. Ask: *What can believers do today to live so that the Ten Commandments are honored and obeyed?*

15. Close with prayer for understanding of how to live as God wishes.

## Supplemental Teaching Ideas

### Connect with Life

1. Say: *Think of a world where the Ten Commandments did not exist.* Tell members to try to imagine a world without any sense of these last six commandments. Explain that God gave us these laws not to punish us, but to help us treat people in the right way.

### Guide the Study

1. Read Exodus 20:12. Point out that this commandment has a promise. Ask: *What have you noticed about people who honor their parents and those who do not. Which children seem to be happier?*

2. Read Exodus 20:13. Ask: *Why is taking another person's life serious to God? Ask: When no one values human life, what happens?*

3. Read Exodus 20:14. Discuss: *Sex sins destroy marriages, the home, and society.* Discuss how our culture teaches the wrong thing: That sex outside of marriage brings happiness. Discuss how sex sins hurt people.

4. Read Exodus 20:15. Then read Ephesians 4:28, "Anyone who steals must stop it! He must work with his hands so he will have what he needs and can give to those who need help." Discuss these two verses.

5. Read Exodus 20:16. Ask: *What does a "white lie" mean? Ask if anyone knows a verse in the Bible where God says it is all right to tell half-truths. Say: Who can get hurt when we lie? Why does God, Who loves people, hate lies?*

6. Read Exodus 20:7. Say, *Wanting what others have can cause stealing, lying, sex sins, and sometimes murder.* Ask class if they agree or disagree and why.

7. Bring to class the advertising section of the Sunday paper. Ask members to look at these and name some ways our culture tries to make us covet. Answers might be:

—We are told we deserve certain things.

—Newspaper and television ads promise happiness comes when we get what we want.

## Encourage Application

1. Ask members to think of a world where everyone obeyed the laws.

2. Use the following as a way to learn The Ten Commandments:

### *The 10 Commandments with 10 Fingers\**

Begin by putting hands together in prayer. Say: *God heard His people when they were slaves in Egypt and freed them. We obey the Ten Commandments as a way for us to show we love God.*

1. Hold up one finger and say: *Worship 1 God.*

2. Hold two fingers as if they are scissors. Say: *Don't make idols.*

(Alternate: Hold up two fingers. Say: *We worship 1 God and 2 is too many.*)

3. Hold up three fingers so they look like the letter W. Say: *Watch the words you use about God.*

4. Hold up four fingers; thumb is lying down. Say: *Take a day of rest.*

5. Place all five fingers over your heart. Say: *Honor your father and mother.*

6. Pointer finger on one hand is a gun shooting at the other five fingers. Say: *Do not kill.*

7. Separate one hand with five fingers from two who stay true to each other on the other hand. Say: *Don't do sex sins.*

(Alternate: The two fingers kneel on palm of flat hand as if in church promising to stay true to each other.)

8. Hold up four fingers on each hand—making bars of jail. Say: *Do not steal.*

9. Hold one hand with fingers up, hide the thumb on the other hand as it goes around telling lies. Say: *Do not tell a lie about a neighbor.*

10. Hold up all fingers, and curl them towards you. Say: *Give me, Give me. Do not desire what belongs to my neighbor.*

3. Create simple picture associations for each of the commandments to help reinforce learning. The following website offers ten illustrations that correspond with the Ten Commandments:

[www.livingwaters.com/Merchant2/graphics/tracts/hey\\_kids/index.html](http://www.livingwaters.com/Merchant2/graphics/tracts/hey_kids/index.html)

\*Adapted from websites:

[www.christiancrafters.com/arcive17\\_Feb03html](http://www.christiancrafters.com/arcive17_Feb03html) and [www.firstpresby.org/past3000.htm](http://www.firstpresby.org/past3000.htm)

# Teaching Guide

## Unit 3 God Teaches His People How to Live

### Lesson 10 *How to Live*

#### Lesson Focus

Being faithful to the covenant with God is a commitment that affects a believer's entire life.

#### Focal Text

Exodus 21:12-17,22-27; 22:21 to 23:11

#### Background Text

Exodus 20:2 to 24:18

#### Memory Verse

"Do not keep from doing what is right and fair in trying to help a poor brother when he has a problem." (Exodus 23:6)

#### Connect with Life

1. Ahead of time, ask a member of the class to read the following, based on Exodus 12:37-38:

*There were many of us when we left Egypt. There were 600,000 men, plus women and children. There were others who decided to come with us. Can you imagine all of us? We had our animals. We had the riches the Egyptians gave us that last night and anything else we could carry. Now we were free. But free to do what? We didn't know how to be a country. We had been slaves for so long. We had come from the 12 tribes. We were on a journey with other Hebrews, but we were strangers. Just when we needed it, God handed Moses the Ten Great Laws, AND...the covenant code!*

2. Say: *Covenant Code. This is the "book of the covenant" or the "book of the agreement" which gives detailed laws about how the Hebrews were supposed to live their daily lives.*

#### Guide the Study

3. Read Exodus 24:7. Explain "Book of Agreement," "Book of the Covenant," or "covenant code." Tell how to live out the agreement God made with the Hebrews. Most of this code is found in Exodus 20:22 to 23:33.

4. Ask: *Why is it hard to tell the difference between*

*things we do because of our culture and truths which last for all time? Explain that sometimes it is difficult to tell the difference between teachings which were for a specific time in history and teachings for all times. Say, We should read the Old Testament book of the covenant along with the New Testament teachings. We always must ask the Holy Spirit to help us interpret the Bibles for our daily lives.*

5. Write on the board: *Laws about Fighting and Killing.*  
Read Exodus 21:12-17. Ask:

—*Does the law tell people to look at how the death happened? Does ours?*

—*How was the law about "Honor your father and your mother" (Exo. 20:12) expanded upon?*

—*Was kidnapping a serious crime? How does this law apply today when parents sometimes kidnap their own children from another parent or violate what the court says?*

6. Read Exodus 21:22-27. Then read Matthew 5:38-42. Ask these questions:

—*How do Jesus' teachings in Matthew help us understand Exodus?*

—*Do we understand more about how a person should be helped with money if there are losses because of violence?*

7. Write on the board: *Taking Care of Those with Little*  
Read Exodus 22:21-31. Ask:

—*Were any of these laws meant only for that time, or are they "timeless truths"?*

—*What do these laws say about the way we treat strangers in our land? About the poor? About our leaders? About widows and orphans?*

8. Read Exodus 23:1-11. Ask:

—*How important is it to tell the truth?*

—*How are we to treat the poor in the courts?*

—*Are we to do good things for our enemies?*

—*When we have worked hard for what we have, are we to share our harvest?*

#### Encourage Application

11. Read the following and discuss: *"It is not what I do not understand in the Bible that bothers me; it is what I*

*do understand and do not obey that bothers me.”*

12. Review the Word List and discuss definitions, if needed.

Divide into groups of three and spend a few minutes memorizing or reviewing the Memory Verse for this lesson.

Close with prayer, thanking God for His interest in every part of our lives.

## **Supplemental Teaching Ideas**

### **Connect with Life**

1. Say: *Write down the words you think of when you hear these words: gossip, the poor, credit cards, murder?*

2. Explain that the words used may show how we feel. Say, *We will study Bible verses today which show God’s feelings about these areas and others which are all a part of daily life.*

### **Guide the Study**

1. Explain that many of the laws in the verses we will study have to do with the culture of that time. But these laws have lessons for us today if we will study them. For example, today we do not put to death a person who curses his father or mother. But we understand that it is right to honor and respect parents.

2. Read Romans 15:4; 2 Timothy 3:16-17.

Ask: *How do the things that were written long ago help us? Do you want to learn right from wrong?*

3. Read Exodus 21:23-25 and Matthew 5:38-42. Explain that Christ fulfilled the law.

4. Read and study the following Bible verses from this lesson:

- Exodus 21:12-17
- Exodus 21:22-27
- Exodus 22:21-27
- Exodus 22:28-31
- Exodus 23:1-5
- Exodus 23:6-11

### **Encourage Application**

1. Prepare a poster with the following checklist (see next column). Ask members to say whether they think the Bible applies to these. Ask them to do this:

- “thumbs up” if they think the verses do apply to them
- “thumbs down” if they think the verses do not apply to them
- flat palms alternating up and down for “not sure”

## **God’s Laws for Living in Agreement with Him**

Gossip

Lending money

Murder

Hurting someone without planning to do it

Treatment of strangers in our land

Treatment of widows and orphans

Treatment of the poor

Treatment of enemies

2. Discuss the following: *To obey God’s agreement makes a difference in every part of our lives.*

3. Close with silent prayer. Ask: *How does following God change your daily life? Would you like to ask God to help you change the way you treat other people?* Close by asking God to lead us in the days ahead.

# Teaching Guide

## Unit 4 Called to Worship Only God Lesson 11 *Breaking the Agreement; a Second Chance*

### Lesson Focus

Being faithful to the covenant with God is a commitment that affects a believer's entire life.

### Focal Text

Exodus 32:7-34

### Background Text

Exodus 32

### Memory Verse

"They have been quick to turn aside from the way I have told them." (Exodus 32:8)

### Connect with Life

1. Give copies of newspapers to members. Ask them to find stories which show worship of worldly things rather than worship of God.
2. Discuss reports of their findings. Comment that in this lesson, the people broke their agreement with God by their sinful acts. Say: *God gave them another chance because Moses went up the mountain to beg forgiveness for the people.*

### Guide the Study

3. Explain what happened in Exodus 32:1-6. Prepare a poster or marker board with the outline for this study:  
**Breaking the Agreement and a Second Chance**  
—God's Anger against the Hebrews (32:7-10)  
—Moses Begs for Another Chance (32:11-14)  
—Moses and a Sinful Nation (32:15-29)  
—The Plan of God for a Second Chance (32:30-34)
4. Read Exodus 32:7-10. Help class members find two things which showed how serious their sin was. Read verse 10 again and then read Exodus 19:5.  
Ask: *What had they been told to do to be God's people?* (Obey God's voice and keep His agreement.) Remind members that God's plan was to destroy the people and start over with Moses.

5. Read Exodus 32:11-14 for what Moses did. Point out that Moses refused to become a new nation. Explain that Moses had begged forgiveness for the people in Exodus 32:11-14. He did this again in Exodus 32:30-32. Explain what "The Lord changed His mind" means. (Because Moses begged God for forgiveness, God answered with mercy).

6. Read Exodus 32:15-29. Explain that:  
—*Moses in his anger broke the stone tablets, which was a picture of how the people had broken their agreement with God.*  
—*Moses also destroyed the idol which the people had made.*  
—*Moses punished the people by grinding up the idol and making the people drink it.*  
—*Moses allowed the people from the tribe of Levi to punish those who did not choose the Lord.* (Remind the class that 3,000 people died that day of punishment. This shows the seriousness of sin.)

7. Ask two members to act out this modern drama:  
**Person 1:** A parent who has found out that his or her teenage child did not go to church Wednesday night for Bible study, but instead was found drinking alcohol with some friends.  
**Person 2:** The teenager who says "It is not my fault..."
8. Read Exodus 32:30-34. Ask: *What was Moses willing to do for the people? Are we willing to pray for people in this way?* Ask someone to share about times that they prayed for others.

### Encourage Application

9. Ask: *Is there sin in our lives which comes between us and God?*  
Use the questions in Things to Think About to further this discussion.
10. Ask for prayer requests. Write them on the board. Ask members if they would be willing to meet with one or two others as prayer partners to pray for needs. The meeting could be at a different time than the Bible Study class. It could also be over the phone. See if someone in the class would be willing to prepare a handout sheet to remind members of prayer needs.

11. Review the Memory Verse. Close with prayer that members will daily choose to be obedient to God and walk in God's truth.

## **Supplemental Teaching Ideas**

### **Connect with Life**

1. Ask members to think of people they have heard about from TV or newspapers who do not seem to be worshipping God. Ask: *Do we find it easy to worship the things of this world?*

2. Explain that this lesson tells about how the people broke their agreement with God by their sinful actions, but God gave them another chance because Moses asked.

3. Prepare a picture of a golden calf. If you have time, paint a child's toy calf with gold paint. Find a picture of the Ten Laws on stone tablets. As the class begins, tear the picture apart.

Or make the Ten Laws out of a material such as modeling clay. Prepare early enough so that the two "stone tablets" will be dry and will crack when you drop them.

### **Guide the Study**

1. Prepare a poster with the outline of the lesson (See #3 of Guide the Study above).

Read Exodus 32:7-10. Ask these questions:

- How did God show how serious sin is?*
- What words in verse 7 show that God refused to claim the people as His own? (your people, you brought).*
- What had the people done to change their relationship with God?*
- What did the golden calf mean?*
- How angry was God with the people? What was He ready to do?*
- Sin comes between God and His people. How is it possible to find forgiveness?*

2. Say: *Moses had a bold relationship with God.* Read Exodus 32:11-14. Ask:

- What three reasons did Moses give for God not to carry out the punishment of the people?*
- What did God say in verse 14?*

3. Read Exodus 32:15-29. Ask:

- What happened to Aaron? Was he a good leader?*
- Moses saw that the people were wild. What happened to them?*

4. Read Exodus 32:30-34. Ask:

- What was Moses willing to do for the people?*

—*What do we learn about the importance of praying for others?*

### **Encourage Application**

1. Lead in a time of silent prayer asking forgiveness for unconfessed sin.

# Teaching Guide

## Unit 4 Called to Worship Only God

### Lesson 12 *Starting Over*

#### Lesson Focus

God forgave Israel of their idol worship, and so they were able to start over in their covenant relationship to Him.

#### Focal Text

Exodus 34:1-28

#### Background Text

Exodus 34

#### Memory Verse

“. . . The Lord God, with loving-pity and loving-favor, slow to anger, filled with loving-kindness and truth.” (Exodus 34:6)

#### Connect with Life

1. Tell this story: *A man ran in a marathon (26.2-mile race). This runner ran the first half of the race and came back to the start. He was only half-way through. He had to run it all over again to finish. The first part had been easier. Now his legs began to hurt. Starting over to finish the race had some things that were the same as running it the first time, and some things which were different.*

Say: *This lesson tells about a time when God’s people were allowed to start over.*

2. Before class, prepare a chart with the following:

##### How My Life Is Like a Race

- 1) I have not started the race, but I am thinking about doing this.
- 2) My life is like the first half of the race—with some ups and downs but still going strong.
- 3) My life is like the second half of the race, where I have had to change some things and start over on my spiritual race.

Ask members to think about the chart and decide which number best tells about their life. They do not need to say out loud which one they picked.

#### Guide the Study

3. Prepare the main idea of the lesson on a marker board and read it together: *Making a new start means we must renew our promise to God’s Agreement.*

4. Present the outline for the study on a poster or on the board:

##### Starting Over

God Shows Who He Is Again (Exodus 34:1-7)

God’s Agreement Made Alive Again (Exodus 34:8-11)

What Israel Must Do (Exodus 34:12-28)

Read aloud the Bible verses for each part of the outline. As a class, decide what the main idea is for each one.

5. Before class, make a large red heart. Write these words from the Study Guide randomly on different parts of the heart:



Write the word *Judgment* in large letters across the back of the heart. Then cut the heart apart to make a puzzle with a different phrase on each part of the heart.

During class, give a different part of the puzzle to class members. Ask each one with a piece to bring it to a wall at the front of the class. Each person will say his or her phrase. Class members may discuss that phrase which describes what God showed Moses about Himself.

Tape the pieces together to complete the heart. Then turn it around to show the other side of God’s nature: *Judgment*. Discuss this part of God’s character.

6. Review and repeat the Memory Verse together.

7. Bring a calendar to class with the dates marked for the three yearly festivals which God told the people to

celebrate: The Feast of Passover and Unleavened Bread, the Feast of Weeks, the Feast of Ingathering. (See [www.biblestudy101.org/proph/feasts1.html](http://www.biblestudy101.org/proph/feasts1.html) for more information on these feasts.)

## Encourage Application

8. Discuss “Things to Think About.”

Explain to the class that many people find there are times in their lives when they must renew their promises to God.

9. Close with prayer that those who need to renew their promise to obey God will do that.

## Supplemental Teaching Ideas

### Connect with Life

1. Give your testimony of a time when you have renewed your promise to obey God.

2. Ask a class member ahead of time to prepare his or her testimony about starting over with renewed promises to God.

### Guide the Study

1. Read Exodus 34:1-7. Ask: *When God told Moses about Himself in these verses, how was it different from the way God showed Himself to Moses when He first gave the Ten Laws?*

Prepare two columns on the board, and write down the differences mentioned. See Exodus 19.

2. Ask the following questions:

—*Looking at verses 6-7, what statements show God’s generosity?*

—*What statements show that God is serious about sin?*

3. Read Exodus 34-8-11. Say: *Verse 9 shows that Moses responded to God in two ways.* Ask:

—*What did Moses do?*

—*What is necessary when we renew our promises to God? (asking for forgiveness)*

4. Say: *God agreed for Israel to renew the agreement with Him.*

Ask: *In Verse 10, what did God promise to do as part of His willingness to start all over with Israel?*

5. Read Exodus 34:12-28. Use the following in a study of the verses. Say: *The most important part of these verses is worship. Wrong ways of worship are also explained:*

—No other god may be worshiped (Exodus 34:14).

—Israel may not do what they did when they worshiped

the golden calf (Exodus 34:17).

Ask: *Why do we allow others to influence us in the wrong way in our relationship to God?*

Say: *God told Israel how not to worship, but He also gave teachings about right ways to worship. What are some of the right ways to worship found in these verses?*

Read verses 27-28 which tell of the new agreement God made with Israel. Ask: *Are there times when we need to “start over”?*

## Encourage Application

1. Say: *We are like Israel. We sometimes need to renew our promise to God.* List the following ways we might need to change our lives:

—Study the Bible, with others and by ourselves

—Take part in worship with a pure heart

—Make sure we obey God’s laws

2. Say: *Although God is willing to forgive our sins, He is not pleased with them. God’s forgiveness can cover all our sin. When we learn that we are involved in activities that are wrong, we must be willing to say we are guilty and allow God to help us start over. Any time can be the right time to ask God to forgive us and give us a chance to start over.*

# Teaching Guide

## Unit 4 Called to Worship Only God

### Lesson 13 *God Lives with Us*

#### Lesson Focus

Throughout history, God has offered Himself to His people to live among them in special ways.

#### Focal Text

Exodus 25:1-8; 29:43-46; 33:7-11,14-16; 40:16-3

#### Background Text

Exodus 25:1 to 31:11; 33; 35:4 to 40:38

#### Memory Verse

“I will live among the people of Israel and will be their God.” (Exodus 29:45)

#### Connect with Life

1. Say: *Imagine that God will be coming to stay with you. You are going to prepare a special room for Him. When you decorate the room, will it make a difference that this is a room for God?*

*Today’s verses tell about God coming to live with His people.*

#### Guide the Study

2. Write on the board: *All through history, we see that God lived among people in special ways.* Read these words together.

3. Prepare an outline for this lesson. Refer to the outline as the class studies #5-8.

##### God Lives With Us

The Grace of God (Exodus 25:1-8)

The Holiness of God (Exodus 29:43-46)

The Will of God (Exodus 33:7-11,14-16)

The Glory of God (Exodus 40:16-38)

4. Read Exodus 25:1-8. Discuss what these verses mean to us today.

5. Read Exodus 29:43-46. Use this opportunity to review and repeat the Memory Verse.

Discuss God’s holiness and what these verses mean

to us today. (God had planned to meet with His people when He first told Moses to lead the people out of Egypt).

6. Read Exodus 33:7-11,14-16. Explain the importance of the “tent of meeting.” Discuss what these verses mean to us today. (This first Tent of Meeting was used for anyone who wanted to meet with the Lord. A special thing, however, would happen when Moses entered the tent—the pillar of cloud, God’s presence, would descend and stand at the entrance. When the people would see this, they would all worship at their tents. The tabernacle has not been built yet. The Lord spoke with Moses face to face, as a man speaks to his friend.)

7. Read Exodus 40:16-38. Say: *These verses are a good conclusion for the last three lessons in Unit 4: “Called to Worship Only God.”* Emphasize these statements: —Moses had received the plans for the tent from God (Exo. 25-31)

—He could not work on the tent until he had taken care of what happened when the people had stopped worshipping God and were worshipping the golden calf (Exo. 32-34)

—Then Moses led the people to build the tent (Exo. 35-40)

8. Ask: *Why was the cloud in Exodus 40:34-38 so important?*

#### Encourage Application

9. Use the questions in “Things to Think About” to lead discussion. Ask: *What ways do you feel God’s presence today?*

10. Ask: *If someone came up to you and asked, “Where is God?”, what would you say?*

11. Ask class members to think about their lives when it comes to how they worship. Write the following scale on the board:

(poor) 1 2 3 4 5 6 7 8 9 10 (excellent)

Say: *If you were rating your worship experience for your personal quiet time and for your participation in*

group worship, what would your score be?

12. Close with prayer that God will help the class to grow in their worship experiences.

## Supplemental Teaching Ideas

### Connect with Life

1. Ask members to look at Exodus 25 and 26 and find the answers to the following questions:

(Mark the floor of a large room with masking tape, if the room is large enough or outside on a parking lot. Or make the size half or quarter-size, and imagine the real temple as 2 to 4 times larger.)

- (a) *What did God want the Israelites to make, so that He would dwell among them?* (Exodus 25:8, a sanctuary)
- (b) *What was the size of the sanctuary?* (Give the answer in feet: 55 feet long, 18 feet high, 18 feet wide. Using the measuring tape, mark with chalk a space 55 feet long and 18 feet wide).
- (c) *What was the sanctuary made of?* (Exodus 26:1; 26:15; curtains and boards)
- (d) *What was the roof made of?* (Exodus 26:7,14; goats' hair, rams' skins, badgers' skins)
- (e) *How many rooms were in the sanctuary?* (Two: the Holy Place and Most Holy Place) Divide the drawing into two parts with one half being larger than the other.
- (f) *What kind of furniture was placed in the sanctuary?* (Find or draw rough sketches for each of these; table of bread; altar; golden lamp with seven branches; Ark with tablets of stone inside and two golden angels on each end.)

2. Say: *Meeting with God in a special place, such as a sanctuary, was God's idea from the very beginning. Even though there are many ways to worship God, meeting with Him in a church brings a special blessing.*

### Guide the Study

1. Use the outline from #3 on page 31.
2. Ask if anyone has been a part of a church which built a new building. Describe what he or she remembers. Say: *God wanted His tent to be special.*
3. Read Exodus 25:1-8. Use the following to explain that God told how to build the new worship place:
  - No one was forced to give. Read verse 2 again and say, “It is the heart of the person that makes him or her want to give.”
  - Review the list of materials needed for the worship place. Make a list of these and bring pictures which show

these items.

Ask: *Why was it important to use special materials in the building of the worship place?*

Point out that in verse 8 there is a phrase, “for Me.” Ask: *What does this phrase tell about the purpose of building the worship place?*

5. Read Exodus 29:43-46. Explain this passage and what the word *consecrate* means (bless, set apart, make holy).

6. Read Exodus 33:7-11, 14-16. Ask the following: —*What was the purpose of the “tent of meeting”?* (33:7)

—*What did the “cloud” coming down mean to the people?* (33:9)

—*What made the Israelites different from other people?* (33:16) (the presence of God)

7. Read Exodus 40:16-38. Explain these verses. Say: *These verses give a summary of all the work that had been done.*

8. Discuss how God used the tent in the Old Testament to live among His people, while God sent Jesus to live in the New Testament and today. Read John 1:14 and Revelation 21:3.

### Encourage Application

1. Use your church worship guide (bulletin) to explain the parts of your worship service. Ask the class to list different worship elements that they have observed in other churches.
2. Set up a time to see again one of the videos about Moses, if you viewed it earlier (see Lesson 1 for details). Discuss how studying the lessons from the Bible helps us see what is correct and not correct about the movies or videos.