













Leader's manual

SP8

God keeps his promises

From Exodus

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How it works

How the sessions are structured

Bible passage: All sessions are Bible-focused

Aim

This is the 'big idea' to be taught during this session. It is child-oriented.

Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

Memory verse

This verse will generally be based on the CEV Bible and will be taught during the session.

Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

Get ready

This section gives hints about important preparation to be done before the session starts.

Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specified purpose.

Your choice of activities will often depend on the children in your group and the space available.

NOTE: Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

Bible focus

Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. For this youngest group the story time is usually presented first and activities done after to reinforce the main ideas raised by the story. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

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

In this part of the session the children are helped to understand the Bible. Concepts and activities are age-appropriate. The activities are designed to reinforce the Bible teaching by revising the main concepts and testing the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. At this youngest age group we are laying the foundations for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

Bringing it together

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

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

Prayer

This will normally follow **Bringing it together** and allows for the issues highlighted by the children to be prayed about. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for issues in the wider world.

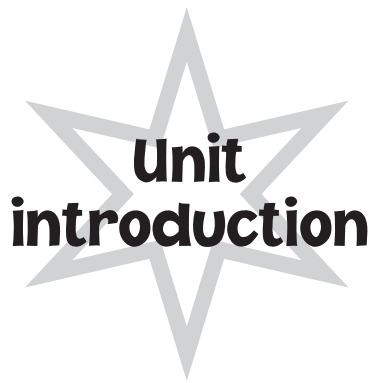
Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas and also allowing the children to interact with the adult leaders and also their fellow group members.

Munchies

Many of the sessions contain ideas for **Munchies** – food and drink that relate to the session for the children to enjoy. It is a good idea to check with parents for any allergies that their children might have before serving food and drink.

NOTE: The **Links** in each session help children to recall what they have already learned. Leaders may wish to include a reflective session also.



God keeps his promises

From Exodus

Unit aim

The children will learn that God is a rescuer, and that he made a plan to rescue people from all nations.

Unit outcomes

By the end of this unit the children will:

- know that God rescued his people many times
- understand that God kept his promises to rescue his people
- begin to understand that God sent his Son, Jesus, to save people from all nations
- begin to appreciate that God loves his people.

Memory verses

Sessions 1–4

When his people pray for help, he listens and rescues them from their troubles. **Psalms 34:17 (CEV)**

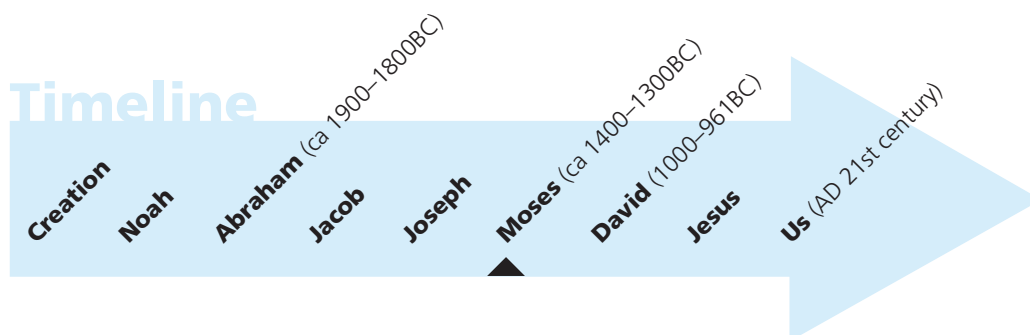
Sessions 5–7

'Praise the Lord! He rescued you ...' **Exodus 18:10a (CEV)**

Sessions 8–10

Our God has given us a mighty Saviour. **Luke 1:69a (CEV)**

Where this fits in God's plan of salvation



We encourage the children to understand God's ultimate salvation plan was for people of all nations – and is for them too.

Notes

Bible background

This unit explores the theme of rescue. The children will begin by exploring the life of Moses and the rescue of God's people from Egypt. The unit will close by looking at Jesus, God's solution to the universal need for rescue from sin and death.

Throughout these sessions God is shown to be Sovereign, a Deliverer, and a Redeemer.

In **Session 1**, the children will learn that God's people, the Israelites, suffered greatly at the hands of the Egyptian king (**Exodus 1:8–22**). God's plan to rescue his people is introduced through the story of Moses and his rescue as a baby from the River Nile. The children will hear that Moses was the one chosen by God to lead the Israelites out of Egypt. God's people would become a great nation – despite the actions of the Egyptians to prevent this.

Session 2 continues the story of Moses, who had fled Egypt, and his calling by God to be a leader for God's people (**Exodus 3:10**). The children are reminded that God cares deeply for his people, and did not forget his promise to deliver his people (**Exodus 2:24**).

Session 3 is a lively retelling of the events that occurred when Moses asked the Pharaoh to let the Israelites go (**Exodus 7:8–12:30**). Just as God had promised, Pharaoh's heart was hardened (**Exodus 7:3–4**), and he refused time and time again to yield to the power of the Lord. Only some of the plagues and disasters that befell Egypt are described to this age group. The children will learn that the Pharaoh finally knew that the Lord was God, and was forced to let the Israelites go (**Exodus 12:31**). **Session 4** reviews how God rescued his people from Egypt. The children will take part in an adaptation of a Passover feast as they are reminded of God's power and his care for his people.

Session 5 explores another triumphant rescue event – the parting of the Red Sea in order to save the Israelites from the Egyptian army (**Exodus 14**). The focus of this session is praise. The children will hear that the Israelites' complaints turned to praise after the Lord rescued them once again. The children will take part in a variety of praise activities as they re-enact the Red Sea rescue.

Session 6 encourages the children to thank God for the many ways he looks after his people. The children will learn that God provided the Israelites with food while they wandered in the desert (**Exodus 16**).

Session 7 is the final session based on Exodus. In this session the children will hear that God gave

Moses Ten Commandments – rules given to show God's people how to live (**Exodus 19–20:17**). However, the Ten Commandments are not explored in great detail in these sessions.

Sessions 8 to 10 shift to a focus on God's ultimate rescue plan, as described in the opening chapters of **Luke**. All of God's actions as rescuer point to his greatest rescue – the rescue of people from all nations from the human problem of sin. Through Jesus, this problem was solved, and eternal life was made possible. **Session 8** focuses on the birth of John the Baptist. The children will be introduced to John as the one who got people ready for Jesus (**Luke 1:76**). **Session 9** focuses on the birth of Jesus. The children will hear that Jesus was part of God's rescue plan and that he is a mighty Saviour. They will be reminded of God's love for his people.

The unit is brought to a close in **Session 10** with a celebration of Jesus' birth. The children will be encouraged to praise God, just as the shepherds did when they saw that the Saviour had indeed been born.

Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. The unit aims to encourage growth in trust of our loving and caring Creator God, for each child at his or her own pace. No matter what stage of their faith development, they can be challenged to respond to God with trust in his faithfulness.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU, England, 2000, available from CEP.) Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.

Special features

The leader's pack includes:

- the **Leader's manual** of ten sessions
- a set of 10 full-colour A3 **Leader's posters**
- a sample of the children's **Rescue kit**. Extra kits may be purchased from CEP so that every child has their own copy to use in each session.
- a set of photocopiable masters
- a variety of Visual aids and activities for each session.

Leader's posters

There is a **Leader's poster** to be displayed in each session, summarising the theme of the Bible teaching. These are useful for reinforcing teaching, summarising and recalling past sessions, and creating a colourful timeline of learning.

Children's component

The children will receive a **Rescue kit** – a sheet of press-out rescue items. The **Rescue kits** will be used in a variety of ways during the unit: they will be used to answer questions; to play matching games; they may be hidden; or they may be used in other games. During sessions the **Rescue kits** can also be used as aids for revision. At the end of each session the **Rescue kits** will be collected; the children will be able to take home their **Rescue kits** in the final session as a reminder of what they have learned.

It is suggested that you make a bag for each child to keep their **Rescue kit** objects in. This can be as simple as a brown paper bag or a plastic clip-lock bag. You could also use a cardboard folder and staple the sides together. A photocopiable master is provided on page 17 for a design you could paste onto the front of a bag or folder. You could even run this design off on light card and fold it over to make a bag.

You may find someone in your congregation who would like to make up drawstring material bags for the children. Whatever type of bag you choose make sure there is a way of clearly naming the bags.

Activities

Children all learn in a variety of ways. *Serious play* is for three to five year-olds who enjoy and learn through play, are either non-readers or beginning readers, and are active in the years before formal schooling. Because of this, the story-time component of **Bible focus** is kept short and to the point, and the main concepts of the Bible passages are then reinforced in the activities.

At this stage the children are beginning to learn how to relate to God through his word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their example.

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

When choosing the activities you will include in each session, the number of children in your group, their individual skills and the space you have available

will be important considerations. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

Photocopiable masters

Photocopiable masters have also been included with most sessions to provide extra craft activities to reinforce key learning concepts or the Memory verse. The opportunity should be taken when helping the children with these activities to talk to them and learn more about each individual.

Purchase of the **Leader's pack** entitles you to make one copy for each member of your group.



Music spot

The *Earth movers* CD has been especially developed by CEP for use with the 3–5 year old age group. On the CD are songs about God and his promises, movement music for dance, music to cue the children to come back to the leader and get ready to listen, music to 'get up and boogie' to, and music for popular games such as pass the parcel and musical chairs.

Often the music helps the children to remember the significant learning that has taken place in the session. You may make one copy only of the CD onto audio cassette for use in the context of your church. This CD is available separately from your kids@church supplier.

Each session recommends the song or songs from the *Earth movers* CD that are most appropriate for reinforcing the key concepts of the session or the unit as a whole.

Other children's CDs you may find useful are:

- *Promises, promises*, CEP
- *How cool is that*, Johnny Burns
- *Praise crazy*, Johnny Burns
- *LIVE in the big tent*, Colin Buchanan
- *Jesus rocks the world*, Colin Buchanan
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music
- *Lovely jubbly*, Doug Horley
- *Whoopah wahey*, Doug Horley

These CDs are available from CEP.



Babe in a basket

Exodus 1:6–14; 2:1–10

Aim

To hear that God sent baby Moses to be a leader for his people.

Outcomes

By the end of this session the children will:

- know that baby Moses was saved by the Pharaoh's daughter
- begin to understand that saving Moses was part of God's plan to rescue his people
- act out the story of Moses' rescue, and thank God because he rescues his people.

Memory verse

When his people pray for help, he listens and rescues them from their troubles. **Psalms 34:17 (CEV)**

Notes

Read **Exodus 1:6–14; 2:1–10**.

'Rescue' or 'salvation' is an overarching biblical concept spanning the Old and New Testaments. With the sessions in this unit covering stories from the rescue of baby Moses and the Israelites' exodus from Egypt, to the birth of the Saviour of all, the children will discover how our loving and good God rescues his people from danger and from eternal death.

Exodus recounts the history of God's people from their slavery in Egypt to their status as a rescued people, under God's rule. Abraham's descendants had greatly increased in number since settling in Egypt during the time of Joseph (**Exodus 1:6**). Fearful of being overrun, the Egyptians oppressed the Israelites through hard labour (**Exodus 1:8–14**). When this failed to curb the numbers of Israelites, the Pharaoh then decreed that all Israelite male baby boys be killed (**Exodus 1:16, 22**). This was potentially the finish of God's people. How would they become the great nation God had promised they would be?

The anguished Israelites prayed that God would act to avert this disaster. In God's great wisdom, he answered through the birth of an Israelite baby boy – Moses. By saving Moses, God eventually saved Israel, and from Israel came Jesus, the Saviour of the world.

Leader's prayer

Hard as this may be to understand at times, God's ways are always best. Pray that your understanding of this will increase as you explore the life and ministry of Moses with the children. Pray that the children will enjoy this series and will come to appreciate just how much God has done for his people.



Gear

- ☐ Blue sheet, tarpaulin, or crepe paper
- ☐ A **Rescue kit** for each child (see **Get ready**)
- ☐ A sheet of **Rescue objects** for each child
- ☐ Some boxes to use as pretend bricks (optional)
- ☐ A laundry basket
- ☐ A baby doll and blanket
- ☐ **Leader's poster 1** (Moses as a baby)
- ☐ CD and CD player
- ☐ A copy of the Baby Moses photocopyable (page 15) for each child
- ☐ Gear for chosen activities in **Start up** and **Activities** sections
- ☐ Food for **Munchies**

Get ready

Cut the flap from the side of **Leader's poster 1**. Tape it to the poster so that it covers the baby, but can be lifted to reveal the baby.

Create a 'river' in your area by spreading out a length of blue crepe paper, a blue sheet, or a blue tarpaulin. Create 'river banks' by covering cushions with sheets or blankets. Make reeds from strips of green and brown cardboard and place them in buckets along the riverbanks. If possible, set up the river outside.

Have a laundry basket, a blanket, and a baby doll ready to use in **Bible focus**.

Prepare the children's **Rescue kits** as follows. Each child has one bag and one sheet of **Rescue objects**. A variety of suggestions for making the Rescue bags can be found on page 8 of the **Unit introduction**.

Press out the Rescue objects from each sheet and place one set of the objects into each child's bag. Place the Rescue kits near the 'river'. You will need to collect them at the end of each session.

Make as many copies as needed of the photocopyable on page 16 so that each child will have a 'baby' to glue onto their Baby Moses photocopyable (page 15). Cut these 'baby' figures out before the session.

For extra impact

Tape thin strips of green crepe paper to both ends of a large box. If possible, tape some inside as well. Encourage the children to crawl through the 'reeds' to get to the 'river'.

Start up

Do **Basket babies** and **River rescue** in preparation for **Bible focus**.

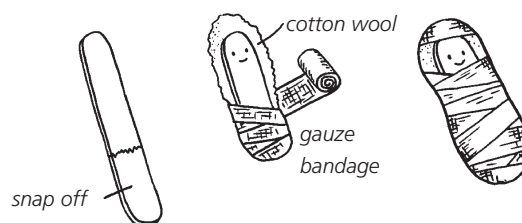
Basket babies

Purpose: To make a prop for **Bible focus**.

Gear

- ☐ Egg cartons, broken into individual cups
- ☐ Black paint
- ☐ Paintbrushes
- ☐ PVA glue
- ☐ Raffia, cut into 2 cm strips (optional)
- ☐ Ice-cream sticks, cut into 5-6 cm lengths
- ☐ Coloured pens
- ☐ Cotton wool
- ☐ White gauze bandages or strips of white material
- ☐ Adhesive tape

Give each child an egg carton 'cup'. Show the children how to paint the inside with 'tar' (black paint). Glue raffia onto the outside. Hand the children a pre-cut ice-cream stick each. Show the children how to draw a face at one end of the ice-cream stick, lay the stick on some cotton wool and wrap the gauze bandage around the stick, just as a baby would be wrapped. Secure the fabric with adhesive tape. Keep the finished 'baskets' and 'babies' aside for **Bible focus**.



River rescue

Purpose: To play a movement game that introduces the concept of rescue.

Gear

- ☐ The river set up in **Get ready**
- ☐ Assorted toys
- ☐ CD and CD player

Place a pile of toys in the 'river'. Tell the children that they need to rescue the toys. However, they each can only rescue one toy at a time. Explain that when the music is playing, the 'rescuers' can rescue the toys, one at a time; when the music stops, the 'rescuers' must freeze. If you want to play this as an elimination game, eliminate anyone who is moving or standing in the river when the music stops.

Bible focus

Links



In the game we just played, you were rescuers. What did you have to rescue? (Toys.)

What does rescue mean? (Accept responses. To save or help someone.)

Hand each child a **Rescue kit**. Allow the children a minute or two to look at the objects inside their bags.

This is your Rescue kit. In your rescue bag, there are some objects that you might be able to use to rescue, save or help someone.

What sort of things are in your bag?
(Accept responses.)

What would you use to rescue someone who was stuck in the mud? (Accept responses. It doesn't matter if they are right or wrong.)

What would you use to rescue someone who was in a river and couldn't swim? (Accept responses.)

I think you make great rescuers!

Did you know that God is a rescuer too? The Bible tells us a lot about how God rescues his people.

Teaching time

You will need **Leader's poster 1**, the laundry basket, blanket and baby doll, the children's **Rescue kits**, and the children's 'baskets' and 'babies' made in **Basket babies**.

Sit near the 'river' set up in **Get ready**.

See this river? A long, long time ago, God's people, the Israelites, lived near a great river that flowed through the land of Egypt.

It was a good place to live. The Israelites were safe and happy there. Before long, there were more than a million Israelites living in Egypt!

Let's pretend to be the Israelites living by the river. First let's catch some fish (pretend to throw in a fishing line and catch a fish). **Now we'll collect jugs of water and carry it on our heads** (all pretend to carry water jugs). **Next let's have a bath** (all sit in the 'river' and pretend to wash face, arms and body), **and wash some clothes** (all pretend to wash clothes).

But one day, everything changed. The king of Egypt thought there were too many Israelites in Egypt.

'There are too many Israelites here', he said. 'Let's make them our slaves. They will have to do whatever we say!'

The king put bosses in charge of the Israelites. Not nice bosses but mean and cruel bosses. The bosses made the Israelites build cities for them. They yelled at the Israelites and hit them.

'Hurry up!' the slave bosses yelled. 'Work faster!'

If you have some boxes allow some of the children to pretend they are the bricks they are making.

Let's pretend to be the Israelite slaves. First we need to cut straw in the fields (pretend to cut straw with a knife). **Watch out for those sharp knives!**

Now we need to make bricks by mixing straw and mud (pretend to stir a giant mixture). **Next we have to carry those big, heavy bricks** (pretend to carry heavy bricks). **Finally, let's pretend to build a city wall** (all pretend to lift the bricks and build a wall). **Now let's do it all again** (repeat the actions).

The Israelites had to do this over and over, day after day. All the while the bosses yelled at them and hit them.

But still, the king wasn't happy. He still thought there were too many Israelites!

'That's it! I've got another plan. Throw every Israelite baby boy into the river, right now!'

What do you think of the king's plan?
(Accept responses.)

Do you think God's people, the Israelites, were happy? (Accept responses. No.)

One day, an Israelite baby boy called Moses was born. His mother and father were very happy ... but they were also very, very sad. If the king found out, he would throw Moses in the river! They didn't know that God had sent Moses for a special reason.

What could Moses' mother do? (Accept responses.)

At first Moses' mother hid him in her house. But soon he grew too big to hide. 'I can't let the king throw Moses in the river', she thought. 'I have to do something.'

Hand each child their **Rescue kit**.

Can you find anything in your Rescue kit that you could use to save Moses? (Accept responses.)

Finally, Moses' mother had an idea. She collected some reeds from the river and made a basket. She covered the basket with tar to keep it dry.



Let's pretend to be Moses' mother making the basket. First, let's pretend to pick some reeds (pretend to pick some reeds). **Now, let's weave the reeds into a basket** (pretend to weave the reeds, over and under). **Finally, let's paint the basket with tar** (pretend to paint the laundry basket).

Moses' mother wrapped him up and placed him in the basket (place the wrapped baby doll in the basket). **She carried the basket to the river and then put it carefully in the river. She hoped he would be safe.**

Place the basket in the 'river'. Invite the children to place their own **Basket babies** in the river.

Baby Moses floated slowly down the river in the basket. Hold up **Leader's poster 1** and point to the basket.

Soon the king's daughter, a beautiful princess, came to the river for her bath. Let's pretend to be the princess. She washed her face (pretend to wash your face), **she washed her hands** (pretend to wash your hands), **and she washed her arms, legs and hair** (pretend to wash your arms, legs and hair). **Suddenly, the princess looked through the reeds. She could hear a funny noise. Then she saw the basket.**

Hold up **Leader's poster 1**. Ask a volunteer to lift the flap.

When the princess looked inside the basket, she saw a wriggling, crying baby boy!

Take the baby doll from the basket and cuddle it. Invite the children to do the same with their **Basket babies**.

'Look! I've rescued an Israelite baby! Someone was trying to keep him safe', cried the princess.

Later, the princess asked Moses' mother to look after him until he was bigger. One day Moses would live with the princess in the palace, but not quite yet.

Invite the children to cuddle their 'babies'.

Bringing it together

Wow! Baby Moses was rescued! I'll bet his mother was very, very happy. But she still didn't know that God had sent Moses for a special reason.

Can you guess why God sent Moses?
(Accept responses.)

God sent Moses to be a leader for his people. That's why he made sure Moses was rescued from the river. One day Moses was going to take the Israelites out of Egypt, far away from the cruel king and bosses. But not just yet – he was still a baby!

Hand out the children's **Rescue kits**.

In your Rescue kits there is something that was used to help keep Moses safe. Can you find it?
(The children should show you the reed baskets.)

Make sure the children have put their name on their bag and collect the **Rescue kits** ready for the next session.

Prayer

Ask the children to place the baskets made in **Basket babies** back into the 'river'. Ask the children why Moses' mother had to put him in the river.

Did baby Moses need to be rescued? How was Moses rescued?

Now ask the children to take their baskets out of the 'river' and hold them. Remind the children that Moses would grow up to lead God's people out of Egypt.

Invite the children to take turns praying. End with the following prayer:

**Dear God,
You are a great and mighty rescuer. Thank you for rescuing your people. Amen.**

Take home

Gear

- ☐ A copy of the Baby Moses photocopiable (page 15) for each child
- ☐ A baby Moses cut from a copy of page 16 for each child
- ☐ Very thin strips of green cardboard
- ☐ Raffia
- ☐ Gold glitter
- ☐ Coloured pens and pencils
- ☐ A small amount of sand
- ☐ Blue and yellow crepe paper or cellophane, cut into small pieces
- ☐ Scissors and glue sticks

Encourage the children to glue raffia onto the basket, sand onto the river bank, blue cellophane onto the river (or blue crepe paper), 'baby Moses' into the basket, glitter onto the princess' clothes, cardboard strips along the river (reeds), and yellow cellophane onto the sun. Note: green paper put through a paper shredder would be ideal for the reeds. The raffia will also need to be cut into small strips.

As the children create their collage, talk about the story from **Bible focus**. Encourage the children to ask questions about what they have heard. What do the children think of the way God's people were treated by the Egyptians? Why did God make sure Moses was rescued?

Encourage the children to take their collage home in their *Serious play* backpack and tell the story of baby Moses to their friends and family.



Music spot

Encourage the children to join in as you play the following. Why not pretend to splash in the 'river' as you sing?

Wherever I go, track 2 on Johnny Burns' *How Cool Is That* CD.

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

PTL 150, track 4 on Johnny Burns' *Praise Crazy* CD.

Memory verse

Ask the children if they have ever walked on stepping stones over water. Make your own stepping stones. Place eight sheets of newspaper on the 'river', slightly apart. Step on a different 'stepping stone' for each word of the Memory verse. Encourage the children to follow you and repeat the verse as you step from 'stone' to 'stone'.

**When / his people / pray for help, / he listens
/ and rescues / them from / their troubles. /**
Psalm 34:17

Activities

Choose from the following activities to conclude the session. Play music while the children are working.

A baby story

Gear

- ☐ Simple dress-up costumes
- ☐ Baby doll and basket (see **Get ready**)
- ☐ The 'river' set up in **Get ready**

Invite the children to re-enact the story from **Bible focus**, with the children taking the roles of the Egyptian king and slave bosses, Israelite slaves, the mother, sister and the princess. You will need to guide the children through the story. Alternatively, if your group is small, act the story as follows.

Pretend to be:

- Israelite slaves making bricks
- Slave bosses telling the Israelite to 'Hurry up' and 'Work harder'
- Moses' mother making a basket
- Moses' mother placing Moses in the basket, and watching him float away
- Baby Moses sleeping in the basket
- The princess noticing the basket in the water.

River rescue

Gear

- ☐ The 'river' set up in **Get ready**
- ☐ Plasticine
- ☐ A plastic dish of water

Make 'baskets' out of plasticine. Give each child a small amount of plasticine and show them how to make a basket shape. The children can put the baby 'Moses' made earlier in the basket and take turns floating it on the water. Pretend to be Moses' mother placing him in the river and say the verse below. Then pretend to be the princess rescuing baby Moses.

**Baby, baby, sleep awhile
Floating, floating, down the Nile
Baby, baby, don't you weep,
In your basket, sleep, sleep, sleep.**

Being baby Moses

Gear

- ☐ The 'river' set up in **Get ready**
- ☐ A large laundry basket (cane or plastic)
- ☐ The 'baskets' and 'babies' made in **Basket babies**
- ☐ CEP's *Earth movers* CD and CD player

Allow the children to take turns being baby Moses. They could sit in the basket on the river while the other children sing a lullaby. Alternatively, play **Sway away**, track 18 of CEP's *Earth movers* CD and encourage the other children to sway from side to side, pretending to be reeds.

End by inviting the children to play freely with their **Basket babies**.



Munchies

Gear

- ☐ A jelly baby for each child
- ☐ A bowl of blue jelly (or individual cups of jelly)
- ☐ Desiccated coconut
- ☐ Green food colouring
- ☐ Ice cream wafers
- ☐ Hazelnut spread (optional)

Make the jelly according to the directions on the packet. Note, adding a little less water makes a firmer jelly. Mix some coconut with a couple of drops of food colouring. When the jelly is set, sprinkle the coconut 'reeds' along the edges of the jelly. Cut the wafers in half or thirds. If desired, spread hazelnut spread on the wafers to represent 'tar'. Place the wafers ('baskets') on the jelly and lay a jelly baby on the wafer. As you enjoy this treat, talk about why God made sure Moses was rescued from the river.

Alternatively, invite the children to help assemble the treat and re-tell the story as you do so. Help the children to spoon jelly into cups or onto plates; sprinkle the coconut 'reeds' on the edge of the 'river', and place 'Moses' in his basket on the river.



Think about it

Did the children understand that God rescues his people?

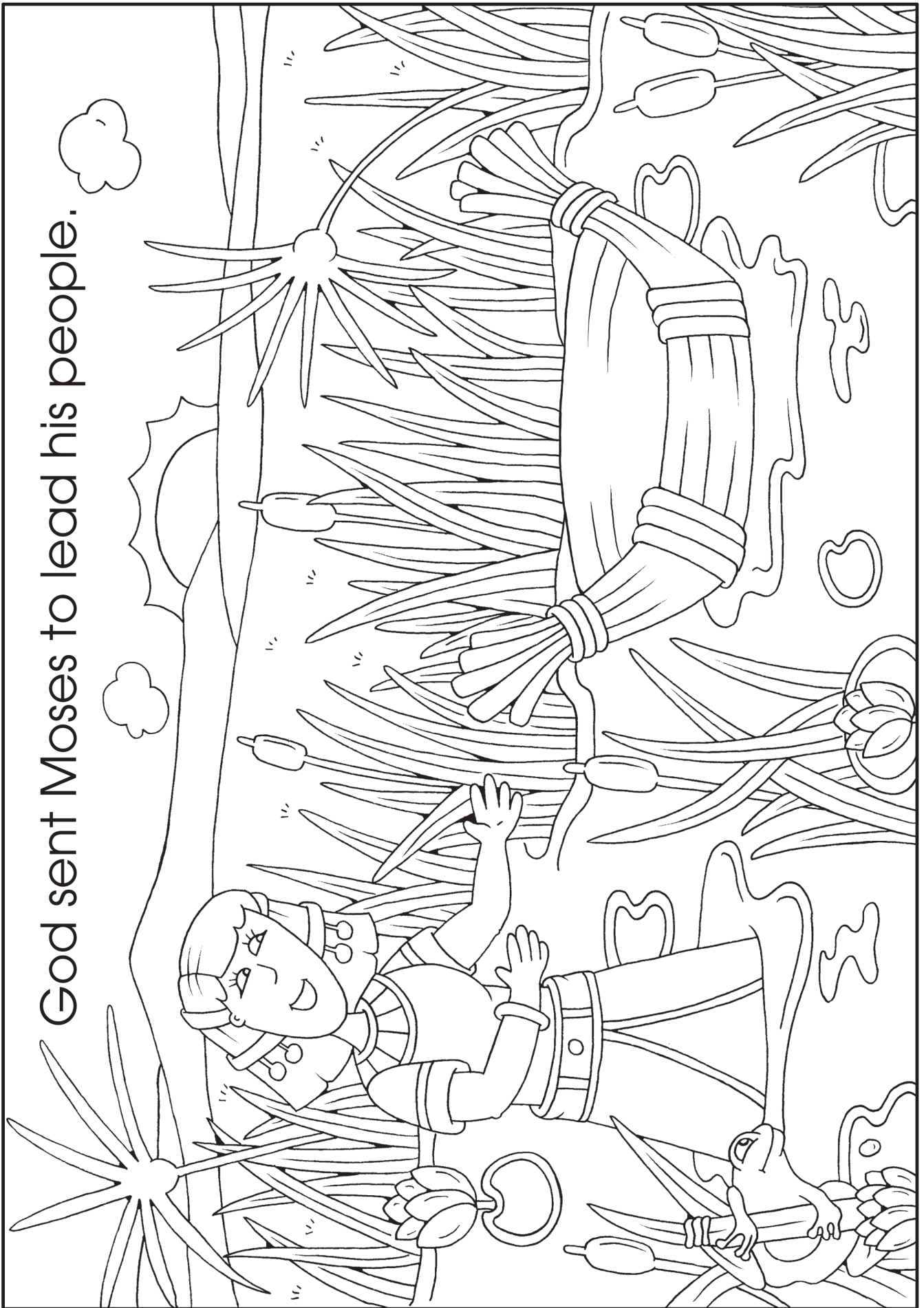
Did the children understand that God sent Moses for a special purpose?

Think ahead

You will need: **Leader's poster 2** (the story of Moses), the children's **Rescue kits**, a prepared brick wall, extra bricks and some branches in a bucket (see **Get ready**), some pieces of red, yellow and orange cellophane and a prepared copy of the Moses story cube (page 25) and a copy of the Moses story cube photocopyable (page 25) for each child.

Refer to **Gear** for Session 2 (page 20).

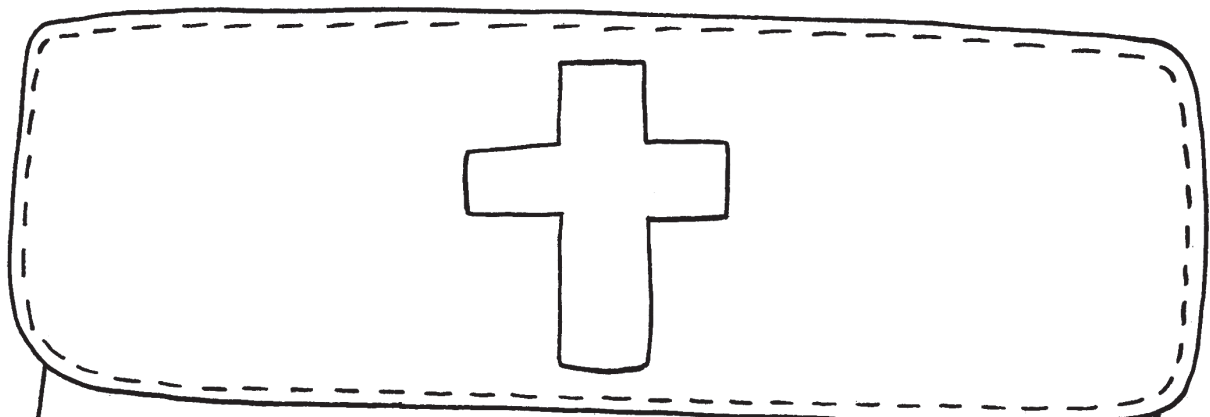
God sent Moses to lead his people.



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Name: _____