

# God Cares for Moses

9

**Bible Focus:** Exodus 2:1-10; 3:1-8a, 10; 4:20

**Bible Memory:** Exodus 15:11

**Life Focus:** ♥ Serve God.

## Heart to Heart

When you hear the word *service*, what is your first thought? Does service sound taxing to you? If so, perhaps it's because sometimes we serve God in ways other people suggest. Discover anew how you are gifted. How are you using your talents and abilities as you serve God today? You are uniquely prepared to ♥ serve God—and so are your students.

## Lesson 9 at a Glance

### Step 1

#### Focus In

Use one of these activities to help kids *explore the concept of serving God*.

 **Quick Step:** Prepared to Serve



**Option:** Super Servants



#### HeartShaper Materials

- *Activities* for Lesson 9

#### Other Materials

- pencils or pens
- white board, dry erase markers

### Step 2

#### Explore His Word

Use all of these activities to help kids *discover how God prepared Moses for service* and develop Bible skills.

**Bible Exploration:** At Your Service



**Bible Memory:** Who Do You Serve?



**Bible Skill Builder:** Dictionary Dig



- *Resources* Sheets 1 and 2, *Activities* for Lesson 9

- *Activities* for Lesson 9, *Resources* Sheet 6

- Bible dictionary printed from *Resources* enhanced CD, Bible dictionary cover from *Resources* Sheet 8

- Bibles, pencils or pens, (optional: doll wrapped in plain cloth, basket, rod, a small silk plant)

- Bibles, pencils, reusable adhesive

- hole punch, paper fasteners

### Step 3

#### Make It Real

Use one of these activities to help kids *desire to serve God*.

 **Quick Step:** Pose It!



**Option:** Don't Be a Couch Potato!



- slips of paper prepared in advance, container

- index cards prepared in advance

### Step 4

#### Live It Out

Use one of these activities to help kids *plan to serve God by serving others*.

 **Quick Step:** What Can I Do?



**Option:** Snack and Serve



- *Activities* for Lesson 9, *Resources* Sheets 1 and 2

- *Resources* CD songs, *Resources* Sheets 1 and 2

- pencils, index cards, fine-tip black marker

- snack foods, plates, napkins, plastic bags, *Resources* CD, CD player, construction paper, stapler, stickers, markers, *Resources* Sheets 1 and 2, fine-tip black marker

## Focus In (10 minutes)

## Life Focus

♥ Serve God.

**Step 1** • Use one of the following activities to help your students explore the concept of serving God.

### ✓ Up!

Ask your students to share how they were forgiving during the past week.

### Quick Step Prepared to Serve

- **When you think of people who serve God, whom do you think of?**

Give students a few minutes to think about this; then ask them to complete “Prepared to Serve” in their activity leaflets.

When students finish, discuss their answers. (1. Sunday school teacher—prepares lessons to teach to children, 2. Preacher—writes and studies to speak to a large group, 3. Song leader—leads the congregation in singing, 4. Missionary—possibly studied another language and culture, 5. Church secretary—learned keyboarding and many other office skills, 6. Nursery volunteer—might have been trained to teach young children about Jesus.)

- **What other ways might these people have prepared to serve God?** (Preacher probably attended Bible college, song leader possibly studied music in college, church secretary may have taken computer classes, and so on.)
- **Which of these people may have been born with natural talent that they are using to serve God?**
- **Who may have planned and trained to serve God?**
- **Who may be using skills from another job to serve God?**

**Whether working full-time or part-time, paid or volunteer, all of these people are using their talents, skills, or training to serve our living God.**

Now let’s find out how Moses was prepared to ♥ serve God.

### Option Super Servants

Today we’re going to see how many people you can think of who serve God. They can be part-time or full-time workers, workers who are paid, or volunteers. Have students line up in two teams in front of the board. Let kids take turns writing either the name of someone they know who serves God or the title of such a person, such as minister. Continue until kids can’t come up with any more answers or until the board is filled.

Play the game again, but this time with a twist! Ask kids to list jobs whose workers *cannot* serve God. Say, **Plumbers can’t serve God!** As kids think about this, you’ll probably begin to hear protests and reasons why plumbers most certainly can serve God! Guide kids to understand that public school teachers, trash collectors, clerks at grocery stores, bus drivers, sanitation workers, food service personnel, office workers—anyone who wants to can serve God. Even if a person has employers who do not honor God, that person can honor and serve God by doing her very best at the work she does, by being honest, by being caring and kind to her coworkers, and so on.

**All the people you named are using their talents, skills, or training to serve our living God. Now let’s see how Moses was prepared to ♥ serve God.**

#### Materials

Activities for Lesson 9,  
pencils or pens



#### Expert Tip

“I’ve found that the more time I spend preparing my lessons, the less time I end up lecturing, yet, the more the children end up learning!”

—Steven James

#### Materials

white board, dry-erase  
markers



**Step 2** • Use all three of these activities to help your students discover how God prepared Moses for service and develop Bible skills.

**Bible Background for the Teacher**

When Jacob and his family went to Egypt, they were happy there. They stayed for hundreds of years. The family of 70 grew to hundreds of thousands. The king of Egypt then was afraid they would join with other foreigners and take his country away from him. To keep the tribe from getting bigger, the king made slaves of them and overworked them. When they still increased in numbers, he said all their baby boys must be put into the river (Exodus 1).

When Moses was 40 years old, he killed a brutal slave driver who was beating one of the slaves. The king wanted to put Moses to death because of the murder, but Moses fled across the desert to Midian. There he worked as a shepherd for 40 years (Exodus 2:11-22).

Eventually, though, God wanted Moses to go back to Egypt and help His people escape from slavery. We can understand why Moses didn't want to go. The former king of Egypt had wanted to have him killed. Would the present king be kinder? Surely he would not want to let the slaves go. But the Lord insisted, and Moses obeyed and went to Egypt to ♥ serve God.

**How to Say It**

Levi	<i>Lee-vye</i>
Midian	<i>Mid-ee-un</i>
Jethro	<i>Jeth-ro</i>
Horeb	<i>Ho-reb</i>

**Materials**

*Resources* Sheets 1 and 2, Bibles, *Activities* for Lesson 9, pencils or pens, (optional: doll wrapped in plain cloth, basket, rod or staff or something similar, a small silk plant)



**Bible Skill Tip**

Be sure your students learn that the Jews, Hebrews, and Israelites are all the same people.



**Bible Exploration: At Your Service**

*Students will enjoy this lesson even more if you start with the Bible Skill Builder activity.*

• How many of you have ever been to a river? Have any of you ever seen a real live sheep in person? Did you pet it? What did it feel like? What did it smell like?

Today's Bible lesson takes place along the bank of the Nile River and in a sheep pasture many miles away from Egypt, and it covers about 80 years. Point out time line panel # 13 to students. Read aloud the lesson Scripture, Exodus 2:1-10; 3:1-8a, 10; 4:20, from Bibles or from *Activities* for Lesson 9.

• **What happened to Moses as soon as he was born?** (He was hidden.)

You may need to explain why Moses needed to be hidden in the first place. Ask whether any student knows why before you explain. (See Bible Background.)

• **How did God cause Moses to be protected from death when he was a child?** (His parents hid him close to home for three months, then they hid him in a waterproof basket near the river bank while his sister watched over him. Pharaoh's own daughter then found him and wanted to keep him. Pharaoh's daughter hired Moses' mother to care for him as a baby, then Moses was taken to Pharaoh's daughter to live as her child.)

**God sent Moses to Pharaoh to bring the Israelites out of Egypt.**

• **Why did the Israelites need to be brought out of Egypt?** (They were slaves—treated very badly by many Egyptians; God wanted them to be free.)

• **What things happened to Moses to help him be ready to ♥ serve God and do what God asked him to do?** (Moses was raised as an Egyptian even though he was an Israelite. He would know how to approach Pharaoh and would be allowed to do so. Moses lived far away from Egypt for many years as he took care of sheep for his wife's father; this made Moses familiar with life and land away from Egypt. Moses was curious about a burning bush that was not destroyed and he went to see it. God spoke to Moses. God promised to rescue the Israelites, and God gave Moses a special rod to help Moses serve.)

• **What did Moses do after he talked to God?** (He took his wife and sons and the staff of God and he started back to Egypt.)

Ask students to turn to "At Your Service" in their activity leaflets. Give

## Explore His Word (continued)

### Life Focus

♥ Serve God.

students time to complete the puzzle then discuss the answers. (1. Pharaoh's daughter, 2. Hebrew slave, 3. Egypt, 4. go to Egypt and bring the Israelites out of Egypt, 5. staff)

Distribute the optional materials and let kids take turns retelling the Bible account in their own words, using the props.

**God protected Moses and prepared him to serve. When Moses agreed to serve God, he ended up protecting and saving thousands of other people. We too can ♥ serve God today when we're willing.**

### Bible Memory: Who Do You Serve?

**God asked Moses to do a job for Him. At first, Moses wanted to say no. But God told Moses He would help him with the job, and so Moses said yes instead. Let's learn some things about God that will help us trust Him and want to serve Him.**

Ask students to find and read Exodus 15:11 in their Bibles. Display *Resources* Sheet 6 on a wall or bulletin board and distribute in random order the six perforated cards from that sheet to various students. Let students take turns attaching the missing words to the Bible memory poster.

• **We know that when we write a person's name, we start with a capital letter. And especially when we write God's name, we begin with a capital G. Why do you think the word *gods* has a lowercase *g* in our Bible memory verse?** (This verse is talking about false gods, especially the fact that there *are* no other gods except the one true God.)

Provide a Bible dictionary for kids to look up any words in the Bible memory that they don't understand.

Have students complete "Who Do You Serve?" in their activity leaflets.

### Bible Skill Builder: Dictionary Dig

Before class, prepare the correlated Bible dictionary as described on page xx. Also before class, write the following words on index cards, one word per card: papyrus, pitch, reeds, tending, flock. Make two sets of these cards so that there are 10 cards total.

**In the Bible lesson there are five words that you may not be familiar with. We're going to play a game to learn these words.**

Distribute the vocabulary word index cards to students so that two students have the "papyrus" card, two students have the "pitch" card, and so on. Distribute the Bible dictionary and have students take turns looking up the definitions to the vocabulary words. When kids find a definition, they should write it on the card containing the vocabulary word it defines.

After all definitions have been found and recorded, you will have two sets of vocabulary-definition word cards. Shuffle the cards and place them facedown on the table in random order. Kids take turns turning over two cards at a time looking for a match. When a student finds both "papyrus" cards, for example, he says aloud the vocabulary word then reads aloud its definition for his classmates to hear. This is a fun way for kids to learn Bible words that may be unfamiliar to them.

#### Materials

Bibles, *Activities* for Lesson 9, pencils, *Resources* Sheet 6, reusable adhesive, Bible dictionary (optional: bulletin board and pushpins)



#### Exodus 15:11

"Who among the gods is like you, O LORD? Who is like you—majestic in holiness, awesome in glory, working wonders?"

#### Note

The Bible memory verses in the *King James Version* are included on the *Resources* CD.

#### Materials

Bible dictionary from *Resources* CD, dictionary cover from *Resources* Sheet 8, hole punch, paper fasteners, index cards partially prepared in advance, pencils, (optional: extra Bible dictionaries printed out)



## Life Focus

♥ Serve God.

## Make It Real (15 minutes)

**Step 3** • Use one of the following activities to help your students **desire to serve God**.

### Materials

slips of paper  
prepared in advance,  
container



### Materials

index cards prepared in  
advance



### Quick Step Pose It!

Before class, write on individual slips of paper ways that middle elementary kids can serve God, such as: carry groceries, hold a door open, read to a younger child, give offering money, wash dishes, take out garbage, rake leaves, play with a sibling, wash a car, vacuum, and so on. Divide the class into groups of about two to four students. Let each group take turns pulling out and reading slips of paper. Then direct groups to decide how they will pose themselves pretending to do that service. When groups have decided and practiced, take turns having each group freeze in that pose as the other class members try to guess what they are doing. After each pose, ask these two questions:

- How does this serve God?
  - Do the servants need any special talents or skills to do this job?
- Everyone can do something to serve God. God just wants willing people.**
- What can you do to ♥ serve God today?

### Option Don't Be a Couch Potato!

Before class, write the following words on index cards, one word per card: brother, sister, mom, dad, friend, teacher, neighbor, coach, couch potato, home, school, neighborhood, church, playground. Make enough sets for each group of students to have two sets.

Divide the students into groups of two or three. Have one person in each group deal five cards and put the rest facedown in the center. Each player will draw a card and discard a card trying to make pairs. The players can draw from the facedown stack or the discard stack. When a pair is made, the player will lay the two cards faceup in front of him. When he lays down the pair, he must tell one way to serve God by serving the person or in the place named on the card. Play continues around the circle until all the cards have been paired. When a student makes a "couch potato" match, he must name a reason why someone might not want to serve God (too tired, too lazy, person doesn't think he has the talent or knowledge to serve, no time, and so on); then the group should discuss whether or not that reason would please God.

- What can you do to ♥ serve God today?

## Live It Out (15 minutes)

### Life Focus

♥ Serve God.

**Step 4** • Use one of the following activities to help your students **plan** to serve God by serving others this week.

### Quick Step What Can I Do?

Have students fill in the self-survey “What Can I Do?” in their activity leaflets. Let students share information about themselves from this survey with the class. Be ready to offer suggestions for how students can serve God using their unique talents.

**When Moses agreed to ♥ serve God, God promised to help Moses. He also gave Moses something else to hold on to besides the spoken promise; God gave him a staff—a rod he could hold in his hand to remember God’s promise.**

- What has God given you to help you serve Him today?
- How can you use that to help someone else?

Direct students to write on index cards one way they will serve God by serving someone this week. Pray that God will help them keep their commitments.

Ask a student to write “Serve God” on time line panel #13.

### Option Snack and Serve

Have students work together to prepare two snacks: one for all the class members and one to-go snack bag for each student to take for someone else. Students could divide a large bag of pretzels into individual servings, slice and bake cookies, pop popcorn in a microwave oven or hot air popper, wash grapes and pull individual servings off the stem, and distribute plates and napkins. You may need to reserve kitchen use ahead of time if needed. Preheat the oven ahead of time as well if baking cookies.

While kids prepare the snacks, play the songs from the *Resources* CD.

Have students each take a piece of construction paper and decorate it with markers and stickers and the phrase “It was a sweet treat to serve you!” Have kids staple the cards to their to-go snack bags. **This week, when you serve someone, give this treat bag to the person you serve.**

- **When you serve someone this week, who will you really be serving?** (God.)

Pray for your class, thanking God for letting them serve Him and asking His help to serve this week. Eat the snack while listening to music. Ask a student to write ♥ “Serve God” on time line panel #13.

### Evaluate

What new ways to serve God did students learn? What ways did students think of to serve God now? How did students show that they know God will help them serve just as He helped Moses?

#### Materials

*Activities* for Lesson 9,  
pencils, index cards,  
*Resources* Sheets 1 and  
2, fine-tip black marker



#### Materials

snack foods which  
need preparation,  
paper plates, napkins,  
resealable plastic bags,  
*Resources* CD songs,  
CD player, construction paper pieces  
cut a little larger than the resealable  
plastic bags, stapler, stickers,  
markers, *Resources* Sheets 1 and 2,  
fine-tip black marker



#### Teaching Tip

If you choose to use the kitchen and its equipment, be sure to follow the rules and safety guidelines of your congregation.

#### Kidz Chat® logo

Students will enjoy working on the Bible memory word search in this week’s issue.