

Year 5B, VBS

HOLY MOSES!

Overall Objective

- The students will locate the story in their Bible.
- The students will retell the story in their own words.
- The students will identify: Moses, Miriam, Jochebed, Aaron, Pharaoh, prophet.
- The students will recognize that God is with us always, in good times and bad.
- The students will recognize that God helps us with problems.
- The students will learn to call on God to help them do the right thing even when it is hard.
- The students will learn that God is dependable and keeps his promises.
- The students will understand that God uses all kinds of people to do his work in the world.
- The students will understand that through God all things are possible!
- The students will locate the following areas on the map: Egypt, Goshen, Nile River, Midian, Mt. Horeb/Sinai.
- The students will describe ways they can hear God's voice today.

Biblical References

The Book of Exodus

Memory Verse

The Lord will not abandon his people; he will not desert those who belong to Him.
Psalm 94:14

Biblical Background

The epic story of Moses is central to Israel's identity. It is foundational to our faith as well. For Christians it begins the description of God's ultimate plan of salvation. It is a great story of the Providence of God. There is much that foreshadows the coming of Christ as the true deliverer! Older children can begin to see this, especially as our VBS week & summer unfold and we discuss the Passover and the wanderings in the wilderness. Because this is such a HUGE story, we will spend all of VBS week and the whole summer studying it. During the first and second days of VBS & the beginning of summer we will explore Moses' birth during a time of great persecution and slaughter of Hebrew babies including his ironic rescue by Pharaoh's daughter herself, his flight from Egypt to Midian, his life as a shepherd and his dramatic call from God through the burning bush.

The book of Exodus is the second book of the Old Testament, a book of Law, traditionally written by Moses himself or at the very least based on his writings and stories. The dating of the events are placed between 1450 and 1200 BC,

depending on the sources read. Exodus means “going out.” The book of Exodus tells the story of how the Hebrew descendants of Joseph were delivered from slavery in Egypt. It tells of the dramatic confrontation between the God of the Hebrews and the ruler of Egypt. This book initiates the special relationship between God and the Hebrews as a people. The Hebrews now have an identity as a special “nation” led by God.

A dominant theme throughout the book of Exodus is God wins! God is greater than any human-made god – or any god-like ruler such as Pharaoh. We see that God has a great and ultimate plan – of salvation and delivery for the Hebrews and all people. The book gives us a profound insight into the nature of God, his presence, his glory, his character of mercy, justice, truthfulness, faithfulness and holiness. We discover that God is a God who sees, hears, knows and remembers!

Exodus 1:1-22 – Rise of Egyptian Oppression and History of the Time.
There is great debate among scholars about the dates of the Hebrew sojourn in Egypt and the Exodus. The Bible does not give the Pharaoh’s individual names, making it difficult to determine exactly which ruler reigned during this time. Historians have traditionally believed the Pharaohs of the Exodus period were Seti I (1308-1290 B.C.) and his son Rameses II (1290-1224 B.C.) Newer archaeological investigation suggests that the Exodus might have taken place much earlier, during the reign of Ahmose or Amenhotep I (~1500-1450 B.C.). The two major events of this period were the series of spectacular cataclysms and the mass departure of a large group of people. There is no historical evidence that either of these events occurred during the later reigns. However, there is evidence for both earlier during Ahmose’s rule (or possibly Amenhotep I who followed Ahmose). A massive volcanic eruption on the Aegean island of Thera brought profound environmental and climatic changes to Egypt and a series of unprecedented disasters (plagues?). The Egyptian chronicler writes, “The Hyksos were defeated, driven out of all the rest of Egypt, and confined in a place called Avaris... [Later] no fewer than 240,000 entire households with their possessions left Egypt and traversed the desert to Syria.” This possible timeline is below:

2000 B.C. Egyptian Middle Kingdom

1870-1800 B.C. evidence for fluctuations in Nile leading to changes in ownership of land – given to kings (described in Genesis during Joseph’s leadership)

Joseph appointed Egypt’s highest official

Joseph’s family settles in Egypt’s Nile Delta in area of Goshen

1700 B.C. 2nd Intermediate Period

Semitic Asiatic tribes called Hyksos overrun Egypt, beginning in the Delta area. Establish Avaris as capital in Nile Delta (this city later becomes known as Ramesses)

Joseph and his family grow in numbers during this time.

1600 B.C. New Kingdom, 18th Dynasty

1550-1525 B.C. Pharaoh Ahmose reigns. He re-establishes Egyptian rule by

conquering Avaris and enslaving the Hyksos who did not escape.
A huge mud-brick fortress is built in Avaris using slave labor.
A “new king” who had never heard of Joseph imposes slavery on the Hebrews.
A massive volcanic eruption on the island of Thera in the Aegean Sea sends ash and pumice to northern Egypt.
Avaris/Ramesses is abandoned.
? Moses and the Hebrews are allowed to leave Egypt.

The Bible account tells us that when Joseph’s family arrived in Egypt, they settled into an area in the west Nile delta, called Goshen. They multiplied in numbers until they reached an estimated two million! The rulers worried that the great Hebrew population would join forces with Egypt’s enemies and revolt. The first act of oppression was to enslave the adult males. Forced labor was not uncommon at this time, but tended to be seasonal. The enslavement of the Hebrews soon became a bitter, full-time subjection. This provided a steady source of free labor for the great Egyptian building projects. The Hebrews spent their days making bricks from clay, straw and water. Despite enslavement, the Hebrews continued to grow in numbers. Then Pharaoh ordered the Hebrew midwives to kill all Hebrew male babies at birth. This plan failed when the midwives revolted and refused to obey. Instead, they told Pharaoh that the Hebrew women were too vigorous and strong – they gave birth before the midwives arrived! The third and most vicious plan of destruction was next: Egyptian officials were ordered to throw newborn Hebrew boys into the Nile River. This is the setting in which Moses was born.

Exodus 2:1-10 – Birth, Rescue and Early Life of Moses.

Moses was from the tribe of Levi. His mother, Jochebed, gave birth to Moses and hid him for three months. When she was no longer able to hide him, she prepared a basket from bundles of dried papyrus (bulrushes), coated with pitch and placed him in the Nile. She appointed her daughter Miriam to watch and see what happened to the baby. Pharaoh’s daughter discovered and rescued the baby, realizing that he was a Hebrew child and having compassion on him. In God-style irony, she then hired the baby’s true mother to nurse the child! It is important to point out how God used these Old Testament women. At a time in history when women were often without rights and importance, these women: the midwives, Jochebed, Miriam, and Pharaoh’s daughter showed great courage.

After the child was weaned he was taken to live in Pharaoh’s court and adopted by Pharaoh’s daughter. There he was named “Moses.” The name Moses was a common Egyptian name meaning “son,” “boy,” or “is born.” The closest Hebrew translation of “Moses” was “to draw out” since he had been drawn out of the water. In the ancient near east, one’s name conveyed the essence of a person’s identity. Moses was “drawn out” of the water as a baby, but he would later “draw out” his people through the water as an adult!

Moses had the best of both worlds. As an infant he had been placed with his mother to be nursed and steeped in Hebrew tradition and life. As a youth, he lived in Pharaoh’s court, experiencing the best in education and culture. Most likely Moses was trained as a scribe, in the arts of battle and in foreign languages.

But Moses never lost his true identity as a Hebrew.

Exodus 2:15-22 – Moses Flees to Midian.

It is possible that Moses was tallying the number of completed bricks when he viewed the Egyptian overseer beating the Hebrew slave. Moses lost his temper and in a fit of violent rage killed the Egyptian. When Pharaoh discovers his act of treason, he seeks to kill Moses. Moses flees into the desert, traveling to the land of Midian. Midian was a land of semi-nomadic tribes, located to the east of the Gulf of Aquaba. Here Moses meets Jethro and marries his daughter Zipporah. They start a family and Moses settles in to life as a quiet shepherd of Jethro's large flocks. Some scholars believe Moses stayed in Midian for 40 years. There he lived in relative comfort and isolation, safe from the armies of Pharaoh and away from the suffering of his fellow Hebrews.

The life of a shepherd is a lonely existence. During these many years of isolation and solitude, Moses must have had a great deal of time alone for meditation. Wilderness experiences have long been times of reflection, testing and preparation. Such was the case for Moses. Moses needed to know how to control his temper for the task God had in store for him. He needed to submit his will to God's will. For Moses was about to become the shepherd of much more than sheep! He was about to become the shepherd of a group of some 2-3 million Hebrews!

Exodus 2:23-25 – God is going to act!

The conclusion of the second chapter brings us to a great climax! The Pharaoh, who knew Moses, is dead. The people groan and cry out in their misery. God sees. God hears. God KNOWS. God remembers his covenant with Abraham, Isaac and Jacob! (The Hebrew word translated in this text actually means "paid attention to.") God is going to act! Today, we understand that the God who cared and "paid attention to" the Hebrews in their anguish is there for all who suffer or are in bondage.

Exodus 3:1-10 – The Call!

Moses has been living a satisfied and contented life. Although he no doubt felt compassion for his people's suffering, would this compassion alone have been enough to lead him to act? If so, why did it take 40 years for Moses to do something? One day Moses takes his father-in-law's flocks to pasture on the sacred mountain – Mt. Horeb (felt by most scholars to be the same as Mt. Sinai). This mountain had been considered sacred from ancient times. While there, Moses sees an incredible sight. A bush appears to be burning. Moving closer, he discovers that the flames are not consuming the bush! Then he hears a voice coming from the bush. "Moses! Moses!" (In Hebrew literature, calling a name twice signifies intimacy – this is the God of personal relationships!) Fire is associated with God's presence throughout the Bible and particularly in the Old Testament. Moses is warned not to come closer, for the ground is holy. Rabbi Steve Sager (<http://www.kirkofkildaire.org> – Faith Quest) explains that Moses does not need to move any further to reach holy ground. He is standing on holy ground right now. "In other words, Moses is just fine where he is (and, as we will see later, as he is)." God then identifies himself – "I am the God of your father..."

of Abraham, Isaac and Jacob.” I have seen, I have heard, I know, I am concerned, I will deliver them, I will send. God’s words are active and forceful! God is calling out the new nation of Israel from their bondage so that they can serve and worship God! Before the Exodus, the people were known as Hebrews; after they were called Israel!

Moses removes his sandals and hides his face in reverence to a holy God.

Exodus 3:11-4:17 – The Excuses!

In one of the longest and most amazing conversations between God and man in the Bible, God reveals his plan to Moses. Moses listens but his anxiety level rises...and the excuses begin. Isn’t it interesting to see the reluctance of this great giant of the faith? God’s perseverance and patience shows that he is willing to work with Moses (and us!) just as he is – to bolster his weaknesses, to help him throughout the journey. God once again, chooses unlikely people to do his work! Moses offers the following excuses:

1. Who am I? I’m just a nobody shepherd, out here minding my own business. Perhaps at one time, while still in Pharaoh’s court, I had some influence, but now? What Moses fails to see is that his identity is more than who he was – God has been preparing him for 40 years for this task. God has used these years in the wilderness to deal with Moses’ pride and his temper, forming him into the kind of humble leader who looks to God for guidance. God’s response to Moses’ first excuse is, “I will be with you.” Moses is now “God with you.” He is not alone.

2. Who are You? Tell me your name. What are your credentials? Remember, in Moses’ understanding, to know one’s name gives knowledge of one’s nature. It also was thought to give power over the other. Pagan gods never revealed their names because of this reason. But God is a personal God. He answers, “Yahweh.” Yahweh is the Hebrew name for God. Elohim is the word for God. God is personal – he has a name! The name Yahweh is written in Hebrew YHWH without vowels. The Jewish people believe the name of God is too holy to be spoken. This is usually translated into English as LORD. The root of the word comes from the verb “to be.” Thus this text is often translated, “I AM” or “I AM WHO I AM” or “I WILL BE WHO I WILL BE.” (Isn’t it interesting to think about the many times Jesus used the phrase “I AM” as he was describing himself!) The verb can also mean “to blow, sustain or maintain” which connotes God as Creator and Sustainer. In addition, God responds to Moses – I am the God of your father, of Abraham, Isaac and Jacob. This is the God of the Hebrew people -- the God who made those promises long ago – to God who does not forget his promises!

3. But what if they don’t believe me? God gives Moses three miraculous signs to use to convince the Hebrews that he is God’s messenger:

a. Rod becomes a snake – In Egypt the rod was a symbol of authority. The snake was a symbol of Pharaoh – a snake was typically used as a decoration on their headpieces.

b. Hand becomes leprous like snow - leprosy was often viewed in Old Testament times as a punishment for pride

c. Water from the Nile will turn to blood – Egypt’s prosperity depended on the Nile.

4. But, God... I’m not good enough at speaking... Moses tells God that he is not

a good speaker...although he certainly has no trouble arguing with God up to this point! God's response: I will be with you. I will tell you what to say. I will give you the right words.

5. Please, God, send someone else... God agrees to send Aaron, Moses' brother, to be his spokesperson. God will speak to Moses and Moses will speak to Aaron. Aaron will tell the people what Moses says.

Exodus 4:18-31 – Moses Returns to Egypt.

Moses journeys back to Egypt. He meets up with Aaron and is successful at convincing the Hebrews about God's plan. The Hebrews rejoice and worship together!

Exodus 7-12 The Plagues

One of the first things that stands out of the Biblical background of the Ten Plagues is that God both foreknew and foretold that His people would be enslaved and mistreated in Egypt for over 400 years, that He would deliver them from slavery, that they would come out "with great possessions", and that He would punish the nation that enslaved His people. God promised these things in Genesis 15:13 – 14 when He made a covenant with Abraham, and He repeated this promise to Moses at the burning bush (Exodus 3:19–22), and again when Moses set out for Egypt (Exodus 4:21–23) God said that "Israel is my firstborn son, and I told you [Pharaoh], 'Let my son go, so he may worship me.' But you refused to let him go; so I will kill your firstborn son." God had a plan to form Israel into a nation that would see His mighty works to deliver them from the Egyptians; God knew that His people needed to see His faithful, loving, delivering works on their behalf.

In contrast to God's foreknowledge and loving plan for His people is their perception of the situation as dismal, terrible and hopeless. The people complained to Moses (Exodus 5:20), and Moses complained to God (Exodus 5:22-23), and God again reassured Moses of His loving plan to deliver Israel in spite of the circumstances. He said, "I have remembered my covenant" (Exodus 6: 5) and "I am the LORD...I will bring you out...I will free you...I will redeem you with an outstretched arm and with mighty acts of judgment. I will take you as my own people, and I will be your God. Then you will know that I am the LORD your God...And I will bring you to the land I swore with uplifted hand to give to Abraham, to Isaac and to Jacob. I will give it to you as a possession. I am the LORD." (Exodus 6:6-8) Although Moses reported what God had said to the Israelites, "they did not listen to him because of their discouragement and cruel bondage." (Exodus 6:9) We also can experience life as if God has forgotten us, and need to be reassured that God does have a good, loving plan for each of us. Therefore it is one of our goals to teach children that God faithfully loves them at all times and in all places.

As we examine each of the plagues on the Egyptians another phrase that stands out is that "God hardened Pharaoh's heart, and he would not let them go." God, in His sovereignty, chose to cause Pharaoh to refuse to let the Israelites leave until after the tenth plague in which Pharaoh's own firstborn son died. The only answer to this is that God knows the overall plan; He knows and does what is best. Note the progression of the hardening of Pharaoh's heart: Ex. 7:22, the first plague, "Pharaoh's heart became hard"; Ex. 8:15, the second plague, "he

hardened his heart"; Ex. 8:19, the third plague, "Pharaoh's heart was hard"; Ex. 8:32, the fourth plague, "Pharaoh hardened his heart"; Ex. 9:7, the fifth plague, "his heart was unyielding"; Ex. 9:12, the sixth plague, "the LORD hardened Pharaoh's heart"; Ex. 9:34, the seventh plague, "He and his officials hardened their hearts; Ex. 10:20, the eighth plague, Ex. 10:27, the ninth plague, and Ex. 11:10, "the LORD hardened Pharaoh's heart." It appears that in choosing to harden his heart, the Pharaoh eventually became incapable of making any other choice. We need to be tender and responsive toward God. Encourage and accept children's responsiveness to God's Word.

The plagues on the Egyptians were designed to show who was really God. The Egyptians worshipped many gods. The **first** plague, the Nile river water turning to blood, is against their worship of the Nile as a god.

The **second** plague, the plague of frogs, was against the Egyptians' worship of the frog as a god.

The **third** plague, lice or gnats, and the **fourth** plague, flies, could not be imitated by the Egyptian magicians as the first two could. None of the succeeding plagues could be imitated either, and starting with the fourth plague the "land of Goshen" where the Israelites lived was protected from the plagues. The Egyptians did have a scarab beetle god; some people think the plague of flies was against this god.

The **fifth** plague, in which the Egyptians' livestock died, was against the Egyptians' chief god, the bull.

The **sixth** plague, boils on the Egyptians personally and on their animals, but not on the Israelites, is the first one of which it is said "the LORD hardened Pharaoh's heart".

The **seventh** plague, hail, is preceded by God giving the Egyptians a choice to shelter their animals if they believe that God will indeed send the plague of hail. Exodus 9:21, "But those who ignored the word of the LORD left their slaves and their livestock in the field." God still gives us a choice today as to whether to believe and obey His Word, or to ignore it and live with the consequences.

Of the **eighth** plague, locusts, God says in Ex. 10:1 to Moses "Go to Pharaoh, for I have hardened his heart and the hearts of his officials so that I may perform these miraculous signs of mine among them, that you may tell your children and grandchildren how I dealt harshly with the Egyptians and how I performed my signs among them, and that you may know that I am the LORD." Pharaoh's officials actually begged him "let the people go...Do you not yet realize that Egypt is ruined?"(Ex. 10:7), but he did not let them go, and they suffered the plague of locusts. It is said that not only can locusts eat every living green thing (remember the "plague" of tent caterpillars we had here in June, 2003?), but that they also can pile themselves up to five inches deep on the ground, and that when they are mashed they give off an offensive odor. They swarm in large clouds that darken the sky as well. Sometimes God's Word warns us of some behavior that has terrible consequences; maybe the children in some discussion sessions could think of such a warning and consequences, such as behaviors that involve breaking either the moral or the civil law and the consequences of those behaviors. Also, do we remember and pass down to our children the ways in which God has been real and alive in our own personal lives? God tells us to do this, and it is also worthy of discussion.

The **ninth** plague, darkness, was an attack on the Egyptians' worship of the sun

god, and again, the Israelites in the land of Goshen did not suffer the darkness. Pharaoh almost yielded. "Darkness" is used to describe our state of being without God, hopeless, living in sinful disobedience to God's will. We often fear the dark; light is necessary for life.

The **tenth** plague, the death of Egypt's first born males, could only be avoided by carefully following God's directions. The land of Goshen was not automatically exempt from this plague, and it is forever commemorated by the Feast of Passover which Jesus fulfilled by his death on the cross for our sins as the perfect, sinless "lamb of God" so that we would have "eternal life" (John 3:16). We will include Passover briefly as part of our study of the ten plagues. The "leaven" in the bread, which is so notably avoided at Passover, is a symbol of sin. The Israelites were told to celebrate a "Feast of Unleavened Bread" as well as the Passover, but we will not dwell on that in this rotation. It is also said that their "bread was made in haste" so they did not have time to add yeast and allow the bread to rise. The Egyptians not only urged the Israelites to leave hastily, but they sent them away with valuable gifts of gold, jewelry and clothing, just as God had promised: Exodus 12:35-36, "The Israelites did as Moses instructed and asked the Egyptians for articles of silver and gold and for clothing. The LORD had made the Egyptians favorably disposed toward the people, and they gave them what they asked for; so they plundered the Egyptians." When God delivers us from sin and from bondage, He not only gives freedom, He also gives restoration of that which was lost so that we might give further glory to Him. The Israelites later used some of their Egyptian wealth in building the Tabernacle in the desert, a place to worship God.

The restrictions on the Passover celebration are noteworthy (Ex. 12:43-49), although probably too detailed to teach to children with the ten plagues. What is important is that the person eating the Passover had to be a circumcised member of the community of Israel. While we do not want to go into a discussion of circumcision with children, this meant that the person had to be under the Abrahamic covenant, just as we become an "adopted" member of God's family (come under the New Covenant in Christ) when we believe on Christ for the forgiveness of sins. The person eating Passover could not be an uncircumcised foreigner, a temporary resident or a hired worker. So what is important for our teaching is that Passover symbolized God taking away our sins by Jesus' death on the cross, and our belief and obedience to God's way of forgiveness. God showed Himself LORD to the Egyptians, to Israel, and to the surrounding nations when He delivered Israel from Egypt. He showed that He cared for His people, He kept His promises, that He even knew the end from the beginning and was and is completely trustworthy. Let's share our lives' faith events with our children also.

Exodus 16-40- Wilderness Miracles.

God's amazing miracles did not stop when the Israelites were safely out of Egypt. God continued to miraculously provide for his people by providing water in the desert, manna every morning and quail for meat. Every morning for forty years the Israelites awoke to a covering of manna on the ground. Manna literally means "What is it?" or "Whatchamacalit." Manna was a small round substance, as fine as frost with a sweet honey/coriander taste. It was ground on millstones and then baked into small cakes. Manna is sometimes called "angel's food" or

“bread from heaven.” The Israelites were directed to gather enough manna to feed each individual family for one day only, (except on the day prior to the Sabbath, when they collected twice as much – an omer is a day’s ration of grain or bread and equal to about 2 quarts). When the Israelites disobeyed and gathered more manna than could be consumed, it became wormy and rotten (except for the Sabbath manna). There has been much speculation about manna. Many scholars believe manna was actually a sticky, sweet substance that is formed from the secretions of insects and the sap of the tamarisk trees. However, this happens only during certain seasons of the year, only with tamarisk trees and produces only a small amount, not nearly enough to feed all the Israelites! As with the plagues, while there may be scientific explanations to help explain what happened, the sheer magnitude and volume of the miracles demonstrated God’s intervention. God also provided meat for the Israelites in the form of quail. Great flocks of the birds traveled along the coast of the Red Sea and up the Gulf of Suez and Gulf of Aqaba. They fly low, about three feet above the ground, and when they tire, are easily caught. For forty years, God provided manna and quail for the Israelites daily. Despite this provision, the Israelites became weary of the food and complained bitterly about missing the delicacies of Egypt.

Three months after the Red Sea crossing, the Israelites found themselves at the base of Mt. Sinai. This is the same location where Moses first met God in the burning bush. There is much debate among Bible scholars about the actual location of Mt. Sinai/Horeb. The traditional site is located in the Sinai peninsula. This site was actually selected by Constantine’s mother in a vision. Despite extensive exploration, no evidence has been found to indicate the Israelites’ presence there. Several modern-day scholars believe the actual site is in Midian, in modern-day Arabia. Explorers have found evidence there (blackened mountain top, remains of twelve altars, paintings on cliff walls, which all correlate with the biblical account. (for more information see <http://www.wyattmuseum.com>) Moses climbed the mountain to speak with God and receive instructions. God reminded Moses of his mighty actions and how he had carried the Israelites “on eagles’ wings.” This saying derives from the belief that adult eagles catch their young and bear them on their own wings when the fledglings become weary or falter. God explained that Israel would be God’s special treasure among all the nations. All they had to do was obey. The Israelites’ all responded, “We will do everything the LORD has said.”

The 10 Commandments

The giving of the law, the Ten Commandments, is here connected to the revelation of God to the people of Israel. The person of God and the law God presents cannot be separated. More particularly the laws are "given in the context of the Sinai covenant" and they provide God's vision for what the relationship will be like (Brueggemann, 839). Also, they "are given with the authority of Moses" and they are connected to the liberation story (Brueggemann, 839).

The commandments are thought to come in two parts or tablets:

1. 1. V. 1-11 concern relations to God
2. 2. V. 12-17 concern the neighbor (Brueggemann, 839)

The connection between the tablets is that in order to understand how to relate our neighbor, we must first know how to relate to God (Brueggemann, 839). It is a mistake to separate the two or concentrate on practicing one group more than the other.

Both Fretheim and Brueggemann encourage us not to consider the Ten Commandments as limited and static or to consider these ten laws as the only and most important principles to live by. They are "dynamic. . . open to a fresh hearing" (Brueggemann, 683). There is evidence that the Israelites viewed them in this way and we too may feel that some things need to be added or expanded on. They are at least "an indispensable starting point for our ongoing ethical task" (Fretheim, 222).

-Ark of the Covenant. While on Mt. Sinai, God gave Moses instructions about how to worship. The Ten Commandment tablets needed to be stored in a safe and special place. God instructed Moses to build an Ark to hold the covenant (the carved stone tablets). We see how the Egyptian gifts of gold and silver are now used to glorify God. The building instructions for the ark are specific and outlined in scripture. Basically the ark was a wooden box (ark means box or chest) made of acacia and covered completely (inside and out) in pure gold. Rings on the side held poles, by which the ark could be carried, preventing anyone but the high priest from touching the ark. The cover was called the mercy seat or atonement cover. Two cherubim knelt on the top with their outstretched wings nearly touching. Cherubim have been described in multiple ways, but most likely had animal bodies (such as lions) with human faces and wings. God's presence rested in between or just above the wings of the cherubim. Inside the Ark of the Covenant, the Israelites were to place three reminders to them of God's faithfulness: the stone tablets, a golden pot filled with manna and Aaron's rod that miraculously budded (see Numbers 17:1-10).

After giving instructions for the Ark of the Covenant, God explains how to prepare the Holy Tent of Meeting or the tabernacle. A tabernacle is a place where God can dwell in the midst of the people. The tabernacle was a large portable tent surrounded by an outer court enclosed by curtains and poles (see attached diagram). It always faced east. The outer court was 150 feet by 75 feet or a total of 450 feet in perimeter. The tabernacle or Holy Tent can mean the entire enclosed area, or just the smaller holy tent inside. Linen curtains hung on bronze pillars with silver hooks were placed 7.5 feet high and 7.5 feet apart surrounding the outer court. The inner court was made of 48 planks of acacia wood covered in gold and held together with bars and silver rings. It was 15 feet by 45 feet and divided into two parts: the Holy Place and the Most Holy Place. The Most Holy Place was a perfect cube 15 feet by 15 feet by 15 feet. Here is where the Ark of the Covenant resided. Any of the priests could enter the Holy Place, but only the High Priest was allowed into the Most Holy Place, and only on the Day of Atonement, once each year when blood was sprinkled over the cover of the Ark as a sacrifice for forgiveness of sins. The Holy Tent was overlaid with a series of coverings: linen with blue, purple and scarlet threads, a covering made of goats hair, a covering made of ram's skin and a covering made of goats skin. Linen veils embroidered with cherubim closed the entrances to the Holy Place and the Most Holy Place.

Furnishings of the Tabernacle. There was only one entry into the tabernacle. The first item inside the entrance was the bronze altar of sacrifice. Here daily sacrifices were made. Next came the laver, a bronze bowl filled with water for cleansing before entering the Holy Place. The Holy Place was separated from the outer court by a linen veil embroidered with cherubim and woven with threads of blue, scarlet and purple. The Holy Place contained the Table of the Bread of the Presence or showbread (sometimes called shewbread, but pronounced showbread). The table held twelve loaves of unleavened bread, representing the twelve tribes of Israel. The loaves were replenished each week with fresh loaves. To the left was the golden lampstand with seven branches. This was the only source of light inside the tent and was kept filled with oil and burning at all times. Next came the golden altar of incense. This altar burned incense used for worship and prayer. Then came the second veil at the entry to the Most Holy Place. Inside the Most Holy Place was the Ark of the Covenant.

Theology of the Tabernacle. The tabernacle has great theological symbolism for us today. The tabernacle was placed in the middle of the Israelite's camp thus showing God's desire to be truly the center of our lives. The building of the tabernacle indicated God's willingness to meet with people on earth. It foreshadows the ultimate meeting of God and man in Jesus' coming. There is only one entrance into the tabernacle – symbolizing the way to God through Christ. Immediately upon entering the tabernacle, one sees the altar of sacrifice, confronting us with our need to atone for our sins and seek forgiveness. The altar of incense reminds us of the importance of worship and prayer. The table of Bread of the Presence reminds us of God's constant provision for our daily needs and that Christ often referred to himself as the Bread of Life. Perhaps most significant is the final veil separating the Holy Place from the Most Holy Place. When Christ died, this final veil is what was torn from top to bottom, providing all who believe in Christ direct access to God. Jesus is our High Priest and with him, no other is needed. Jesus' sacrifice provides the gate through which we may come to meet God and be made right with him.

By giving the Israelites the tabernacle, a consecrated place (a place that was set aside for a special purpose), God promised to dwell with his people always. This provided them a special place and a visual reminder of God's presence. Even though we know we can worship God anywhere, God knows that we tend to associate special experiences with special places. Setting aside a holy place helps us get away from the distractions of life and helps us worship. A consecrated place reminds us that God is holy and deserving of such special attention.

History of the Ark of the Covenant. The Ark of the Covenant became the most sacred object in the Israelites' worship. It was covered whenever it was carried from place to place so that it could not be seen. Later the Israelites came to revere it so much that it become as an idol to them – representing God's power itself. They placed their trust in the Ark itself, rather than God, carrying it out in front of them to battle. Here is an example of the danger of idols or symbols becoming more than what they are – God allows us material objects as symbols,

but never are these symbols to be actually equated with God's power and self). Eventually, the Ark was captured by the Philistines. It was later returned, and placed in Solomon's Temple, but after the destruction of the Temple in 586 B.C. it was lost and has not been recovered.

Discussion Topics:

Hearing God's Call

There are some important life application points to make with the children. The Bible is full of examples of God speaking to his people in dramatic ways – burning bushes, dreams and visions, angel visitations, in clouds of smoke and pillars of fire... How do we hear God's call today? How do we listen for God's word in our own lives? Be sure the children understand that God is with us today, just as he was for Moses. He still speaks today! God's voice is heard in many different ways:

1. Bible
2. Preaching
3. Worship
4. Hymns, music in worship
5. Sunday school
6. CMAP
7. Sacraments – baptism and communion
8. Prayer
9. Dreams
10. Visions
11. Conscience (the "still small voice within us") – whenever we ask ourselves, "What is the right thing to do?"

Making Excuses

Why do we make excuses? What prevents us from answering God's call? Why do we resist when we know what we should do? We often make excuses to avoid responsibility or because of fear. Talk about who felt fear in this story. The Hebrews – when their babies were being killed. Who showed courage? (the midwives – who refused to kill the babies, Jochebed – who devised a plan to save her baby, even Pharaoh's daughter who risked defying Pharaoh's law to save a powerless Hebrew baby) Help the children understand that God helps us to act with courage even when we are afraid. (Recall the story of Esther and her courage despite her fear – her prayers and faith helped her). God helps us through our experiences. God will use everything that happens to us to help us grow. Gradually we grow in our ability to be more and more responsible. God is with us when we face challenges and obstacles. God wants us to choose the right path, to do the right thing. Sometimes this may mean standing up to others or going against the flow. Sometimes we may be afraid. But God is with us. He sees, he hears, he knows, he remembers, he acts!

God's Plan (Providence)

Why would a loving and merciful God allow his people to be enslaved for 400 years in Egypt in the first place? During this time, the Promised Land was a huge battlefield with great hordes of conquering armies moving across the land. What would have happened to a tiny band of people in that situation? Instead, God allowed the Hebrews to be safe in Egypt, to grow and multiply. Even during their

slavery and suffering, God was at work – accomplishing his plan. (Remind the children of Romans 8:28 – All things work together for good to those who love God who are called according to His purpose.)

Our Abilities and Our Limitations

God has given each of us different talents and abilities. God wants us to use those abilities to do good in the world, to do what God wants us to do. When God calls us to do something, he equips us with the abilities needed to do the job. Just as God equipped Moses, God will equip us with what we need! When God gives us an opportunity we should take advantage of it! Our experiences will help us grow. On the other hand, we all have limitations. God wants us to understand what we can and cannot do. God wants us to be willing to accept his help. Sometimes God will use our weaknesses to help us do something very much greater than we could have ever done on our own. (Just like he did with Moses!)

Accept Discipline

God does not like pride. God wants us to be humble and willing to obey. We have to face the consequences of our actions – Moses had to leave his home because he lost his temper and killed the Egyptian. Moses spent 40 years in the Midian wilderness as a result of this rash action.

Sometimes we are Disappointed

God has not promised that the Christian life will be free of pain, suffering or disappointment. God often uses difficulties and hardships in our lives to prepare us for service later on. (just like being a shepherd in the wilderness prepared Moses) God has promised to be with us always, to lead us and guide us and to love us forever!

Words to Know:

Pharaoh: Egyptian ruler or king. The name Pharaoh comes from an Egyptian word per-aa which means “great house.” The Egyptians believed that Pharaohs were descended from the sun god Re. They were considered to have absolute power!

Prophet: messenger of God, a special person chosen by God to bring an important message to the people.

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MEET MIRIAM, JOCHEBED & BABY MOSES

VBS Day 1 Opening Skit

(Ahead of time: Learn to pronounce Moses' mothers name: Pronounced Jock'a•bed)

(Ask someone else (a prop handler) to slowly pull the basket on cue.)

Materials:

- basket big enough to hold baby
- blanket
- 10 feet of rope (tie rope to the basket)
- fabric & lights to create river

Introduction:

- Narrator: Today we will learn about Moses. Moses was born a long time ago in Egypt. But he was not an Egyptian. He was an Israelite. We also call Israelites, Hebrews.
 - Ask: Who knows what a pharaoh is? (ruler or king of Egypt)
 - Say: At that time the Pharaoh of Egypt gave an order that Hebrew newborn baby boys could not live. Isn't that awful? But God had a plan to save his people. Let's hear the beginning of the story.

Meet Miriam, Jochebed & Baby Moses

(Stage setup: Jochebed (Moses' mother) should be holding the baby, the basket should be at her feet. In a straight line a little ways away, place the prop handler holding the rope to the basket.)

Narrator: Our story begins with Jochebed and her daughter Miriam beside the great Nile River in Egypt.

Miriam: Momma, why have we been hiding my baby brother?

Jochebed: Pharaoh did a mean thing, Miriam. He made a law that all Hebrew baby boys must be thrown in the Nile River.

Miriam (acts shocked): Are we throwing my baby brother in the river! (points to river)

Jochebed: No, but I need your help. Here's what we'll do. (Pretends to whisper to Miriam)

Narrator: When Moses was born, his family hid him for 3 months. But you know how hard it is to keep babies quiet! Everyday his mother prayed, asking God to save her baby. God had plans for Moses. He gave Moses' mother an idea.

Miriam: Let me get this straight. We put the baby in a basket, and float it down

the river? But...who will find him? What will happen?

Jochebed: Trust in God Miriam.

Miriam and Jochebed place baby in the basket & put it in the "river." Prop handler starts pulling basket.

Narrator: Down the river the basket floats. Where will it end up? ... You'll find out...!

GARDEN OF EATIN': Passover Meal

VBS Day 2

Objectives:

- The children will become familiar with the events leading up to the night of Passover.
- The children will understand the meaning of Passover.
- The children will learn about some of the basic rituals that are followed by those who celebrate Passover.
- The children will experience some of the food and ritual that is part of a Seder meal.
- The children will understand that celebrating Passover is a way of thanking God for delivering the Israelites out of Egypt.

Materials:

- Children's book on Passover (workshop coordinator)
- The Passover Journey – A Seder Companion by Barbara Diamond Goldin
- A large plate or tray for holding the following 10 items: (workshop coordinator)
- Romaine lettuce (workshop coordinator)
- Spring vegetable-celery (workshop coordinator)
- Horseradish (workshop coordinator)
- Haroset- we will use chunky applesauce as a kid-friendly variation (we can add raisins to the applesauce, as well) (workshop coordinator)
- Red beet (workshop coordinator)
- Hardboiled egg (workshop coordinator)
- Celery (workshop coordinator)
- Parsley (workshop coordinator)
- Matzah bread (workshop coordinator)
- Medium-sized bowl for water (workshop coordinator)
- Salt (workshop coordinator)
- Grape juice (workshop coordinator)
- One big, fancy wine cup (teacher collect from Deaconess kitchen)
- Plastic wine cups for children (workshop coordinator)
- Paper plates (workshop coordinator)
- Paper bowls (workshop coordinator)
- Plastic spoons (workshop coordinator)
- Napkins (workshop coordinator)
- Chicken soup with matzah balls (workshop coordinator)
- Basin for water to wash hands (workshop coordinator)
- Paper towels (workshop coordinator)
- 2 Candles and candlesticks (workshop coordinator)
- Matches (workshop coordinator)
- Low floral arrangement (workshop coordinator)
- Tablecloth (workshop coordinator)
- Candy (or other small gift) for each child (workshop coordinator)
- CD of Seder music (workshop coordinator)
- Copy of the class Seder outline (attached)
- Copy of the blessings for each child (attached)

- Crockpot to warm soup (workshop coordinator)
- Ladle (workshop coordinator)

Lesson:

Teacher Preparation before lesson:

- *Read through The Passover Journey and become familiar with its contents before teaching this lesson. The Seder companion is very helpful and can serve as a reference, but becoming familiar with the order of events will help the meal (and ultimately the lesson) go more smoothly.*
- *Prior to the lesson, make the following preparations:*

Begin heating the chicken soup in the crockpot.

Spread out the tablecloth on either the table or the floor.

Set the floral arrangement and candles on the table.

Place pillows around the table for each person to sit on.

Prepare each place setting with a:

plate

bowl

spoon

wine cup

napkin

copy of the blessings to be read

Fill the medium-sized bowl with water and add salt. Place it on the table.

Place 'Elijah's' wine cup on the table.

The plate or tray should contain horseradish, romaine lettuce, haroset, a red beet, a hardboiled egg, some celery and 3 pieces of matzah.

Set it in the center of the table.

Have some additional matzah on the table.

Set the container of grape juice on the table.

Fill the basin with water and place it, along with paper towels, near the table.

Put the CD of Seder music in the CD player.

- Welcome the children.
- Today we are going to learn about Passover and have a Seder meal together.
- Passover is a holiday that commemorates the time in history when the Jewish people were freed from slavery in the land of Egypt.
- Let's read a book about Passover so that we can find out more about it.
- Read The Passover Journey (pages 2 – 20) prior to sitting down to the Seder table.
- Today we are going to practice celebrating Passover just like people of the Jewish faith do today.
- Gather the children around the table. When everyone is seated on his or her pillows, refer to pages 22 – 27 in The Passover Journey to offer some background on the celebration to come. Refer to the food or item on the table as you explain each (i.e. herbs, matzah, beet) ; Light the candles.
- There are 14 steps to the Seder meal. Follow the outline attached below.

Prayer:

Dear God, Thank you for being with us here at this Seder meal. Help us to remember and to be grateful for all you have done for us. Amen.

14 Steps of the Seder

Refer to page 28 in The Passover Journey to begin the Seder meal. Explain each step's purpose or intention as you begin it, then practice it using the outline here. Remind the children of the meaning and the symbolism as they enact each step.

1. **Kadesh** (p. 28)
 - Play the CD to represent singing the blessings over the first cup of "wine".
 - Pour some "wine" into each child's cup.
 - Say the blessing for the first cup and drink.
2. **Urkhatz** (p. 28)
 - Have the children wash their hands in the basin of water.
3. **Karpas** (p. 29)
 - Give some parsley to each child. Dip it into the salt water and taste it.
4. **Yakhatz** (p. 29)
 - Break the middle piece of Matzah and wrap the Afikoman. The shepherd can hide it somewhere in the room for later.
5. **Maggid** (pages 30 -35)
 - For this step, you can pose the Four Questions from the book and use these answers:

Q: This night is so different from all other nights! On other nights, we can eat bread or matzah. But on this night, why do we only eat matzah?

A: This night is different from all other nights because on this night we celebrate our going forth from slavery into freedom. We were slaves to Pharaoh in Egypt, and the Lord saved us with a mighty hand. If God had not taken our fathers out of Egypt, then we, our children, and our grandchildren, too, would still be Pharaoh's slaves.

Q: Why do we eat only matzah?

A: We eat only matzah, unleavened bread, because when Pharaoh finally let the people go they had to flee Egypt quickly. There was no time to let the yeast rise in the dough before they baked it.

Q: On other nights, we eat any kind of vegetable. But on this night, why do we eat bitter herbs?

A: It is to remind us how bitter it was to live as slaves in Egypt.

Q: On other nights, we do not have to dip a vegetable even one time. But on this night, why do we dip a vegetable twice?

A: We dip the parsley in salt water to remind us of our tears, for our slavery, for our bondage to sin, and for the price that Jesus paid for our redemption. We dip the bitter herbs, the horseradish, in the sweet apples (charoseth), to remind us that our ancestors were able to withstand bitter slavery because they never lost the sweet hope of freedom.

- Q: On other nights, we sit anyway we want. But on this night, why do we lean on pillows?
A: Because free men, and not slaves, recline at table. And since our people became free this night, we recline.
- Have the children tell what they know about the Exodus story. They could use a spoon to 'spill' a drop of wine on a napkin when the ten plagues are named. (p. 35)
 - Play "Dayenu" and fill the second cup of "wine".
 - Say the blessing for the second cup and drink.
6. **Rakhtzah** (p. 40)
 - Have the children wash their hands in the basin of water.
 7. **Motzee Matzah** (p. 40)
 - Pass some Matzah to each person.
 - Say the blessing for the matzah and eat.
 8. **Maror** (p. 40)
 - Give some horseradish or romaine lettuce to each person.
 - Allow them to dip it into the haroset and taste it.
 9. **Korekh** (p. 41)
 - Eat the bitter herb (horseradish or romaine) together with some matzah.
 10. **Shulkhan Orekh** (p. 41)
 - The meal can consist of the chicken soup with matzah balls that has been heating up.
 11. **Tzafun** (p. 42)
 - The children can search for the hidden Afikoman while you talk a little about it.
 - When it is found, everyone should eat a small piece.
 - Each child can receive a 'prize' for the Afikoman being found.
 12. **Barekh** (p. 43)
 - Play some music for after the meal. Pour the third cup of "wine".
 - Say the blessing for the third cup and drink.
 - Fill Elijah's cup (p. 46).
 - Have one of the children open the door for Elijah.
 13. **Hallel**
 - Continue playing the music. Pour the fourth cup of "wine."
 - Say the blessing for the fourth cup and drink.
 14. **Nirtzah**

- The Seder is finished with songs. This song, sung every year at the Seder, expresses a longing and hope for peace:

Next year in Jerusalem!
Next year in a Jerusalem at peace!

Blessings for the Seder meal

A blessing for the first cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.
Blessed are You, O Lord our God, ruler of the universe, Who Has given us life, sustained us and brought us to this season of rejoicing.

A blessing for the second cup:

Thank the God of heaven for His kindness is everlasting.
Bless the Lord, O my soul, and all that is within me bless His holy Name.

A blessing for the matzah:

Blessed are You, O Lord our God, King of the universe,
Who brings forth bread from the earth.

Blessed are You, O Lord our God, King of the universe,
Who made us holy by His law,
And commanded us about the eating of unleavened bread.

A blessing for the third cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

A blessing for the fourth cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

Blessings for the Seder meal

A blessing for the first cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.
Blessed are You, O Lord our God, ruler of the universe, who Has given us life, sustained us and brought us to this season of rejoicing.

A blessing for the second cup:

Thank the God of heaven for His kindness is everlasting.
Bless the Lord, O my soul, and all that is within me bless His holy Name.

A blessing for the matzo:

Blessed are You, O Lord our God, King of the universe, who brings forth bread from the earth.
Blessed are You, O Lord our God, King of the universe, who made us holy by His law, and commanded us about the eating of unleavened bread.

A blessing for the third cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

A blessing for the fourth cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

Blessings for the Seder meal

A blessing for the first cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.
Blessed are You, O Lord our God, ruler of the universe, who Has given us life, sustained us and brought us to this season of rejoicing.

A blessing for the second cup:

Thank the God of heaven for His kindness is everlasting.
Bless the Lord, O my soul, and all that is within me bless His holy Name.

A blessing for the matzo:

Blessed are You, O Lord our God, King of the universe, who brings forth bread from the earth.
Blessed are You, O Lord our God, King of the universe, who made us holy by His law, and commanded us about the eating of unleavened bread.

A blessing for the third cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

A blessing for the fourth cup:

Blessed are You, O Lord our God, King of the universe, Who creates the fruit of the vine.

GARDEN OF EATIN': Burning Bush Salad

VBS Day 2

Objective:

- The students will discuss the story of Moses and the burning bush, then make edible “burning bushes”....

Materials:

- Broccoli Florets (workshop coordinator)
- Small Paper Plates (workshop coordinator)
- Ranch Salad Dressing (workshop coordinator)
- Clear Plastic Cups (workshop coordinator)
- Red and Yellow Food Coloring (workshop coordinator)
- Plastic spoons (workshop coordinator)
- The Beginners Bible Timeless Children’s Stories (workshop coordinator)
- Bible (for teacher)

Lesson:

- Welcome the students. Ask: When have you ever felt afraid?
- Say: I am going to tell you about a time Moses felt afraid. Moses didn’t like the way the pharaoh treated the Israelites, so when he grew up, he went to live in another country. He took care of sheep. He stayed with the sheep out in the fields with grass and bushes all around.
- Say: One day while Moses was watching the sheep, he noticed a bush. It was a plain bush, kind of like these broccoli pieces are plain and ordinary.
- (Hold up some broccoli florets).
- Say: But this time the bush was very different- it was on fire!!! I am going to put some food coloring in this ranch dressing to help us think about the bush being on fire. (Put a few drops of red and yellow food coloring in a clear plastic cup, and stir partially, making the dip look like flames, rather than it turning completely orange or red.)
- Dip a broccoli floret in the ranch dressing “fire”.
- Say: What made this even more unusual was that the bush never burned up. It just stayed on fire, burning and burning. Moses went closer to get a better look. When he was very close, Moses heard God’s voice coming from the burning bush. God said, “Moses! I want you to go to the king. Tell him to let my people leave Egypt.” Moses was very frightened. The king was powerful and would not like what God wanted Moses to say. God promised to be with Moses. Even though he was frightened, Moses believed God. He went back to Egypt just as God had told him to. Moses had courage. Courage doesn’t mean you’re not frightened. Courage means doing what is right even when you are scared. And God promised he is always with us. Whatever we do, God is right beside us, just as he was beside Moses.
- Say: You are going to make your own burning bushes now!
- Pass out broccoli florets, ranch dressing (in plastic cups), food coloring, and plastic spoons. Have the children squirt red and yellow food coloring in their cups and partially stir, making the ranch dressing look like flames.

- Have the children dip their “bushes” (broccoli) in the flames, creating their own “burning bushes”. As the children eat their burning bushes, read the Biblical account of the burning bush to the children from the Beginner’s Bible Pages : 98-101 (based on Exodus 3: 1-12)

Prayer:

Dear God, sometimes we have to do things that are new and scary. Help us to listen to you, like Moses did. Help us to remember that you are with us and will help us do the things you tell us to do. Amen.

GARDEN OF EATIN': Unleavened Bread

VBS Day 2

Objective:

- The children will learn about the Passover and the Israelites' departure from Egypt by making unleavened bread.

Materials:

- Bibles (for teacher's reference)
- Beginners Bible Timeless Children's Stories (for teacher to read to children)
- Bread ingredients (plan to double recipe for each age group)
 - 1 cup whole wheat flour (workshop coordinator)
 - ¼ tsp. Salt (workshop coordinator)
 - 1 tablespoon butter (workshop coordinator)
 - 2 tsp. oil (workshop coordinator)
 - ¼ cup water (workshop coordinator)
- mixing bowl (teacher collect from kitchen supplies)
- mixing spoon (teacher collect from kitchen supplies)
- fork (teacher collect from kitchen supplies)
- knife (teacher collect from kitchen supplies)
- cookie sheet (teacher collect from kitchen supplies)
- measuring cups and spoons (workshop coordinator)
- timer (workshop coordinator)
- napkins (workshop coordinator)

Lesson:

- Welcome the children.
- Quickly summarize Exodus 6-12 (the plagues) for the children.
- Read The Beginner's Bible Pages 105-115- the focus of this lesson.
- Say: The Israelites were told by God to eat quickly so that they could leave Egypt as soon as possible. God is very specific about how the Israelites are to worship him during the Festival of Thin Bread (Ex.12:17) and Passover. (Ex. 12:43)
- Say: We are going to make thin, or unleavened, bread like the Israelites did that night.
- Wash hands!
- Make the bread, assigning each child a role: measuring and pouring the four/water/salt, flattening the bread, or kneading the dough with their hands for a few seconds. (If time allows before the flattening and perforation.)
- Recipe For Thin Bread: (makes enough for 8-10 children)
 - Mix flour, salt, and butter (best if melted) in a bowl.
 - Mix oil and water into the bowl until it leaves the side of the bowl and forms workable dough. If the dough is too crumbly, add a small amount of water. (1/2 tbsp) until pliable. If the dough is too sticky, add a small amount of flour.
 - Put a small amount of flour on a bread board and knead the dough lightly.

- Flatten the dough until it's thin, about 1/16 to 1/8 of an inch thick. Pick it up, turn it over, and roll out thin again.
 - Perforate with a fork and place on a lightly greased cookie sheet.
 - Bake 8-10 minutes at 400 degrees until light brown.
-
- When bread is done baking, cut it into a small piece per child. Before eating the bread, ask the children to bow in prayer.
 - Please clean all supplies and return kitchen supplies to where they were found. Thanks!

Closing Prayer:

Dear God, Thank you for keeping your promise to always be with us. Thank you for caring for us. Amen.

GARDEN OF EATIN': Red Sea Salad

VBS Day 3

Objective:

- The children will make “Red Sea Salads” to remind them that God is with us when we need help.

Materials:

- Canned applesauce (one half cup per child) (workshop coordinator)
- ½ cup measuring cup (workshop coordinator)
- Plastic spoons (one per child) (workshop coordinator)
- Strawberry instant gelatin mix (1 tsp per child)(workshop coordinator)
- Paper cups (one per child) (workshop coordinator)
- Bible (teacher will collect from Bible Bookshelf)

Lesson:

- Welcome the students. Say: Let’s play a game called Helping Situations. I will read a situation, and then you decide how you could help solve the problem. Here’s the first one: Your neighbor is eighty years old. She has a hard time getting around and really needs the weeds pulled in her garden. How can you help? (Discuss)
- Say: Here’s the second situation: Your mom came home from work late. Everyone is hungry. She needs to make dinner, but your little brother just skinned his knee and is crying. How can you help? (Discuss)
- Say: When we need help, it’s important to know that God is with us. Did you know that God divided an entire sea to help his people? Moses and the other Israelite people had just left Egypt. They had lived through years of suffering as slaves of the wicked king of Egypt. Then finally, Pharaoh had set them free. But wait! Pharaoh changed his mind and chased God’s people to the edge of the Red Sea. They were trapped between the Red Sea and Pharaoh’s soldiers. They needed help! What do you think happened?
- Say: Moses prayed to God and asked for his help. And God answered Moses’ prayer. God told Moses to raise his walking stick over the Red Sea. When he did, whoosh! The Red Sea split in half. God’s people walked across on dry land. Then God cause the Red Sea to splash back together. The mean Egyptians were swept away. God helped Moses and the Israelites go free!
- Say: Let’s make “Red Sea Salads” to remind us that God helps us. Then we will discover how God helps us every day.

- Wash hands! Let each child make his own “Red Sea Salad”:
 - Measure ½ cup of applesauce. Pour it into a paper cup.
 - Add 1 tsp. of the instant strawberry gelatin mix and stir until the mixture is thoroughly combined.
 - Using the plastic spoon as Moses’ walking stick, divide your “Red Sea Salad” in half.

- When everyone has finished preparing their salad, read aloud Exodus 14:16-22.
- Ask: When has God helped you in a tough situation?
- Ask: Why does God help you?

- Enjoy eating the salad!

Closing Prayer: Dear God: Thank you for setting Israel’s people free and leading them through the deep Red Sea. Thank you for always helping me. Amen.

GARDEN OF EATIN': Marvelous Manna

VBS Day 3

Objective:

- The students will learn about the sweet bread God sent from heaven by making "Marvelous Manna".

Materials:

- 1 large airtight container (1 per class) (workshop coordinator)
- measuring spoons (workshop coordinator)
- serving cups (1 per child) (workshop coordinator)
- liquid measuring cup (workshop coordinator)
- plastic spoons (workshop coordinator)
- Recipe ingredients- 1 recipe per class group
 - six ounce package of vanilla pudding mix (workshop coordinator)
 - 1/3 cup puffed rice cereal (workshop coordinator)
 - 1/4 teaspoon cinnamon (workshop coordinator)
 - 3 cups milk (workshop coordinator)
 - 1 teaspoon honey (workshop coordinator)

Lesson:

- Welcome the students. Ask: What does it mean to complain? Is it okay to complain? Why or why not?
- Say: Let's talk about some people who complained. The Israelites had come out of slavery in Egypt carrying treasures. They had seen God make the waters of the Red Sea move apart so they could cross the sea on dry land, and they had seen many other miracles.
- Say: These were good things. Let's mix some good things, like milk and this special powder, to remind us of the good things the Israelites carried with them. (Put the milk and the pudding mix in the airtight container.) But instead of thanking God and praising him for the good things, the Israelites complained. (Let the children take turns shaking the container. Have the children hand it to a classmate at each new statement.)
- Say: They whined. (shake) They griped. (shake) They fussed. (shake) They said God brought them out of Egypt to let them die in the wilderness. (shake) They said they wanted to go back to Egypt. (shake) They said they wanted to be slaves again. (shake) They said they were hungry. (shake) They said that God wasn't taking care of them. (shake)
- Shake, shake, shake! Make sure you have shaken the contents enough to form a pudding.
- Say: The more they complained, the harder their lives got. See how hard this mixture is getting? (Remove the lid from the container) The Israelites did

not trust God to take care of them even after all they had seen him do. But God told Moses that God would send a special bread from heaven. He would not let the people go hungry.

- Say: The next morning, the Israelites found small white flakes lying all over the ground. (Ask a child to add the cereal to the pudding.) Moses told them that this was the bread God had given them to eat. The Israelites tasted it. It tasted like wafers made with honey. (Ask a child to add honey to the pudding.)
- Say: The bread from heaven appeared every morning. And every morning the Israelites gathered enough food for the entire day. Even though the Israelites complained, God gave them good things to show his love for them.
- Ask: What do you think the Israelites should have done instead of complaining? What can we do instead of complaining?
- Enjoy this Marvelous Manna snack with the children!

Closing Prayer: Dear God: Help us to remember to be cheerful and to trust you. Help us to remember all of the good things you do for us. Amen.

GARDEN OF EATIN'; Manna Jars (Exodus 16)

Day 3

Objective:

- The students will hear the story of how God provided food in the form of quail and manna for the Israelite people on the journey from Egypt
- The students will learn how the Israelite people did not put their faith in God and that despite their complaining, God provided for them
- The students will decorate jars and fill them with matzo flour to be made into manna at a later time.

Materials for jars:

- **Exodus** by Brian Wildsmith (workshop coordinator)
- Bibles
- Glass jars or plastic containers (workshop coordinator)
- stickers to decorate with (workshop coordinator)

Materials for Manna:

- Matzo flour, sifted (half cup per student) (workshop coordinator)
- Dried coriander leaves, finely ground (1 tsp. Per student) (workshop coordinator)
- Sesame Oil (1/2 Tbsp. Per student) (workshop coordinator)
- Honey (1 Tbsp. Per student) (workshop coordinator)
- Measuring cups- 4 one-cup measuring cups
- Tablespoons for liquid measure (at least 4) (workshop coordinator)
- Four tables, covered with plastic tablecloths. (workshop coordinator)
- Four direction cards: flour, coriander leaves, sesame oil, honey (workshop coordinator)

Lesson:

- Once the Hebrew people were free from the Egyptians, they found themselves in the wilderness with nothing to eat or drink. Let's find out what happened to them next. Read **Exodus** by Brian Wildsmith from "The Hebrews traveled on..." to "they all had enough to drink."
- This story leaves out some important details so we are also going to read the story as it appears in the Bible. Read Exodus 16. Highlight the passages where the Hebrew people don't follow God's instructions
- God told Moses to put some Manna in a jar and to keep it for generations to remind the Hebrew of how God provided when he freed them from Israel.
- Today we will decorate a jar and then fill it with manna ingredients.
- Tell students that they are going to fill their decorated jars with ingredients to make manna. Tell the 1st -5th graders that they are going to use their ingredient jars to make manna "pancakes" in the kitchen. Tell the younger students that they will take the ingredients home to cook at a later time.
- Say: You are going to take your jar to each manna "station". At each station table, you will follow the direction card at the table, telling you what ingredient

to put in your jar. Your shepherd can help you read the directions and measure the ingredients at each station.

- Make a sample jar: Walk around to each station, read the direction cards, and model the desired end product. (A jar filled with flour, coriander leaves, sesame oil, and honey.) Say, “This direction card says to put 1 cup of flour in my jar.” Say, “This card says to put 2 tsp. Coriander leaves in my jar.” Remind students to stay with their shepherd and not switch stations until the shepherd says to do so.
- Allow students time to go to each station with their shepherds and complete their jars. Give the youngest students recipe cards to attach to their jars.

Prayer: Dear God, Help us to remember that you are constantly with us and will provide for us. Amen

Put $\frac{1}{2}$ cup of Matzo flour
in your jar

Put 1 tsp. Dried Coriander
leaves in your jar

Put $\frac{1}{2}$ Tbsp. Of Sesame Oil
in your jar

Put 1 Tbsp. Of Honey in
your jar

GARDEN OF EATIN': Making Manna

VBS Day 3

Objective:

- The students will learn about the sweet bread God sent from heaven by making up the manna ingredients they made as a group project into manna pancakes.

Materials:

- Each child should have their jar of manna ingredients
- soup bowls- one per child (workshop coordinator)
- rolling pins- one per student (workshop coordinator)
- pastry brushes (workshop coordinator)
- jar of sesame oil (workshop coordinator)
- flour (for kneading the dough) (workshop coordinator)
- Honey (to spread on pancakes) (workshop coordinator)
- electric skillets and electric fry pans (workshop coordinator)
- Large pan of boiling water (each child will need ¼ cup of boiling water) (teacher will collect from kitchen supplies)

Lesson:

- Welcome the students. Ask: What does it mean to complain? Is it okay to complain? Why or why not?
- Say: Let's talk about some people who complained. The Israelites had come out of slavery in Egypt carrying treasures. They had seen God make the waters of the Red Sea move apart so they could cross the sea on dry land, and they had seen many other miracles.
- Say: These were good things. Let's mix some good things, like the ingredients in our jars, to remind us of the good things the Israelites carried with them. But instead of thanking God and praising him for the good things, the Israelites complained. They whined. They griped. They fussed. They said God brought them out of Egypt to let them die in the wilderness. They said they wanted to go back to Egypt. They said they wanted to be slaves again. They said they were hungry. They said that God wasn't taking care of them.
- Say: The more they complained, the harder their lives got. The Israelites did not trust God to take care of them even after all they had seen him do. But God told Moses that God would send a special bread from heaven. He would not let the people go hungry.
- Say: The next morning, the Israelites found small white flakes lying all over the ground. Moses told them that this was the bread God had given them to eat. The Israelites tasted it. It tasted like wafers made with honey.

- Say: The bread from heaven appeared every morning. And every morning the Israelites gathered enough food for the entire day. Even though the Israelites complained, God gave them good things to show his love for them.
- Have the children pour their ingredients into a soup bowl and make a well in the center of their ingredients- pour the boiling water into the well.\
- Children should mix it into a dough ball and then knead on a well floured surface until the dough is smooth and elastic. Children should divide the dough into 6 equal portions.
- Roll out a portion of the dough into a about a 3” circle and brush with the sesame oil. Roll a second portion to the same size and cover the first pancake with this new pancake. Then, roll the now combined circles to make one large “pancake sandwich.” Continue the process until all of the dough has been used and 3 “pancake sandwiches” are ready.
- Heat a heavy skillet, without oil, and fry the sandwiched pancakes, turning once so that both sides are cooked. The skillet should be kept moving constantly to prevent the pancakes from sticking, and cooking should be done over a moderate flame.
- When all of the pancakes have been cooked, separate the sandwiched pancakes. Spread one side of each pancake lightly with honey and fold each single pancake in half and then in half again. Serve at once or cover with a lightly dampened cloth and set aside to keep warm until ready to serve.
- Discussion question while children are eating their manna snack: What do you think the Israelites should have done instead of complaining? What can we do instead of complaining?
- Please clean all supplies and return any kitchen supplies to where they were found. Thanks!

Prayer: Dear God: Help us to remember to be cheerful and to trust you. Help us to remember all of the good things you do for us. Amen.

Marvelous Manna

Ingredients:

¼ c Boiling Water
Honey
Sesame Oil

Place flour in a medium size bowl and make a well in the center of the flour. Pour the boiling water into the well and mix together to form a dough ball. Turn out onto a well-floured surface and knead until smooth and elastic. Divide dough into 6 equal portions and roll each into a 3" circle.

Brush each disc with sesame oil.

Heat a heavy skillet over medium heat. Cook pancakes, turning once. Move the skillet while cooking to prevent the pancakes from sticking. Stack the cooked pancakes and set aside until all the discs are cooked.

Spread one side of each pancake with honey. Fold in half, and then in half again. Serve and enjoy!

Marvelous Manna

Ingredients:

¼ c Boiling Water
Honey
Sesame Oil

Place flour in a medium size bowl and make a well in the center of the flour. Pour the boiling water into the well and mix together to form a dough ball. Turn out onto a well-floured surface and knead until smooth and elastic. Divide dough into 6 equal portions and roll each into a 3" circle.

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Brush each disc with sesame oil.

Heat a heavy skillet over medium heat. Cook pancakes, turning once. Move the skillet while cooking to prevent the pancakes from sticking. Stack the cooked pancakes and set aside until all the discs are cooked.

Spread one side of each pancake with honey. Fold in half, and then in half again. Serve and enjoy!

CREATION STATION – Brick Making; Slaves in Egypt (Exodus 1)

VBS Day 1

Objective:

- The students will learn about the oppression of the Israelites in Egypt.
- The students will make bricks and use them to build a pyramid.

Materials:

- Shovels (workshop coordinator)
- Dirt (workshop coordinator)
- Straw (workshop coordinator)
- Scissors to cut straw (workshop coordinator)
- Child's swimming pool to mix clay- 2 (workshop coordinator)
- Water – hose will be connected in parking lot
- Moulds= small aluminum bread pans (workshop coordinator)
- Pictures of Egyptian pyramids and palaces (workshop coordinator)

Lesson:

- Last year in Sunday school, you may have learned the story about Joseph and his coat of many colors. If you remember, Joseph had interpreted pharaoh's dream that foretold of seven years of great abundance followed by seven years of famine. Because of this dream, the Egyptians had stored vast amounts of grain during the years of abundance in preparation for the famine.
- During the famine, Joseph's family, the Hebrew people, moved to Egypt where food was plentiful. Many, many years later, when Joseph was dead and a new pharaoh was in power, the Egyptian people began to worry because the Hebrew people had become very numerous. They were afraid that the Hebrew people would fight against them so they began to work the Hebrew people and eventually enslaved them.
- Ask the students, so what do you think it was like being a slave in Egypt at the time of Moses.
- The Israelites had to work long and hard in the fields and making building bricks for the Egyptians. The Egyptians used them to make great palaces and pyramids. (share pictures)
- At one point, the Pharaoh ruled that if a man didn't meet his quota of bricks for the day, his baby was to be put into the buildings instead of bricks. This kind of persecution got worse. The king pharaoh was afraid of a prophecy that foretold of a deliverer for the Hebrew people. So the pharaoh ordered that all of the baby boys be thrown in the river from then on.
- Today we are going to make bricks like the Egyptian slaves did many years ago.
- To make bricks you need to begin with the perfect dirt for brick making. To get this dirt you have to dig down deep to get the lighter colored dirt – not the topsoil. The dirt must be picked through to remove the rocks and twigs.

- Next, we must add grass or straw to the dirt. We will use straw. The straw needs to be cut into short pieces no longer than this. (Show a piece of straw cut to 3 inches). Each of you will also have an opportunity to cut straw.
- We will mix one part straw to six parts dirt here in the pool. And then add enough water so that the dirt is thick, not runny, about the consistency of biscuit dough. It is important to mix thoroughly, preventing the dirt from clumping up and forming brittle, dry patches in your finished brick. We'll use our feet to mix the clay.
- After the clay is well mixed. We will shovel the mud into the molds.
- Next our bricks will must sit in the sun to dry. Once the bricks are dry enough, we can remove them from the mold and place them in a dry, shaded area to complete drying. Placing them in the shade for the final drying will help prevent cracking.
- We will now break into groups to work at each of the stations and then rotate so that everyone gets to work at each task. If you get done ahead of time, please feel free to work with the legos to build your own pyramid. (Put the kids to work allowing them to do something at each station: sifting dirt, cutting straw, mixing, and filling molds.)

Prayer: Dear God, We remember today how the Hebrew people were mistreated by the Egyptians. Help us to show kindness and mercy to all. Amen.

CREATION STATION – Diorama: Baby in the Bulrushes (Exodus 2)

VBS Day 1

Objective:

- The students will learn about the birth of Moses.
- The students will create a diorama of Baby Moses in the bulrushes with growing grass.

Materials:

- Exodus by Brian Wildsmith (workshop coordinator) (for older children)
- The Beginner's Bible Timeless Children's Stories pages 92-97 (workshop coordinator) (for younger children)
- Map of Egypt (workshop coordinator)
- Easle (workshop coordinator)
- Small plastic babies (workshop coordinator)
- Mini baskets or small rigid, condiment cups (workshop coordinator)
- Felt for blankets (workshop coordinator)
- Blue felt for Nile (workshop coordinator)
- Foil pie or cake pans 1 per child (workshop coordinator)
- Potting soil (workshop coordinator)
- Grass seed (workshop coordinator)

Lesson:

- Read the story of the birth of Moses on the first page of Exodus, by Brian Wildsmith or from The Beginner's bible- dependant on age of children.
- Today we are going make a diorama showing baby Moses hiding in the bulrushes. Can anyone tell me what bulrushes are? (perennial grass-like plants and can grow to 10 feet tall in shallow water or in moist soils)
- Most of Egypt is a very dry and desert-like except for the region surrounding the Nile River. The Nile is one of the largest rivers in the world. Every year the Nile River would flood allowing them plant grains. The Egyptians depended heavily on the Nile.
- We will start by wrapping Moses in a blanket and placing him in a basket. In the story, Moses' basket was woven from reeds so we will have to use our imaginations. (pass out babies, felt, and baskets – they may need glue to secure the babies blanket).
- As you finish wrapping your baby and placing him in the basket. You can come collect a container for your diorama, put your name on it, fill it with dirt. Select a strip of blue felt and place it on the soil to represent the Nile in your planter and then plant some "bulrushes." You can water the grass seed a little now and then remember to water it a little each day at home. Place baby Moses in the Nile and soon he will be hiding in the bulrushes.
- If you have any extra time, use one of the babies to play "hide the baby".

Prayer: Dear God, We know that your love and protection saved Moses from the Pharaoh. Please keep us safe and surrounded by your love. Amen.

CREATION STATION – Tambourines; Song of Moses & Miriam (Exodus 15)

VBS Day 1

Objective:

- The students will hear the Song of Moses and Miriam as they celebrated their crossing of the Red Sea
- The students will make tambourines to share in the excitement of the Israelite people

Materials:

- Paper plates – 2 per student. Pre-stapled front to front with small opening left unstapled (workshop coordinator)
- Stapler (workshop coordinator)
- Markers/ crayons (workshop coordinator)
- large dried Beans to fill tambourines (workshop coordinator)
- Beginner's Bible Timeless Children's Stories (pages 116-119)

Lesson:

- Ask the children if they remember about Moses and the Hebrews crossing the Red sea. Remind them how God parted the waters so that the Hebrews could go through the sea, but then closed the waters and drowned the Pharaoh's army that was chasing them.
- Tell them that after the Hebrews were saved from the Pharaoh's army Moses and Miriam (Moses' sister) sang a song of praise to God.
- Read Exodus 15: 1-21 (the children can take turns reading)
- Today we are going to make tambourines like those of Miriam and Moses.
- Give each child a paper plate and tell the children to decorate using markers the paper plate on both sides with pictures or words from the events of Moses and the exodus.
- After both sides of the paper plate is decorated have each child fill tambourines with a handful of large dried beans.
- Teacher will staple opening shut.
- After all students have finished making their tambourines, read Beginner's Bible Timeless Children's Stories (pages 116-119) with the children sounding their tambourines between each sentence!

Prayer: Dear God, remind us to celebrate your goodness. Amen

CREATION STATION: Water from Rock

VBS Day 3

****have teen helpers pre-fill balloons with water the day before*

Objective:

- The children will learn how God provided for Moses and the Israelites as they traveled through the desert.
- The children will make their own “water” from a “rock”.

Materials:

- Small balloons- (not water balloons- pre-filled with water (one per child) (workshop coordinator)
- Paper Mache (enough to cover all balloons) (workshop coordinator)
- Styrofoam plates to take “rocks” home on (workshop coordinator)
- Bibles (children will collect from Bible bookshelf)
- Labels with children’s names (workshop coordinator)

Lesson:

Teacher Preparation before lesson: *pre-mix paper Mache according to package directions.. Be sure that tables are covered!*

- Welcome the students. Say: Have you ever been really thirsty? What was it like? Who gave you a drink?
- The Bible tells us about a time when Moses and the Israelite people were very thirsty. The Israelites had lived in Egypt as Pharaoh’s captives until God had freed them. God had parted the Red Sea, and Moses had led God’s people out of Egypt. They were no longer slaves, but they were thirsty! For days they traveled in the hot desert, where there was plenty of sun and sand- but no water. The Israelites depended on God to give them what they needed, but how could they get water from sand and rocks? Moses prayed and trusted God. Then God told Moses to hit a rock with his walking stick. Moses did, and whoosh! Water came from the rock! What a miracle! The Israelites learned to trust God for their needs, and we can trust God to provide for us too.
- Let’s see if we can make something that might resemble the rock that Moses struck. Then we will learn more about trusting God.
- Give each child a water balloon and a plate.
- Have the children make “water from a rock” by covering their water balloons with paper Mache- be sure that it is not too thick or it will take a very long time to dry. Balloon should be completely covered.
- Tell the students that after the paper Mache is dry (and it may take several days for the paper Mache to completely dry- so be patient!) they can show their families what Moses did by taking a Phillips head screwdriver and

quickly breaking the Mache & the balloon. Children should be encouraged to explain what they learned about Moses and the water from a rock story.

- After everyone has made their rock, read aloud Exodus 17:6. Ask:
 - Do you think it was easy for the Israelites to trust God? Why or why not?
 - Is it easy for us to trust God all of the time?
 - Does God always give you what you want? Why or why not?
 - How can you trust God to provide for you this week?
- Say: Moses trusted God when he led the Israelites in the desert. Moses trusted God when the people were thirsty. And God provided for them just as God provides for us.
- Have children take their rocks on the plates to their table in fellowship hall.

Closing Prayer: Listen, God, I know you're there.
You heard Moses in his prayer.
I trust you, God, with all my heart.
And know we'll never part. Amen.

CREATION STATION – Ark of the Covenant (Exodus 25, 37, Hebrew 9:4, Numbers 17)

VBS Day 4

Objective:

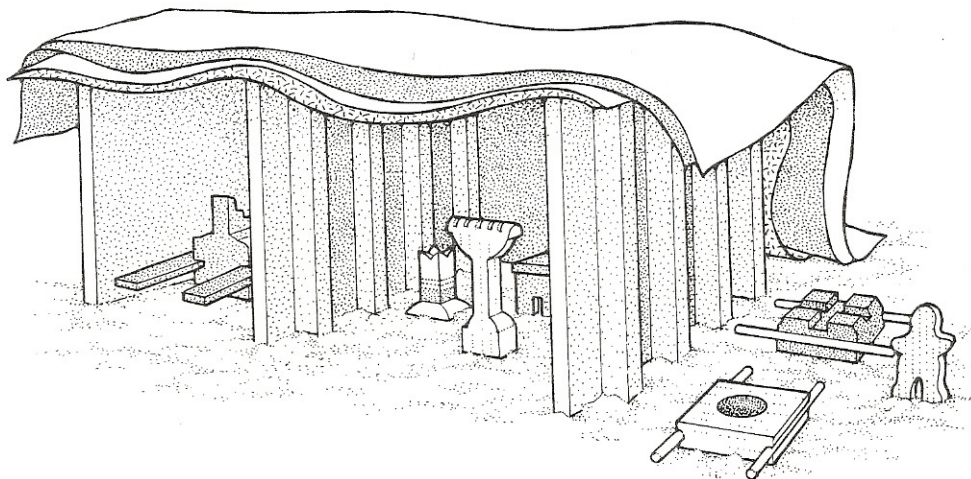
- The students will learn of the building of the Ark of the Covenant and the Tabernacle
- The students will learn what was placed in the Ark of the Covenant
- The students will understand the importance of a consecrated space where we can visually be reminded of God's presence
- The students will build an Ark of the Covenant and place in it three objects

Materials:

- Treasure chests (1 per child)- pre-drilled to put skewers through (workshop coordinator)
- Gold Paint (workshop coordinator)
- Paint pots (workshop coordinator)
- Paintbrushes (workshop coordinator)
- Skewers (2 per child) (workshop coordinator)
- Tacky glue (workshop coordinator)
- Small copies of the 10 commandments (workshop coordinator)
- Terra cotta colored clay to make a small jar to represent jar of manna (workshop coordinator)
- A stick to represent Aaron's rod that budded (workshop coordinator)

Before Class:

- Assemble the Tabernacle using pieces from Godly Play and the desert box. Use this in your description of the tabernacle.



Lesson:

- While on Mt. Sinai, God gave Moses instructions about how to worship. The Ten Commandment tablets needed to be stored in a safe and special place.

God instructed Moses to build an Ark to hold the covenant (the carved stone tablets). The building instructions for the ark are specific and outlined in the Bible

- Read Exodus 25.
- Basically the ark was a wooden box (ark means box or chest) made of acacia and covered completely (inside and out) in pure gold. Rings on the side held poles, by which the ark could be carried, preventing anyone but the high priest from touching the ark. Two cherubim kneeled on the top with their outstretched wings nearly touching. Cherubim have been described in multiple ways, but most likely had animal bodies (such as lions) with human faces and wings. God's presence rested in between or just above the wings of the cherubim.
- Inside the Ark of the Covenant, the Israelites placed three reminders to them of God's faithfulness: the stone tablets, a golden pot filled with manna and Aaron's rod that miraculously budded (see Numbers 17:1-10). Remember hearing about these items in our stories this week?
- After giving instructions for the Ark of the Covenant, God explained how to prepare the Holy Tent of Meeting or the tabernacle. A tabernacle is a place where God can dwell in the midst of the people. The tabernacle was a large tent surrounded by an outer court enclosed by curtains and poles.
- The Holy Tent was overlaid with a series of coverings: linen with blue, purple and scarlet threads, a covering made of goats hair, a covering made of ram's skin and a covering made of goats skin.
- There was only one entry into the tabernacle. The first item inside the entrance was the bronze altar of sacrifice. Here daily sacrifices were made. Next came the laver, a bronze bowl filled with water for cleansing before entering the Holy Place.
- The Holy Place was separated from the outer court by a linen veil embroidered with cherubim and woven with threads of blue, scarlet and purple. The Holy Place contained the Table of the Bread of the Presence or showbread (sometimes called shewbread, but pronounced showbread). The table held twelve loaves of unleavened bread, representing the twelve tribes of Israel. The loaves were replenished each week with fresh loaves. To the left was the golden lampstand with seven branches. This was the only source of light inside the tent and was kept filled with oil and burning at all times. Next came the golden altar of incense. This altar burned incense used for worship and prayer. Then came the second veil at the entry to the Most Holy Place. Inside the Most Holy Place was the Ark of the Covenant. Only High Priests were allowed to enter this place.
- The tabernacle has great theological symbolism for us today. The tabernacle was placed in the middle of the Israelite's camp thus showing God's desire to be truly the center of our lives. The building of the tabernacle indicated God's willingness to meet with people on earth. It foreshadows the ultimate meeting of God and man in Jesus' coming. There is only one entrance into the tabernacle – symbolizing the way to God through Christ. Immediately upon entering the tabernacle, one sees the altar of sacrifice, confronting us with our need to atone for our sins and seek forgiveness. The altar of incense reminds us of the importance of worship and prayer. The table of Bread of the Presence reminds us of God's constant provision for our daily needs and that

Christ often referred to himself as the Bread of Life. Perhaps most significant is the final veil separating the Holy Place from the Most Holy Place. When Christ died, this final veil is what was torn from top to bottom, providing all who believe in Christ direct access to God. Jesus is our High Priest and with him, no other is needed. Jesus' sacrifice provides the gate through which we may come to meet God and be made right with him.

- By giving the Israelites the tabernacle, a consecrated place (a place that was set aside for a special purpose), God promised to dwell with his people always. This provided them a special place and a visual reminder of God's presence. Even though we know we can worship God anywhere, God knows that we tend to associate special experiences with special places. Setting aside a holy place helps us get away from the distractions of life and helps us worship. A consecrated place reminds us that God is holy and deserving of such special attention.
- The Ark of the Covenant became the most sacred object in the Israelites' worship. It was covered whenever it was carried from place to place so that it could not be seen. Later the Israelites came to revere it so much that it become as an idol to them – representing God's power itself. They placed their trust in the Ark itself, rather than God, carrying it out in front of them to battle. Here is an example of the danger of idols or symbols becoming more than what they are – God allows us material objects as symbols, but never are these symbols to be actually equated with God's power and self). Eventually, the Ark was captured by the Philistines. It was later returned, and placed in Solomon's Temple, but after the destruction of the Temple in 586 B.C. it was lost and has not been recovered.
- Assemble and the arcs. Note that we have no cherubs for the top of the arc.
- Use the clay to build a vessel to represent the golden pot filled with manna.
- Place three objects in the arc: Ten Commandments, Pot, and stick of Aaron.

Prayer: Dear God, Even without the Ark of the Covenant, we know that you are always in our presence. Amen

PSALM OF MUSIC: Baby Moses Songs

VBS Day 1

Objectives:

- The children will learn about Moses' birth.
- The children will become familiar with Moses, Miriam and the Pharaoh's daughter.
- The children will learn a song about Baby Moses sung to the tune of "Rock-a-Bye Baby."
- The children will understand that God is always with us (even when times are bad) and that God uses all kinds of people to do His work in the world.
- The children will understand that God had a special plan for Moses, and He has a plan for all of us.

Materials:

- The Moses Basket by: Jenny Koralek & Pauline Baynes (workshop coordinator)
- Instruments (Music director)
- Song Lyrics (workshop coordinator)

Lesson:

- Welcome the children.
- Today we are going to read about Moses as a baby. Has everyone heard of Moses? (Let the children give their answers.)
- The story of Moses is very special. Even the circumstances around Moses' life as a baby are quite remarkable.

- Let's read the story of baby Moses from this book and then we'll see what it says in the Bible and talk about what this story means.
- Read book: The Moses Basket by: Jenny Koralek & Pauline Baynes
- Read from The Beginner's Bible Timeless Children's Stories pages 92-97

- (Teacher notes: These particular passages don't refer to 'Miriam' by name. Explain that Moses' sister is named Miriam.)

- Discuss the following questions/topics to help deliver the workshop objectives:
 - How do you think Moses' mother was feeling having to send her baby down the river in a basket?
 - Where do you think God was while Moses was floating down the river?
 - In what ways did Miriam help her baby brother?
 - Why do you think the Pharaoh's daughter felt sorry for Moses?
 - Who are some of the people that helped to keep Moses safe after he was born?
 - Do you think God has a special plan for Moses?
 - Do you trust that God has a special plan for you?
 - Who are some of the people that take care of you and keep you safe?

- Tell the children that they will now learn a song about Moses in the basket. Read the words to the song and relate each verse back to the story. Pass out the words to the song along with any instruments the children would like to accompany themselves with. There are also hand motions to the song, if desired. (song is attached)

Prayer:

Pray: Dear God, please help us to remember that You are always with us, in good times and in bad. Help us to recognize You in the people around us. We know you have a special plan for each of our lives, and we look forward to watching it unfold. Amen.

ROCK-A-BYE MOSES

Sung to "Rock-a-bye Baby"

Rock-a-bye Moses in your small boat
Rock pretend baby; cup hands for boat

Made by your mother so it would float.
Make wave motions with hands

God planned you special, a baby dear.----
Put hands on your heart

Rocking and sleeping without any fear.
Rest head on hands..

Rock-a-bye Moses in your small boat.
Rock pretend baby; cup hands for boat

Miriam watches you as you float.
Put one hand up to your eyes

God's loving care guides a princess your way.
Walk 2 fingers

And Miriam runs to get mother today.
Run 2 fingers

THE PSALM OF MUSIC: Plague Song

VBS Day 2

Objectives:

- The students will learn a song about the plagues that God delivered upon Egypt.

Materials:

- The Beginners Bible Timeless Children's Stories (workshop coordinator)
- Copy of musical for instructor: Moses and the Freedom Fanatics (Music Director)
- Piano (and piano player!)

Lesson:

- Read The Beginners Bible Timeless Children's Stories Pages 105-115
- Discuss the following with the children
 - What do we call the leader of Egypt? (Pharaoh)
 - What did God do to Pharaoh's people in order to convince him to let the people go? (Sent Plagues)
 - What is a plague? (Bad thing that happens to all of the people)
 - Give examples of the plagues that God sent
 - Did Pharaoh finally let the Israelites go? (yes.)
- Let's learn a song about those plagues.

Prayer:

Dear God, Thank you for the story of Moses. Please help us to be good listeners- always listening for you to help and guide us. Amen.

PSALM OF MUSIC: On the Road Again

VBS Day 3

Objectives:

- The children will focus on the story of Exodus from the point where Pharaoh agreed that the Israelites could leave Egypt.
- The children will understand that God was with the Israelites and helped them in amazing ways throughout this special journey.
- The children will understand that trusting in and following God won't always be easy, but will always lead them in the right direction.
- The children will learn a song about Moses leading the people out of Egypt. The song is to the tune of "On the Road Again."

Materials:

- Bibles (children will collect from Bible bookshelf)
- Exodus by Brian Wildsmith (from church library – workshop coordinator)
- CD of song accompaniment (workshop coordinator)
- Song Lyrics (workshop coordinator)

Lesson:

Teacher Preparation in advance: Read the following from the book of Exodus: 12: 31-42; 13: 17 – 14: 31; 16: 1 – 17: 7; 20: 1-21. Become familiar with the ideas from these verses so you can tell them to the children in your own words.

- Welcome the children.
- Provide some background to the story if the children aren't familiar with Moses.
- Teacher note: Refer to the book of Exodus in the Bible, or the first 13 pages of the 'Exodus' book for this lesson, to get an overview of the events that occurred prior to the topic of this workshop.
- Tell the children how God asked Moses to free the people of Israel because they were living in slavery in Egypt. Only after God made terrible things happen to the people of Egypt did the Pharaoh finally agree to let the Israelites leave.
- Say: Today we are going to talk about how Moses led the people of Israel out of Egypt. We are going to read from this book, Exodus about what happened.
- Read the story
- Teacher note: Begin reading from the 14th page of the book ("The Hebrews left Egypt that night")
- Say: Now let's read some verses from the Bible about the story you just heard.
- Have the children find the book of Exodus in the Bible. Then have them find chapter 12. Tell them, in your own words, a synopsis of Exodus 12: 31-42; 13: 17 – 14: 31; 16: 1 – 17: 7; 20: 1-21. Read together the following verses from the Bible: Exodus 12: 31-42; 13: 17 – 14: 31; 16: 1 – 17: 7; 20: 1-21 (remember that first graders, and often even second graders, are not proficient enough readers to be able to read the bible- and understand what

they have read! They also are just starting with bible skills- so just have them practice looking up a passage or two and teacher should read *to* them.

- Discuss the following questions/topics to help deliver the workshop objectives:
 - Why do you think the Israelites had such a long, hard journey before they reached the Promised Land?
 - Is it always easy to follow the path God shows us?
 - How do you think Moses felt being responsible for and having to lead everyone? Was it easy for him to trust God?
 - How was God with Moses and the Israelites as they traveled? What miracles do you remember from the story?
 - What do you think it was like for the people finally reaching the Promised Land?

- Tell the children that they will now learn a song about the Israelites leaving Egypt. Pass out the words to the song while playing the CD so that they become familiar with the melody. (song is attached)

Prayer:

Dear God, We know it isn't always easy to go where You lead us. Help us to remember that Your path is always the best one, no matter how difficult it seems along the way. Thank you for always being with us and guiding us throughout our journey. Amen.

On the Trail Again

Lyrics to be sung to the tune of : "On the Road Again"

On the trail again.
I just can't believe we're on the trail again!
For forty years we wandered.
We kicked the dust till night.
I just can't believe we're on the trail again!

We crossed the big Red Sea.
Before Pharaoh's army, we crossed the big Red Sea.
The Ten Commandments,
They became our law.
I just can't believe we crossed the big Red Sea.

We have walked for miles.
I just can't believe we've walked so many miles.
Water from a rock and
Manna from the sky
I just can't believe we've walked so many miles.

We've reached the Promised Land
I just can't believe we've reached the Promised Land.
A land of milk and honey
Where God will provide
We are glad we're in the Promised Land.

PSALM OF MUSIC: 10 Commandments Hand Motions

VBS Day 4

Objectives:

- The children will learn the 10 Commandments.
- The children will learn understand that God knows people need rules to live in orderly relationship with Him and with one another.
- The children will learn simple hand motions to the 10 Commandments song they learned during opening group time.

Materials:

- Computer (lap top)
- Teacher must watch and refer to YouTube video:
<http://www.youtube.com/watch?v=o2q32Q9dtOM>

Lesson:

- Welcome the children.
- Today we learned the “10 Commandment Count” song during our opening time. Now we are going to learn the hand motions to go along with those words.
- Ask:
 - What are the 10 Commandments (God’s rules on how to live)
 - Who received the 10 Commandments from God?
 - Where did he receive them? (Mount Sinai)
 - Why do you think we need rules?
 - Do you think there are any important rules that God left out?

- Begin teaching the hand motions without the music- then you can add the music in from your computer, playing the video with the children doing the signs along with the video.

Prayer:

Pray: Dear God, Thank you God for giving us rules to live by. Please help us to remember those rules and to live by them. Amen.

THE TABERNACLE: Life of Moses Poem

VBS Day 1

Objectives:

- The children will become familiar with important phases of Moses' life.
- The children will learn facts about Moses by reading poetry that tells his story.
- The children will use the map to become familiar with where Moses was born, where he traveled and where he spent his final days.
- The children will understand that God was with Moses throughout his lifetime.

Materials:

- Story cards (workshop coordinator) Each card contains a verse of the Moses poem. These note cards are numbered and color-coded. The cards should be read in order, and each "color" will correspond to some icon or action that the children can depict on the map.
- Card-to-map reference (workshop coordinator)
- This reference lists the story card numbers and their corresponding map icon.
- Felt map and icons (workshop coordinator)

Lesson:

- Welcome the children. Today we are going to participate in telling the story of Moses. Has everyone heard of Moses? (Let the children give their answers.)
- The story of Moses is very special, so we are going to tell it in a special way.

(Teacher notes: If the children are old enough, they can take turns reading the verses and placing the corresponding icons on the map. Otherwise, the teacher can read the poem, and just let the children do the map portion.)

- We are going to use this map to help us illustrate the story.

(Teacher notes: Begin reading the verses and placing the icons on the map. Make sure the cards are in "story order". Use the card-to-map reference to hand the children the appropriate map icon once the verses have been read. Card-to-map reference is below.)



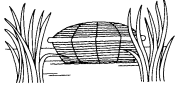
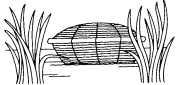
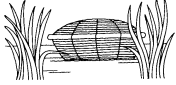
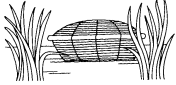
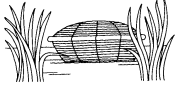
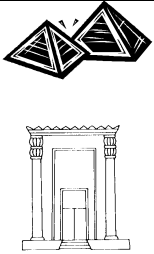
- When the poem is done, have the children re-tell the story in their own words. Encourage them to use the map icons and ask them to talk about what was happening in Moses' life relative to a particular piece.
- As the children relate the story, ask them where and how they see God in Moses' life (i.e. from the basket in the river, to the burning bush, from the Red Sea to Mount Sinai...)











Prayer:










Dear God, Thank you for the story of Moses. It shows us that even when we struggle in our lives, you are there beside us. All we need to do is get quiet and







listen to your voice, like Moses did. Help us to remember that your strength is within us so that we can be leaders of your truth. Amen.








Card-Map-Reference for "The Story of Moses" poem


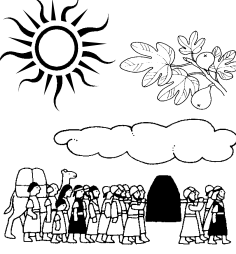
	Verse	Map icon
1	All the sons of Israel Were strong and filled the land. The Pharaoh made them slaves So he could keep the upper hand.	
2	Still the Pharaoh feared the Hebrews Were more powerful than he And he vowed to hurt their baby boys When Moses came to be.	
	Put the "People of Israel" and "Pharaoh" in Egypt	
3	But Moses' mother loved him And she knew she had to hide Her precious little baby So she found God's strength inside	
4	And she made a special basket Inside which the baby laid. She placed it in the Nile And she closed her eyes and prayed.	
	Put the "Basket" on one end of the Nile	
5	God looked after Moses And made sure that he was fine... He sent the Pharaoh's daughter To the river just in time	
6	To see the little basket And she sent her servants near. When they brought her back the baby Her plan became quite clear.	
7	The Pharaoh's child loved him, Though the daughter of the throne She said "Your name is Moses – I will raise you as my own."	
	Move the "Basket" up the Nile to Pyramids	
8	While Moses grew in Egypt He heard his people cry	

	The Egyptians made them suffer More and more as time went by.	
9	One day when Moses saw a man Was beaten for no crime, He hurt the one who beat him And he knew he'd crossed the line	
10	He knew he had to get away He feared for his own life. He traveled, then, to Midian And there he met his wife.	
	Move "Moses" out of Egypt into Midian Trade the Egyptian Moses for the Shepherd Moses	
11	In Midian he tended sheep, He led them through the sand. But a simple life of leading sheep Was not what God had planned.	
12	One day he saw a burning bush And no one was around. He heard the Lord speak to him "Moses, you're on Holy Ground.	
13	"You must return to Egypt And must set My people free." And though God reassured him, Moses still said, "Lord, why me?"	
	Add "Burning Bush Moses" to the map	
14	So Moses and his brother Traveled back to Pharaoh's land Moses said that God had sent him But firm was Pharaoh's stand.	
15	Moses told the Pharaoh He must let God's people go But every time that Moses asked The Pharaoh still said no.	
16	Then God sent devastating plagues So Egyptians all would see That God was helping Moses And would set His people free.	
	Add "Aaron & Moses" to the map; Move them back to Egypt near "Pharaoh"	

	Add “Plagues” to the map in Egypt	
17	The River Nile turned to blood There were swarms of frogs and flies Though Pharaoh begged for mercy His mouth was full of lies	
18	For even after sickness came That killed both man and beast The Pharaoh went back on his word - God’s people weren’t released.	
19	A heavy hail swept through the land And locusts filled the fields Darkness fell for three long days But Pharaoh wouldn’t yield.	
	Add “Passover Plague” to the map in Egypt	
20	Then one last plague was sent from God At midnight there came death. Every firstborn child in Egypt Would draw one final breath.	
21	The Pharaoh sent for Moses He begged him in his grief, To gather up his people, His flocks and herds, and leave.	
22	God led them through the wilderness As a pillar of cloud by day, At night it changed to fire So that they would know the way.	
	Move “People of Israel w/cloud” out of Egypt toward the Red Sea. Add “Pillar of cloud” and the “Pillar of fire” as they move along	
23	But Pharaoh’s heart had hardened He sent armies to the shore Of the sea where they were camping They were worse off than before!	
24	Now God’s people had nowhere to go Before them – the Red Sea And behind them - Egypt’s chariots With Pharaoh in the lead.	

		
	<p>Replace the “People of Israel w/cloud” with the “Red Sea people” Add “Chariot” to the map and move it along behind the “Red Sea people”</p>	
25	<p>Moses said, “Don’t be afraid!” God told him what to do He raised his hand to part the waters And then Moses led them through.</p>	
26	<p>Once safely on the other side The Lord had Moses raise His hand to close the Sea again They danced and sang their praise.</p>	
	<p>Move “Red Sea people” through the Red Sea; Leave the “Chariot” on the other side</p>	
27	<p>This journey they had started Wasn’t over yet, by far Without much food or water People struggled, life was hard.</p>	
28	<p>They quarreled and they grumbled And blamed Moses for their plight Moses heard what they were saying He knew God would make things right.</p>	
	<p>Add “Fighting people of Israel” to the map</p>	
29	<p>Manna came from Heaven After quail came by the flock And Moses used his staff To get them water from a rock.</p>	
	<p>Move “People of Israel” across the map; Add “Quail”, and “Moses w/rock” to the map</p>	

30	They came upon Mount Sinai And the people stood in awe They watched Moses climb the mountain Where he received God's laws.	
31	He wrote the Ten Commandments Down on tablets made of stone In his absence, though, his people Thought he'd left them all alone.	
<p>Move "People of Israel" to the base of Mount Sinai; Move "Moses w/stone tablets" to the top</p>		
32	Moses was quite angry When he finally returned To find idols being worshipped Was it true they hadn't learned	
33	That they should serve the one and only God And not a golden calf? Moses went back up the mountain then To plead on their behalf.	
34	Moses begged forgiveness For the people who had strayed. His goal was still the Promised Land "Please take us, Lord", he prayed.	
<p>Remove "Moses w/stone tablets" and add "Moses w/golden calf" to the map near "People of Israel"</p>		
35	"It flows with milk and honey", Said the ones who had explored The Promised Land of Canaan, Given to them by their Lord.	
36	But it took many years Before they left the wilderness To finally enter Canaan	

	Where their lives would be so blessed.	
37	Moses died before he ever Reached that holy place. A man so full of courage Who had met God face to face.	
	Add "Sun" and "Fruit trees" to Canaan; Move the "People of Israel w/cloud" into Canaan	

THE TABERNACLE: Moses Godly Play

VBS Day 1

Objectives:

- The children will get an overview of Moses' life.
- The children will hear the story of Moses' from his birth in Israel to his death outside of the Promised Land.
- The children will understand what an important person Moses was and that he had a special relationship with God.
- The children will get to re-tell the story in their own words using the Godly play materials.

Materials:

- Godly Play book - Volume 6; Lesson 6 (workshop coordinator)
- Godly Play materials for "The Story of Moses" (workshop coordinator)

Lesson:

(Teacher notes: Review the Godly Play notes, background and materials prior to giving "The Story of Moses" lesson. Volume 6, Lesson 6 pages 58 – 65)

- Welcome the children.
- Today we are going to learn about a very important person from the Old Testament. I'd like to share his story with you.
- Have the children gather around and begin the Godly Play lesson. (Volume 6, Lesson 6 "The Story of Moses"; pages 58 – 65) During the story, the children should be listening and taking it all in.
- Afterward, have the children participate in re-telling different parts of the Moses story. Maybe each child could re-tell the part that they liked best. This time through, try to encourage discussion and questions that will help deliver the objectives above.

Prayer

Dear God, today we learned about Moses and all the wonderful things you helped him to do. Remind us that we, too, are special, just like Moses. Help us to be just as strong and faithful. Amen.

THE TABERNACLE: Burning Bush Meditation

VBS Day 2

Objectives:

- The children will become familiar with the story of Moses and the Burning Bush.
- The children will describe what makes a place “holy” and will understand that anywhere we “meet” God is a holy place.
- The children will identify behavior associated with honoring God in holy places.
- The children will visit holy places in the church where they can practice honoring the ‘space’.
- The children will understand that God can call us at any time for any reason.
- The children will identify with and relate to Moses’ feelings of doubt and inadequacy while experiencing a moment with God through meditation.

Materials:

- CD of meditation music (workshop coordinator)
- Bibles (children will collect from bookshelves)
- Candle (workshop coordinator)
- Matches or lighter (workshop coordinator)
- CD Player (workshop coordinator)

Lesson:

- Welcome the children
- Today we are going to talk about Moses and the Burning Bush. Moses was a very important person from the Old Testament. For this lesson, we are going to focus on one particular day in Moses’ life.
- Let’s read Exodus 3: 1 – 6 together and talk about something amazing that Moses experienced.
- Read the verses about the Burning Bush. Retell the passage in a way that the children can appreciate the miracle of Moses’ meeting with God. Bring special attention to the fact that God identifies the land as holy and gives Moses specific instructions on how to proceed: “Don’t come any closer, take off your sandals.”
- Explain to the children that anywhere we meet God is a holy place. Bushes don’t need to be burning, nor do we have to be tending sheep in a Middle Eastern desert. Ask the children to identify and/or describe holy places.
 - Mount Sinai (beautiful, open, in nature)
 - Church (clean, friendly, with symbols like the cross, the altar, candles, music)
 - Anywhere they speak to God in prayer (quiet, peaceful, safe)
- Ask the children to identify ways in which we meet or speak with God today.
 - Prayer (becoming quiet and centered)

- Sunday school
- Hymns
- Dreams
- Conscience (the still, small voice within us)
- Shift focus to how people should treat, honor and respect holy places. Start by asking the children how Moses honored the holy ground of the burning bush. Now ask them to list other ways that people respect holy places:
 - Kneeling/bowing in prayer
 - Being humble before God
 - Treating others respectfully
 - Being quiet, listening for the word of God
- Tell the children that they will now visit some holy places in our church.
- Sanctuary: In the Bible, the Tabernacle was the 'earthly' dwelling of God where the Ark of the Covenant was kept. Talk about how the sanctuary is a special place in our church. The children could honor the space by kneeling and saying a prayer of thanks that God is always with them.
- Courtyard: Enjoy and appreciate the beautiful plants and flowers. Talk about experiencing God while having our church service outside. Discuss the Memorial Garden that will be part of the Courtyard. Tell the children how it will be special to be able to visit someone they love in the Garden. The children could honor the space by bowing and saying a prayer for someone they love.
- Chapel: Go upstairs to the Chapel and follow the lesson below.
 - Tell the children that they are going to treat "this space" as a holy place. Ask them to remove their shoes and line up outside the door while you "prepare the space".
 - Light a candle that can sit in the middle of the children when they enter to sit in a circle around it. Turn on the CD of meditation music.
 - Ask the children to come quietly into the room and sit comfortably in a circle around the candle.
 - Tell them that they are going to practice being in a holy place. Ask them to relax and to breathe slowly and deeply (even lead them in some initial deep breaths).
 - Say that you are going to read more of the Burning Bush story to them from the Bible. Read Exodus 3:7-12; 4:1-17;
 - Quietly put down the Bible and tell them that they will now practice getting quiet and listening for God's word. Invite them to close their eyes, if they are comfortable, or focus on the candle flame. Continue with this meditation:
 - (remind them periodically to breathe deeply; speak slowly and pause often for time to reflect)

"With each breath I'm feeling more and more relaxed and comfortable. It feels good to experience this holy place and talk with you, God.

I think I understand how Moses was feeling that day. Scared and afraid and unsure. He didn't want to be the one that you chose. He didn't think that he was good enough to lead the people of Israel out of Egypt.

I feel like that, too, sometimes. Like I'm not important enough to be a leader; like I'm not special enough to make a difference. I worry that no one will listen to me.

You were there with Moses, God. You sent Aaron to help him and gave him the ability to perform miracles so that people would realize your presence.

This story helps me to remember that you are always with me, too. You made me your child, God, and that means that I already have everything I'll ever need inside of me. I can do whatever it is you ask.

Help me to listen and to be prepared for when you call on me. I don't need to be scared or afraid or unsure. I know I can make a difference when I let you work through me.

Thank you, God, for giving me your strength, your guidance, your patience, and most of all, your love. Amen. “

- Invite the children to talk about their experience. Some might share a time in their lives when they felt afraid about something. Maybe begin some discussion by talking about how Moses was feeling and how he responded to God's request initially.

PRAYER:

Dear God, we know that whenever we meet with you, we are in a holy place. Remind us to be appreciative and respectful when we gather in your presence. Help us to be open to your word and give us the courage to act on it. Amen.

FUN & GODLY STUFF: Life Sized Game

VBS Day 1

Objective:

- Students will play a life-sized board game to review the events of the story of Moses – from birth to burning bush
- The students will learn the background and setting of the passage and the details of the story.
- The students will play a game that reinforces the details of the story.

Materials:

- Life-sized board game (workshop coordinator)
- Large foam dice (workshop coordinator)
- Game questions (workshop coordinator)
- Props for Game: Basket of cardboard blocks, baby doll, shepherd's crook (workshop coordinator)
- Tape (to hold pieces down in the wind) (workshop coordinator)

Lesson:

- Remember, the purpose of the games workshop is two-fold: to develop Bible skills and to reinforce that knowledge by having fun with games.
- Playing games helps to cement the knowledge and reinforce the skills you introduce during the Bible lesson. Children learn best when actively involved, so please do not skimp on the games portion of the lesson!
- Gather the children together with their Bibles.
- Welcome the children and introduce yourself.
- Pass the collection plate.
- Introduce the story once again . . . The Hebrew people had been in Egypt for 400 years. At first they were welcomed there but as they grew in numbers, the Egyptian people became afraid and made the Hebrews into slaves. Their lives were bitter and hard. But God had not forgotten them. God saw their hardships and felt their pain.
- Have the children turn to the book of Exodus in their Bibles. Read parts of chapters 2, 3, and 4 to review the story of Moses from his birth through the account of his encounter with God in the Burning Bush.
- Have the children step back as you unroll the life-sized board game.
- Divide the children into teams of two to four.
- Teams roll one die to determine how many spaces to move forward. All team members must move together and stay on the game board spaces together. (The crowding adds to the fun!)
- When teams land on a specially marked space (cross, question or dynamite) ask them a question from the appropriate question list. Be sure to ask the questions in order. Questions are provided at the end to the lesson plan.
- Teams **MUST CONFER** together before answering – absolutely **NO CALLING OUT OF ANSWERS!** (This is important – we want all children including newcomers, visitors or infrequent attendees to feel comfortable. If

necessary, tell teams who call out answers without conferring together, that they will lose a turn.)

- If children need help and there is a Bible reference, encourage them to use their Bibles as a lifeline! (After all – we want them to learn that they can find answers in their Bibles!)
- There are several arrow shortcuts on the board. If a team lands on a space with an arrow and answers the question correctly, they may take the shortcut.
- If a team answers the question correctly, follow the directions on the question list. (move forward or back).
- After following the instructions on the question list, play passes to the next team. (even if after following the instructions on the card, they land on another marked space, their turn ends!)
- Have the team with the youngest child go first.
- First team to get to the finish line is the winner.
- If you finish the game, but have not read all the questions, use the remaining ones for discussion.

Prayer: Dear God, you are so wonderful and awesome! We thank you for giving us your Bible with such wonderful stories of faith and courage. Help us to remember that no matter what happens in our lives, you are with us and you will help us do even the things that are hard. Thank you most of all for loving us!
Amen.

Life-sized board game questions

Question Mark Spaces:

Teams that answer correctly may move ahead one space.

1. The story of Moses is found in which testament of the Bible? (old)
2. Where did the story take place? (Egypt and Midian and Mt.Sinai)
3. What book of the Bible tells Moses' story? (Exodus)
4. To what category of Bible books does Exodus belong – Law, History, Poetry or Prophets? (Law)
5. The ruler of Egypt was called _____ (Pharaoh)
6. The Hebrew people first came to Egypt because of a famine. True or False? (True)
7. What happened to the Hebrews after living for many years in Egypt? (they grew in numbers – Exodus 1:7)
8. What unusual thing happened to Moses as a baby? (he was placed in a basket in the Nile River – Exodus 2:3)
9. Who found Moses in the basket? (Pharaoh's daughter – Exodus 2:5)
10. Where did Moses run after killing the Egyptian? (Midian – Exodus 2:15)
11. When Moses was watching the sheep in Midian, what amazing sight did he see? (a burning bush that wasn't consumed by the flames - Exodus 3:2)
12. Why did God ask Moses to remove his shoes? (it was a holy place because God was there – Exodus 3:5)
13. God told Moses he saw and heard the Hebrew people as they _____ (cried out and suffered – Exodus 3:7)
14. What did God ask Moses to do? (go to Pharaoh and tell him to let God's people go – Exodus 3:10)
15. What are some excuses Moses gave God for not wanting to go? (Who am I? Who are YOU? They won't listen to me. I am not a good speaker. Send someone else, not me! Exodus 3:11-4:16)
16. Who did God say would be with Moses through everything? (God – Exodus 3:12)

Cross Spaces:

Teams may move ahead two spaces after answering or doing the action (Remember it is important to know the answers to questions, but it is more important to SHOW that we know by acting that way!)

1. The brave midwives refused to obey the Pharaoh's order to kill the baby boys. They knew that God would not want those baby boys to die.
2. Jochebed, Moses' mother, refused to throw her baby into the Nile River. Instead she hid him for three months. Take the baby doll and wrap him in a blanket and hide him somewhere in the room.
3. You obeyed your parents when they told you to do something.
4. Miriam was brave and strong. She boldly asked Pharaoh's daughter if she

wanted a Hebrew woman to nurse the baby. Then she took baby Moses home to his mother.

5. Moses did not think he would be able to do what God asked. When is a time you have been afraid. What helped you have courage?
6. You decide to read your Bible each night before going to bed so you could learn more about God.
7. God told Moses that he had heard the cries of his people. Go to the white board and write out our memory verse. Then stand as a group and recite it together. (Psalm 94:14)
8. God called Moses from a burning bush and spoke to him. Name three ways God speaks to us today. (Bible, prayer, song, worship, our conscience, sermons)
9. God remembers and God keeps his promises. Tell about a time you kept a promise to someone.
10. God asked Moses to do a hard thing. When God asks us to do something he always gives us the strength or ability to do the task. What is a hard thing you have done?
11. God showed Moses how to do miracles to help convince the people of God's message. Name one of the miracles Moses was able to do. (turned stick to snake, made hand white with leprosy, turned Nile water to blood – Exodus 4:2-9)
12. Invite your neighbors to come to church with you.
13. Sometimes God doesn't answer our prayers right away and just the way we want them. God knows best. God always wants what is good for us. Tell about a time God answered one of your prayers.
14. God told Moses to bring the Hebrews out of Egypt to worship God. Where is the place you like best to worship God?
15. Tell your new neighbors about the story of Moses that you learned at church.
16. Memorize our memory verse and say it together with your family.

Dynamite Spaces:

Teams must go back one space, unless otherwise directed, after landing on this space.

1. The Pharaoh of Egypt forces the Hebrew people to be his slaves. Go stand against the wall and cry out, "We don't want to be slaves. Help us God!"
2. The Hebrew slaves are forced to make bricks all day in the hot sun. Go to the basket and remove all the blocks ("bricks"). Stack them up and count them.
3. You didn't make your quota of bricks today. Go back to START!
4. Pharaoh orders that all the boy babies are thrown into the Nile River and killed. Hold onto a baby doll and cry out together, "Pharaoh is killing our babies!"
5. Moses decides to take matters into his own hands, kills an Egyptian, and then escapes to Midian. Act this out.
6. Moses lives as a shepherd in Midian. Hold the shepherd's crook and walk around the room "baaa-ing" like sheep.
7. God calls to Moses from a burning bush but Moses makes up excuses. What excuses has your team made before when you were afraid to do something?
8. Moses is afraid that what God wants him to do is too hard. What is something hard you have had to face before?

9. Moses spent 40 years in the land of Midian. As a team do 40 jumping jacks.
10. Moses was afraid to speak to Pharaoh because he wasn't very good at speaking to others. What is something you are good at? Not so good at?
11. You lied to your mom and dad, go back to START!
12. Your teammates are making fun a team member that did not make an easy shot. Act this out.
13. Your friend does not want to try out for a team because he/she does not think they are good enough. Act out how you would talk them into trying out.
14. There are 10 plagues. Do ten push-ups each.

Life-sized board game set up instructions

1. Each game piece is numbered on the back so they can simply be placed in order depending on the amount of space available. You can use as many pieces as the space allows!
2. You can create whatever shape you would like with the game pieces – usually a winding shape like Candyland works best for crowd control.
3. The “skip ahead” arrows should be placed from one of the “?” spaces to a space ahead and across from it. This way, if the question is answered correctly, the team can skip ahead to the designated space.
4. If need be, the playing spaces can be taped to the playing surface. Velcro can also be added to the back of the game pieces if the game will ever be played on carpet.

FUN & GODLY STUFF: Wheel of Fortune

VBS Day 2

Objective:

- The students will use the game wheel in a quiz game to learn the details of Moses and the Ten Plagues.
- The students will learn the background and setting of the passage and the details of the story.
- The students will play a game that reinforces the details of the story.

Materials:

- Game wheel (workshop coordinator)
- Game questions (workshop coordinator)
- Team name cards (workshop coordinator)
- Prizes are optional (teacher)

Lesson:

- Write the memory verse on the board
- Make sure game wheel is set up in the room.
- Remember, the purpose of the games workshop is two-fold: to develop Bible skills and to reinforce that knowledge by having fun with games.
- Playing games helps to cement the knowledge and reinforce the skills you introduce during the Bible lesson. Children learn best when actively involved, so please do not skimp on the games portion of the lesson!
- Decide what point values to assign to the sections of the game wheel. You may wish to have one color represent "Lose a turn".
- You may want to cover the game wheel with a blanket so it won't distract the students during the telling of the story
- Be prepared to separate the children into teams for this lesson. Set the room up so that certain areas are labeled with team names – gnats, frogs, flies, locusts.
- As the children come in the door, assign them a team. Determine how many teams you will have based on the class size. Have the children sit down in the area of the room that is designated with their team name.
- Greet your students and introduce yourself.
- Pass the collection plate.
- Explain to the children that the story of Moses is a very long story. In fact it covers 40 chapters in Exodus! What we are studying is only a part of this large story. We are interested in the story of how God used Moses to save the Israelites from slavery in Egypt.
- Have everyone find the Exodus 5:1. Tell them that this is where our story begins today.
- Because the story of the Ten Plagues is so long, you will not have time to read the entire account.
- Use the following format to retell the story:

- God said to Moses, "I have seen how cruelly my people are being treated in Egypt; I have heard them cry out to be rescued from their slave drivers. I know all about their sufferings, and so I have come down to rescue them... Now I am sending you to the King of Egypt so that you can lead my people out of his country."
- Moses and his brother Aaron went to Egypt and gathered all the Israelite leaders. Aaron told them everything that the Lord said and Moses performed miracles in front of them. They believed, and when they heard the Lord had come to them and had seen how they were being treated cruelly, they bowed down and worshiped.
- Moses and his brother Aaron went to the king of Egypt and said, "the Lord, the God of Israel, says 'Let my people go, so that they can hold a festival in the desert to honor me.'"
- The king of Egypt told the Egyptian slave drivers to make the Israelites work harder and to keep them busy so that they wouldn't have time to listen to Moses.
- The slave drivers stopped giving the Israelites straw for making bricks and instead made them find it for themselves.
- The Israelites blamed Moses for their extra work.
- When the Israelites blamed Moses, Moses complained to God.
- God said to Moses, "I have seen how my people are suffering and I will keep my promise to them and free them from slavery."
- Each time Moses and Aaron asked, "Let my people go," and Pharaoh said "no", then God would send a plague – each one worse than the one before; A total of ten plagues.
- Ask: Who knows what a plague is? (something really bad that causes a lot of suffering)
- Plague number 1: Moses struck the surface of the Nile River with his walking stick and the water turned into blood. All the fish died. It smelled! But Pharaoh said "NO!" ... He would not let the people of Israel go.
- With each plague, pause after "But Pharaoh said..." and let the children say "NO!" They should catch on to the cue pretty quickly.
- Plague number 2: God sent a plague of frogs. They covered the land and filled people's houses. There were even frogs in the beds! But Pharaoh said "NO!" ... He would not let the people of Israel go.
- Plague number 3: Moses struck his walking stick on the ground and God turned the dust into gnats: Nasty little bugs that flew into everyone's eyes, and ears, and mouths. Ick! But Pharaoh said "NO!" ... He would not let the people of Israel go.
- Plague number 4: Clouds of flies buzzed around Pharaoh and the Egyptians. But, in the region of Goshen, where the Israelites lived, there were no flies! But Pharaoh said "NO!" ... He would not let the people of Israel go.
- Plague number 5: God sent a terrible disease and all the animals of the Egyptians died — the cattle, sheep, and goats. In Goshen, none of the rest of the plagues would bother the Israelites. God was protecting his people. But Pharaoh said "NO!" ... He would not let the people of Israel go.

- Plague number 6: Moses threw ashes into the air and they settled on the Egyptian people and became boils – open sores all over their skin. But Pharaoh said “NO!” ... He would not let the people of Israel go.
- Plague number 7: God sent thunder and lightning and hail. The hail pounded people and plants. It destroyed their crops. But Pharaoh said “NO!” ... He would not let the people of Israel go.
- Plague number 8: God sent locusts. The locusts ate everything the hail hadn’t destroyed. But Pharaoh said “NO!” ... He would not let the people of Israel go.
- Plague number 9: Moses lifted his hand toward the sky and there was heavy darkness throughout Egypt for three days. The Egyptians could not see each other. But Pharaoh said “NO!” ... He would not let the people of Israel go.
- Plague number 10: God said to Moses, “I will send only one more punishment on Pharaoh and his people. Then he will make you leave. Now tell the Israelites to prepare as I direct you. Every family must choose a special lamb, kill it, and put some of the blood on the doorposts of their house. I will go through the land of Egypt and kill every first-born male, human and animal. But I will pass over the homes of the Israelites, if they are marked with blood on the doorposts.” Moses warned Pharaoh but Pharaoh still said “NO!” So, at midnight all the first-born sons in Egypt, even Pharaoh’s son, died. Pharaoh sent for Moses and Aaron: “Get out! Leave my country.” The Israelites quickly packed their things and left. They had to leave in such a hurry that the food they took with them was bread dough made without yeast, for there was no time to let their bread dough rise. After they left Egypt, God told the Israelites to remember the night when death passed over their homes. Every year they were to celebrate “Passover”. Even today, during Passover, Jewish people celebrate with a special meal and remember how God saved their people from slavery.
- Begin the game by calling up a member from one of the teams. Have the student spin the wheel to determine how many points he or she will be earn if they get the question correct.
- If the student answers the question correctly, have the class shepherd or another student record their score under their team name on the board.
- Follow by calling up team members one at a time.
- You can determine your own rules for the game depending on the age group. Younger children may work as a team to earn ½ the points if the team member cannot answer it on his or her own. Do what you think works best!
- The team with the most points at the end of the game wins!
- Prizes are optional if you would like to provide them.

Prayer: Dear God, your great power is what saved the Hebrews. They trusted and obeyed you. Pharaoh believed only in himself, he thought his powers were just as great as yours. We know you are in control. Thank you for your protection and love. Amen.

Questions for game

The italicized answers are the correct answers.

Who went with Moses to talk to the Israelite leaders and the Pharaoh?

- A. His brother Joseph
- B. *His brother Aaron*
- C. His wife, Zipporah

When Moses and Aaron *first* met with the Israelite leaders and told them that God had sent them to lead their people out of slavery, what did the Israelite leaders do?

- A. *They believed, bowed down, and worshipped God.*
- B. They said, "Don't you dare talk to Pharaoh! It will only make things worse!"
- C. They said, "No way, Pharaoh is more powerful than our God."

Moses and Aaron asked the Pharaoh to let the Israelites walk into the desert. What reason did they give for wanting to do this?

- A. They told Pharaoh they wanted to leave Egypt and never come back.
- B. They told Pharaoh the land of Goshen was full and they wanted to build themselves new houses in the desert.
- C. *They told Pharaoh they wanted to hold a festival in the desert to honor God.*

When Moses and Aaron asked the Pharaoh to let the Israelites walk into the desert, how did the pharaoh respond?

- A. He said, "That sounds reasonable enough. Have a good journey."
- B. *He told the slave drivers to push the workers harder than ever.*
- C. He asked his magicians to send plagues upon the Israelites.

When the slave drivers started forcing the Israelites to work harder than ever, how did they respond?

- A. *They blamed Moses and complained bitterly.*
- B. They trusted that God would rescue them from slavery.
- C. They began to plot a revolution against the Egyptians.

When the Israelites complained to Moses, what did he do?

- A. He told them not to worry and to trust God.
- B. He reminded them of God's promise to rescue them from slavery.
- C. *He complained to God.*

When Moses complained to God, how did God answer?

- A. *God said, "I have seen how my people are suffering and I will keep my promise to them and free them from slavery."*
- B. God said, "I'll do what I can, but that Pharaoh is a tough guy."
- C. God said, "Tell my people to stop whining. A little hard work never hurt anybody."

How many plagues were there?

- A. 10
- B. 12
- C. 15

What happened when Aaron struck the Nile River with the walking stick?

- A. The water turned into wine.
- B. The water began to boil.
- C. *The water turned into blood.*

Which animals filled people's houses and were even in their beds?

- A. *Frogs*
- B. Locusts
- C. Flies

When Aaron struck his walking stick on the ground, what did the dust turn into?

- A. Flies
- B. *Gnats*
- C. Locusts

What happened to the Egyptians' animals?

- A. *They died from a terrible disease.*
- B. They were eaten by locusts.
- C. They were forced to work as hard as the Israelite slaves.

What happened when Moses threw ashes into the air?

- A. They cast a shadow that caused three days of darkness.
- B. They settled on the Nile and turned the water to blood.
- C. *They settled on the Egyptian people and became sores on their skin.*

What did the hailstorm do?

- A. *It pounded people and plants and animals, and destroyed crops.*
- B. It killed the Pharaoh's oldest son.
- C. It killed all the frogs.

What did the locusts do?

- A. They drove away the animals.
- B. They cast a shadow that turned the sky black for three days.
- C. *They ate all the plants and crops that the hail had not destroyed.*

How long was Egypt covered with darkness?

- A. *Three days*
- B. Three weeks
- C. Three months

What was the punishment that finally caused Pharaoh to let the Israelites go?

- A. The plague of darkness
- B. The plague of locusts
- C. *The death of the first-born son in every family.*

What were the Israelites told to do so their first-born sons would not be killed?

- A. To hide their children.
- B. *To kill a special sheep or goat and put some of the blood on the doorposts of their house.*
- C. To wear special clothes.

What food did the Israelites take when they left Egypt?

- A. *Bread made without yeast*
- B. Bread made without flour
- C. Bread made without salt

Why was there no yeast in the bread dough?

- A. *There was no time to let the bread dough rise.*
- B. They like the bread better that way.
- C. Someone forgot to put the yeast in the dough.

What is Passover?

- A. A game similar to Monkey in the Middle.
- B. Skipping your turn in Wheel of Fortune.
- C. *A remembrance of the night when death passed over the Israelites' homes.*

After they left Egypt, what did God command the Israelites to do every year?

- A. Remember the Passover and celebrate it with a special song.
- B. *Remember the Passover and celebrate it with a special meal.*
- C. Remember the Passover and celebrate it with a big party.

FUN & GODLY STUFF: Plague Games

VBS Day 2 Group games

Objective:

- Students will study the Ten Plagues with team games.
- The students will review the story of Moses and the Ten Plagues.
- The students will go to different stations set up around the parking lot (or fellowship hall) and participate in activities that will help them remember each plague.

Materials:

- Whistle
- Large rolling chalkboard or white board (chalk or white board markers)
- 5 gallon bucket with Water container (workshop coordinator)
- Plastic swimming pool (workshop coordinator)
- Hose hooked up to building for water source (workshop coordinator)
- Plastic cups (workshop coordinator)
- Red food coloring (workshop coordinator)
- "Tiddly-wink" Plastic frogs (workshop coordinator)
- Felt bulls-eye
- Sequins (workshop coordinator)
- 2 Cookie sheets
- 2 metal bowls
- Paper plates (workshop coordinator) (1 per student for locusts & class set for gnats)
- Animal cards (workshop coordinator)
- 7 large paper cut-outs of children (workshop coordinator)
- Sticky dots (workshop coordinator)
- Copies of Game questions (workshop coordinator)
- Cotton balls (workshop coordinator)
- Small mouthed Container to catch cotton balls (workshop coordinator)
- Small scoops (individual serving cups)
- Raisins (workshop coordinator)
- Candy Sprinkles (workshop coordinator)
- Bowling pins for obstacle course (workshop coordinator)
- Sidewalk chalk (workshop coordinator)
- 3 Stopwatches (workshop coordinator)
- Bandanas for blindfolds (workshop coordinator)
- Copies of directions for each station for each shepherd (laminated and on ring)

Preparation before games:

STATION 1: pre-fill a small plastic swimming pool with water from hose. Have a 5 gallon bucket with red food coloring in the bottom. Bucket should have a red line (made with a sharpie marker) on the inside- this line will be the "finish" line for the game. Numerous small plastic cups should be near the pool for the children to run cups of water to the bucket. Mark a chalk line about 3 feet from

the bucket- this line is where the children have to stop to toss the water into the bucket.

STATION 2: A felt 'Bulls-eye' board needs to be created. It should have 2 rings and a center bulls-eye. The board should be approximately 4-5 feet across- big enough for approximately 15 children to sit around.

STATION 3: 2 large cookie sheets and 2 small metal bowls should be placed on the ground. The bowl should be in the center of the cookie sheet. Each bowl should have sequins in it. Pour sequins onto cookie sheet around bowl.

STATION 4: Draw two parallel lines (one white, one blue) on the pavement- the white line should be long enough for 15 children to stand along, side by side, and swat with fly swatters (without hitting one another!) The white line is the boundary line. The second line- the blue line- should be about 5 feet away from the white line (that is the line that they children have to swat flies across.) Small Styrofoam bowls filled with flies should be placed along the white line for the children to reach into.

STATION 5: memory cards need to be made up ahead of time.

STATION 6: Pre-cut out forms of a child out of paper.

STATION 7: A small-mouthed jar is needed.

STATION 8: An assistant needs to put a scoop of raisins and a scoop of sprinkles on a paper plate for each child.

STATION 9: An obstacle course needs to be set up with bowling pins. The location of each pin should be pre-marked with chalk to make it easier to return the obstacle course to its original position before the next team arrives.

THE BASICS:

- One person should serve as leader for this group activity. This leader should have a whistle and a stop watch.
- One person should serve as score keeper near the chalk board or white board.
- Each group should travel with their own shepherd(s.) Each shepherd should have a laminated set of directions for each station.
- The blow of the whistle indicates three things: game starts, game ends, move to next station
- The leader will blow the whistle to indicate the start of each game. Some stations have stopwatches- the shepherd should start the stopwatches when the whistle blows.
- The leader should set the stopwatch for 2 minutes- and blow the whistle for the second time after 2 minutes.

Lesson:

- Remember, the purpose of the games workshop is two-fold: to develop Bible skills and to reinforce that knowledge by having fun with games.
- Playing games helps to cement the knowledge and reinforce the skills you introduce during the Bible lesson. Children learn best when actively involved, so please do not skimp on the games portion of the lesson!
- Move fairly quickly through the review of the Ten Plagues so that each group will have time to reach each station.
- Explain to the children that they will be reviewing the story of Moses and the Ten Plagues and then will be participating in activities that will help them to remember each plague.
- Use the following format to retell the story. Again, go through it as quickly as possible so that you will have enough time for all the children to make it to every station.
 - Each time Moses and Aaron asked, “Let my people go,” and Pharaoh said “no”, then God would send a plague – each one worse than the one before; A total of ten plagues.
 - Ask: Who knows what a plague is? (something really bad that causes a lot of suffering)
 - Plague number 1: Moses struck the surface of the Nile River with his walking stick and the water turned into blood. All the fish died. It smelled! But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - With each plague, pause after “But Pharaoh said...” and let the children say “NO!” They should catch on to the cue pretty quickly.
 - Plague number 2: God sent a plague of frogs. They covered the land and filled people’s houses. There were even frogs in the beds! But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 3: Moses struck his walking stick on the ground and God turned the dust into gnats: Nasty little bugs that flew into everyone’s eyes, and ears, and mouths. Ick! But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 4: Clouds of flies buzzed around Pharaoh and the Egyptians. But, in the region of Goshen, where the Israelites lived, there were no flies! But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 5: God sent a terrible disease and all the animals of the Egyptians died — the cattle, sheep, and goats. In Goshen, none of the rest of the plagues would bother the Israelites. God was protecting his people. But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 6: Moses threw ashes into the air and they settled on the Egyptian people and became boils – open sores all over their skin. But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 7: God sent thunder and lightning and hail. The hail pounded people and plants. It destroyed their crops. But Pharaoh said “NO!” ... He would not let the people of Israel go.
 - Plague number 8: God sent locusts. The locusts ate everything the hail hadn’t destroyed. But Pharaoh said “NO!” ... He would not let the people of Israel go.

- Plague number 9: Moses lifted his hand toward the sky and there was heavy darkness throughout Egypt for three days. The Egyptians could not see each other. But Pharaoh said “NO!” ... He would not let the people of Israel go.
- Plague number 10: God said to Moses, “I will send only one more punishment on Pharaoh and his people. Then he will make you leave. Now tell the Israelites to prepare as I direct you. Every family must put some of the blood on the doorposts of their house. This last plague will not touch the homes with the blood on the doorposts. The plague will PASSOVER the homes of the Israelites. Moses warned Pharaoh but Pharaoh still said “NO!” So, at midnight all the first-born sons in Egypt, even Pharaoh’s son, died. Pharaoh sent for Moses and Aaron: “Get out! Leave my country.” The Israelites quickly packed their things and left.
- Have the children rotate through the stations allowing enough time to complete the activity in each station.
- The Ten Plague stations need to be set up as follows throughout the parking lot (room.)
 - Plague number 1: Water turns into blood.

Who can fill the bucket the fastest? As a relay, the children will carry water in paper cups from a plastic pool to a 5 gallon bucket with red food coloring in the bottom. (The bucket has a red line marked on the inside- indicating the “finish” line.) First team to fill the bucket to the finish line wins.

 - Shepherd should start stopwatch when whistle blows.
 - Shepherd will stop the stopwatch when bucket has been filled to red line. (If bucket does not get filled by the time of the second whistle blow, the total time will be the total 2 minutes.)
 - *WHEN FINISHED: Talk about how the water was unusable for drinking, cleaning, etc. It smelled in warm weather, and the fish all died.*
 - Plague number 2: Frogs

Can you tiddly-wink a bulls-eye? Children should sit around the bulls-eye. Frogs should be scattered on pavement around the board. When whistle blows the children will begin to tiddly-wink as many frogs as possible into the bulls-eye. If the frog falls outside the board, they may try again with that frog. If it lands within the board- it must stay in that spot. Tiddly-winking must stop at second whistle blow. Scoring is 10 points for every frog in the bulls-eye, 5 points for every frog in the next ring and 1 point for every frog in the outer ring. The team with the most points wins.

 - *WHEN FINISHED: Talk about having frogs everywhere – in your bed, the bathroom, the kitchen, etc. Discuss the smell and nastiness when they were dead after the plague ended.*
 - Plague number 3: Gnats

Can you get rid of all the gnats? Students should sit around two cookie sheets that have a metal bowl in the center. Sequins should be scattered all over cookie sheets. When the whistle blows, children, using only one hand, must move all sequins to the bowl. The children must stop when second whistle blows. Shepherd will count the number of sequins left on the cookie sheet when whistle blows. Team with fewest sequins wins.

- *WHEN FINISHED: Talk about having gnats in your eyes, ears, nose, and mouth, and not being able to get rid of them all.*
- Plague number 4: Flies
Can you swat the flies? Flies are in bowls along white chalked line. Each child is handed a fly swatter. Children will line up on the white chalked line (with plenty of room between children so they don't swat one another.) When the whistle blows, children will toss flies in the air and attempt to swat them over the distant blue line. When second whistle blows, children will stop swatting. Shepherd will count the number of flies over the blue line when whistle blows. The team with the most flies over the blue line wins.
 - *WHEN FINISHED: Talk about the noise, filth, and annoyance of the flies.*
- Plague number 5: Diseased Animals
Can you remember? When the whistle blows, the children will play a memory game as a team matching up animal cards. When the whistle blows the game stops and the shepherd counts how many pairs the team was able to collect. The team with the most matches wins.
 - *WHEN FINISHED: Talk about the animals being a major food source, not just for meat, but for milk, cheese, yogurt, etc. Also talk about having to dispose of the bodies. The Hebrews were immune from this plague.*
- Plague number 6: Boils
Who has the most boils? Play a question and answer game. Questions are on laminated sheets.- the answers are italicized. Place one outline of a child on the ground. When the whistle blows, the shepherd will begin questioning the team. Put a "boil" (sticky dot) on the form for each correct answer. Teams will try to answer as many questions as possible during the 2 minutes. Questioning will end when whistle blows again. The team with the most "boils" wins.
 - *WHEN FINISHED: Talk about how the boils must have itched and hurt.*
- Plague number 7: Hailstorm
Who can get the most hailstones (cotton balls) into the container? Have children get in a straight line. Give each child an equal number of the 100 cotton balls. When the whistle blows, have them, one at a time, drop 1 cotton ball into a small mouthed jar, from waist level. Once they have dropped a cotton ball they go to the end of the line, until all children have attempted with all of their cotton balls. Game stops when the whistle blows. The shepherd should count the number of cotton balls in the jar. The team with the most cotton balls in the jar wins.
 - *WHEN FINISHED: Talk about how the hailstorms would have destroyed any crops. The animals were already gone.*
- Plague number 8: Locusts
Who can devour the snack first, with no hands? Have this game occur on grassy slope between upper & lower parking lot. Children will sit on grass. Assistant will use scoop to put the same amount of sprinkles and raisins on each plate. (1 plate per child.) When the whistle blows, the shepherd will time the group- the person who empties their plate first wins for that team. That time is recorded for the team. The team with the best

individual score, wins. If no one is finished when the whistle blows, the team will receive the full time (2 minutes) as their time.

- *WHEN FINISHED: Talk about- There are 40-80 million locusts per square kilometer in a locust swarm. Talk about how locusts devour everything in their path.*

■ Plague number 9: Darkness

Can you get through in darkness? Shepherd needs a stop watch. Set up an obstacle course with bowling pins (mark location of each bowling pin with chalk.) Blindfold a child from each team and have him/her guided around the cones with only words. When the whistle blows the shepherd will time how long it takes the team to guide their blindfolded member through the obstacle course with only words. If any bowling pins get knocked over- add 5 seconds each to the final time. (Shepherd should not give hints or tell that only one person should give directions.)

- *WHEN FINISHED: Talk about how and why the dark can sometimes be scary. How would you feel if it became and stayed dark during the day? This would be a good time to talk about Jesus being the light of the world.*

Prayer: Dear God, we thank you for the stories in the Bible that teach us of your great power. You will do anything to protect your people. Help us to remember that we can ask you for protection when we are afraid. Amen.

Quiz questions for Plague number 6

Correct answers are italicized.

Which tribe did Moses come from?

- A – Midian
- B – *Levi*
- C – Benjamin
- D – Judah

Which Old Testament book contains the story of Moses?

- A – Genesis
- B – *Exodus*
- C – Numbers
- D – Psalms

What ailment did Moses suffer from?

- A – hard of hearing
- B – *stuttering*
- C – limping
- D – crossed eyes

Why did Moses have to leave the palace?

- A – He broke the statue of an idol
- B – He didn't look like the other Egyptians
- C – *He killed an Egyptian*
- D – They found out he was really a Hebrew

Where did Moses go when he left Egypt?

- A – Las Vegas
- B – Disney World
- C – Canaan
- D – *Midian*

How did God speak to Moses?

- A – *from a burning bush*
- B – in a foreign language
- C – from a mountain top
- D – from the ground

Which was not one of the ten plagues?

- A – Frogs
- B – Locusts
- C – Flies
- D – *Ants*

What kind of bread were the Hebrews to take with them when they could leave Egypt?

- A – White Lily biscuits
- B – pizza dough
- C – whole wheat bread
- D – *unleavened bread*

Who was killed in the last plague?

- A – *firstborn Egyptians*
- B – firstborn Hebrews
- C – Moses
- D – Pharaoh

What river did Miriam, Moses' sister place her baby brother in?

- A – Amazon
- B – Mississippi
- C – *Nile*
- D – Euphrates

What was the name of Moses' brother who helped him talk to Pharaoh?

- A – Abraham
- B – *Aaron*
- C – Adam
- D – Absalom

God made Moses' staff turn into:

- A – a fancy walking stick
- B – a golden rod
- C – *a serpent*
- D – a red baton

What Jewish holiday commemorates God rescuing the Israelites from Pharaoh?

- A – Midrash
- B – Hanukkah
- C – *Passover*
- D – Pentecost

Moses was rescued from the Nile River by:

- A – *Pharaoh's daughter*
- B – Pharaoh's wife
- C – Pharaoh's sister
- D – Pharaoh

How many plagues were there?

- A – Seven
- B – Eleven
- C – *Ten*
- D - Forty

What sea parted for the Hebrews to cross?

- A – Black Sea
- B – *Red Sea*
- C – Dead Sea
- D – Atlantic Ocean

FUN & GODLY STUFF: Parachute Games

VBS Day 3

Objective:

- Students will play parachute games to focus on the story of Moses and the Israelites crossing the Red Sea.
- The students will review the story of the Israelites escape from Egypt and their dramatic crossing of the Red Sea.
- The students will surround the parachute and take turns being Israelites and Egyptians as they play and discuss their journey across the sea.

Materials:

- 20 foot parachute (workshop coordinator)
- Many Nerf Balls
- The Beginners Bible Timeless Children's Stories

Lesson:

- Write the memory verse on the board.
- Have the parachute ready to go, and check to determine what large space has been reserved to play the game.
- Remember, the purpose of the games workshop is two-fold: to develop Bible skills and to reinforce that knowledge by having fun with games.
- Playing games helps to cement the knowledge and reinforce the skills you introduce during the Bible lesson. Children learn best when actively involved, so please do not skimp on the games portion of the lesson!
- Greet the children and introduce yourself.
- (Older students) Have the children tell you where they can find the story of Moses in their Bibles. (the book of Exodus)
 - Have them turn to Exodus 14 to read the story of the Israelites escape from Egypt.
- (Younger students) Read The Beginners Bible Timeless Children's Stories pages 116-119
- Start out by reminding the students of the Ten Plagues that finally convinced the Pharaoh to let the Israelites go.
- Ask them if they have any questions about the story.
- Using the large 20 foot parachute, have the children take handles all around the parachute.
- Game 1
 - Pick 2 children to be Israelites and 2 children to be Pharaoh's army (you can adjust numbers depending on the number of children you have and the size of parachute you have).
 - The first children you pick should leave two handles free on one side and two handles free on the direct opposite side. They must be directly opposite each other, as this is where the children will walk through.
 - Have the Israelites stand side by side, opposite a side where you have left a space in the parachute. Have the Egyptians stand a couple of feet behind the Israelites.

- Tell the children on the count of 3 everyone around the parachute will lift it high - the Israelites will walk through safely, but as soon as the soldiers enter the sea it must be lowered to try and capture them.
- Remind children to walk - not run, for safety, although they will have a difficult time in doing so because of their excitement. You will have to remind them patiently. Have the children do it again switching places - Israelites and Egyptians - then have those four exchange places with children around the parachute who have not yet had a turn. Continuing until everyone has had a turn being an Israelite and an Egyptian.
- Finish the game by having everyone take a parachute handle and pretend to be Israelites. Lift the parachute high and step under it, then step back before it falls on them. Next have everyone be Pharaoh's soldiers and this time lift arms, step forward and sit down pulling the parachute behind them. Remind them before doing this to not let go of the parachute.
- Be prepared to raise your voice during this game to be heard over the children's laughter!
- Game 2:
 - Have half the children stationed around the edges of the parachute and half around the surrounding area.
 - The children holding on to the parachute are playing Moses. The children in the surrounding area are playing Pharaoh's army.
 - The balls are the Israelites. Place the balls on the parachute.
 - The children holding on to the parachute need to work together to free the Israelites (toss the balls off the parachute).
 - The children in the surrounding area work together to prevent the Israelites from escaping (throw the balls back on the parachute).
 - Give the children a turn to play Moses as well as a turn to play Pharaoh's army.
- If there is extra time, use the following questions for discussion.
 1. I wonder why the Israelites wanted to give up when they reached the Red Sea?
 2. I wonder what they must have felt when the sea suddenly parted?
 3. I wonder what they felt while they crossed the Red Sea? Were they afraid? Do you think it was muddy, rocky, scary?
 4. Have you had a time when you were scared and your faith was tested?
 5. Is it easy to put your faith in God when you are scared?

Prayer: Dear God, we are grateful to be able to read your stories in the Bible. We are thankful for fun games that help us to really understand your word and the details in your stories. We know you will always protect us as you did the Israelites and we thank you. Amen.

FUN & GODLY STUFF: Bowling A & B

VBS Day 4

Objective:

- Students will be playing a bowling game that will reinforce their knowledge of the Ten Commandments.
- The students will review the Ten Commandments.
- The students will play a game that familiarizes them with the Ten Commandments through repetition.

Materials:

- 2 sets of 10 bowling pins (workshop coordinator)
- The Beginners Bible Timeless Children's Stories (Bowling A)
- Bible (Bowling B)
- 2 balls (workshop coordinator)
- 2 sets of large cards, numbered 1-10, each with the matching commandment (workshop coordinator) (2 sets for each group)

Lesson:

- Make sure game items are available and there is a big enough space in the room to set up a small bowling alley.
- Remember, the purpose of the games workshop is two-fold: to develop Bible skills and to reinforce that knowledge by having fun with games.
- Playing games helps to cement the knowledge and reinforce the skills you introduce during the Bible lesson. Children learn best when actively involved, so please do not skimp on the games portion of the lesson!
- Greet the children and introduce yourself.
- Tell the children that we are going to be reviewing God's rules for us, as they were given to Moses when the people of Israel were wandering in the wilderness.
- Go through with the children the meanings of some of the difficult words:
Sabbath - the day of the week set aside to rest and think specially about God - for Jewish people this is Saturday, for Muslims Friday, and for us Sunday.
Covet - to want something that someone else has, and to want it so badly you would like to take it from them.
Adultery - not being faithful to your husband or wife.
Graven image/idol - a model or statue that is worshipped as a god.
- (Older students- bowling 2) Have the children turn to Exodus 20:1-17.
 - Read the story from the Bible.
- (Younger students- bowling 1) Read The Beginners Bible Timeless Children's Stories pages 124-127
- Tell the children that we are going to play a game today.
- Set up the bowling pins (10 pins).
- Put the two sets of commandment cards on a side table, arranged in number order.
- Divide the children into 2 teams, with equal spread of age and ability.

- Each child takes a turn to try to knock down the pins. Smaller children get to stand closer to the pins, and older ones stand further away for their turns.
- They count how many pins they have knocked down, and then go and get that numbered commandment and the team reads it out. The team keeps the card.
- They need to get each of the numbers at least once, and the team that gets all 10 commandments first is the winner. It gets harder as the game goes on. They have to knock down a specific number of pins to win each of the cards (it can be really difficult to get only 1 pin down!).

Prayer: Dear God, help us to always remember the rules that you gave the Israelites through Moses. Help us to live by these rules and forgive us when we make mistakes and disappoint you. In Christ's name we pray. Amen.

PRAY-PER-VIEW: Ten Rockin' Rules

VBS Day 4

Objectives:

- The students will understand that God knows people need rules to live in orderly relationship with Him and other people.

Material list:

- Video: 10 Rockin' Rules (workshop coordinator)
- Popcorn and popcorn supplies (workshop coordinator)
- Water & cups (teacher should fill pitcher)

Lesson:

- Greet the children and introduce yourself.
- Today we are going to talk about why rules are important — why we have them and why we must follow them.
 - Do you think adults always follow all the rules?
 - Do you think the people in the Bible were always good and always followed all the rules? Let's find out.
- Scripture/Bible Story:
Read a portion of the scripture: This rotation's story is too long to read the whole story, so we will read a section and then see more of the story in the video. Open your Bibles to Exodus 32: 1-20. This is the story of what happened when Moses came down the mountain with ten rules written on stone tablets by God,." [Older children : ask for volunteers to read a paragraph at a time. Younger children: have them close their Bibles and read to them Exodus 32: 1-3, 7-8, 14-20.]

[Encourage the children to use their Bibles in looking up verses. For example, "To find Exodus, open the Bible to the Table of Contents to see on what page Exodus begins. It is in the Old Testament. Open your Bible to that page, then turn to chapter 32 (the big bold numbers on each page)." We restate information about Bible organization in each workshop to be sensitive to children in the class who may not have any knowledge of the Bible. We never want a child to feel like they do not belong because they do not know this information before they come to class.]

So, now that we have read that Scripture, do you think the people in the Bible always follow all the rules? [No.]

- Tell me some rules. [Encourage the children to share not only the Ten Commandments, but rules from home, school rules, driving rules, etc.]

There are an awful lot of rules in our lives, aren't there? Have you ever

thought about how much easier life would be with no rules? Would it be easier? [Accept all answers.]

- Let's take a look at our video about following rules. The video we are going to watch today is from a new series about a rock band — a Christian rock band called "God Rocks!" The members of the band — and all the other characters in the video — are rocks. We will also meet some famous rocks from the Bible in this video. Watch for them.
 - While you're watching the video, notice the variety of answers Chip Livingstone gets when he asks, "Why do we have to have rules?"
- Pass out popcorn and drinks. Start the video at the beginning.
- STOP the video after the song "There's just no way I can follow the rules... tell me why I must follow the rules."
 - Q Do any of you have any advice for Chip? He says there is no way he can follow the rules.
 - Q If you met him right now, what would you tell him about why he must follow the rules?
 - Q Any questions so far?
- Start the video again. Watch it to the end of the dream sequence.
 - Q What do you think of a world where the only rule is "do whatever you want"?
 - Q Do you still think it would be easier to live in a world without rules? [Ask this question only if this was the response during the discussion before the video.]
- Start the video again. DO NOT watch it to the very end. (I recommend you stop the video after the final song — do not show the last scene where the teacher hits Chip. This seems to me to undermine the entire message and seems gratuitous.)
 - Any questions or comments about the video?
- REFLECT:
Pulling it all together (closing discussion):
 - At the end of the video, Chip says regarding the Ten Commandments, "Can I follow all of them?". _____ replies, "With God's help you can."
 - I wonder what this means?
 - Why can't you or I follow the rules by ourselves?
 - How can God help us?
 - Has God ever helped any of you?
 - What happens when I break a rule? Does God stop loving me?

Prayer:

Thank God for his Commandments for us. Ask for help for yourself and the children in following the rules and loving Him and our neighbors. Amen.

DAY 5 LESSONS: JOURNEY TO THE PROMISED LAND

FLOATING MOSES BASKETS LESSON

Materials:

- Fish net (workshop coordinator)
- Moses baskets and baby Moses dolls (children will have already made them)
- Miriam costume (workshop coordinator)

Lesson:

- The teacher, dressed as Miriam, says:

Hello! I am Miriam, Moses' sister. Baby Moses needed a safe place to hide, so Mother wove a grassy basket. She put Moses in the basket and set the basket in the tall, cool grass by the river. I peeked through the grass to make sure that my baby brother would be safe.

Guess what happened? A princess saw baby Moses and picked him up out of the water! I asked her if she wanted help with the baby. When she said, "Sure!" I got our mother to help! Then we were all together again- Mother, Moses, and I !!! God kept us together, and he kept Moses safe.

- The teacher shows each child how to lower his Moses basket into the stream.
- Teen helpers "catch" the baskets with a fishing net.

MANNA STATION

Materials:

- Paper cups (workshop coordinator)
- Water (workshop coordinator)
- Cinnamon graham crackers (workshop coordinator)
- Hefty picnic blanket (workshop coordinator)

Lesson:

- **Say:** “God loved Moses. And God loved his people. But when God helped them escape from the nasty king, the people didn’t say, “Thank you, God.” The people grumbled and groaned. “We’re hungry!” they said. “We want something to eat!” “Doesn’t God love us?”
- **Say:** “Yes, God loves us all. And God gives us what we need. God sent the people something to eat. What did he send?”
- **Say:** “God sent his people delicious manna, delicious bread from heaven. Manna was flaky and sweet. Every morning and every night, God sent food for his people to eat. God always gives us what we need. Why? Because God loves us!”
- Pass out cups of water and cinnamon graham crackers to the children. Have them sit on the blanket and enjoy this “manna” treat!

BURNING BUSH

Materials:

- Hefty plastic picnic blanket (workshop coordinator)
- Orange, Yellow, and Red Streamers (workshop coordinator)
- Moses costume (workshop coordinator)
- Boom box with batteries (workshop coordinator)
- CD of “God” speaking to Moses (workshop coordinator)

Lesson:

- Dressed as Moses, the teacher will greet the children and instruct them to gather on the plastic blanket.
- **Say:** “I am Moses. I was out in the fields watching my flock of sheep when just now I found this bright fiery bush at the top of the mountain. It is on fire, yet it is not burning up! Wait! I think I hear someone saying my name! Let’s listen.
- Teacher plays tape of “God” talking to Moses. (Instruct the children to take off their shoes when God says, “Take off your shoes, for the place where you stand is holy ground.”)
- **Say:** What did God tell me to do? Right, he told me to set my people free from the mean king. God is sending me to Pharaoh so I can bring the children of Israel out of Egypt. I will listen to God, because he will be with me and help me in this journey.
- **Say:** I want you to each take one streamer from this “burning bush”. Keep it in your bags as a reminder that you should listen to God and serve him. Remember, God is with you always.

“GOD” Script for burning bush lesson

"Moses, Moses!"

"Don't come so near. Take off your shoes, for the place where you stand is holy ground."

"I am the God of Abraham, the God of Isaac, and the God of Jacob."

"I have seen the persecution of my people in the land of Egypt and have heard their cry as they suffer under the hand of the cruel Egyptian taskmasters. I know the pain and anguish my people are going through, and have come down to deliver them. I will bring them out of the land of Egypt and lead them to a good land. A land symbolically flowing with milk and honey. The land which I promised to their father Abraham."

"I am sending you, Moses, to Pharaoh, so that you can bring my people, the children of Israel, out from Egypt."

"Tell the elders how I appeared to you in the burning bush and say, 'The God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you. He told me, "I have seen what the Egyptians are doing to you and I will bring you out of the land of affliction into a land that flows with milk and honey.'" The elders will listen to what you say and you'll be brought before the king of Egypt. Then you will tell him, 'The Lord God of the Hebrews has met with us, and now let us go three days journey into the wilderness and offer sacrifices to the Lord our God.'"

"I know that the king of Egypt will not let you go; I will have to show My mighty hand. I will destroy all of Egypt with my miracles before Pharaoh will let you go. But I will see to it that the Egyptians load you down with jewelry, fine clothes and silver and gold before you leave."

BRICK MAKING

Materials:

- Slave costume (workshop coordinator)
- Salt Dough (workshop coordinator)
- Platter or tray (workshop coordinator)

Lesson:

- The teacher, dressed as a slave, makes a sample “brick” out of salt dough and says:

Now I'm forced to be a slave to Pharaoh.

I have to work work work very hard all the time and make bricks, bricks, bricks, all the time bricks!

I can't plant my crops anymore.

I have no time to spend with my family.

I feel terrible.

Not only that, but the Pharaoh's men, the slave drivers, are soooo mean to me!

They beat me and won't leave me alone.

I'm afraid and sad.

Work, work, work, and not even so much as a "Thank You"!

- The teacher says, **“I need help making some bricks! Can you help me?”** (Show the children how to make a brick and stack it to make a pyramid shape on the tray.)
- Conclude the lesson by singing the following song together: (To the tune of “I've Been Working On the Railroad”)

Pharaoh Doesn't Pay (authorship unknown)

I've been working on these buildings,
Pharaoh doesn't pay
I've been doing what he tells me
Like making bricks from clay
Can't you feel the master calling
"Hurry up, and make a brick!"
Can't you feel the master hurt me
Until I'm feeling sick.

Oh, this is a mess,
Oh this is a mess
Oh this is a mess for Jews, for Jews
Oh is this a mess
Oh is this a mess
Oh is this a mess for Jews

Someone's in the palace with Pharaoh
Someone's in the palace we know oh oh oh
Someone's in the palace with Pharaoh
Why do they treat us so?
Work, work, work all day
Work, work, work, all day
Why do they treat us so, oh oh?
Work, work, work, all day
Work, work, work all day
Why do they treat us so?

YARN MAZE

Materials:

- Shepherd Costume (workshop coordinator)
- Colored Yarn (80 pieces)- tangled in the trees, in a maze (workshop coordinator)
- Scissors (workshop coordinator)

Lesson:

- The teacher, dressed in a shepherd costume, says:

I am Moses the shepherd. I was getting fed up with how my people were treated by Pharaoh. They still had to work so hard. One day I saw an Egyptian beating a Hebrew, one of my own people, and I became so upset that I killed the Egyptian. After that I had to run away from Egypt because the Pharaoh found out what I had done. I ended up in a place called Midian, where I was a shepherd for 40 years.

- Say: **Today you will work your way through a maze of yarn, trying to untangle one piece of yarn to take home with you. The yarn will remind you of my time working in the fields as a shepherd.** (Help each child untangle one piece of yarn and place it in their traveling bag.)

PLAGUES LESSON

Materials:

- Pharaoh costume (workshop coordinator)
- Plastic flies and frogs (one per child) (workshop coordinator)

Lesson:

- Have the children climb to the top of the elevated wooden lookout.
- The teacher, dressed as Pharaoh, says:

I am Pharaoh. I am very stubborn! I did not want to let the Israelites go. The Lord instructed Aaron and Moses to go see me. He told them, "Tell Pharaoh to let my people go. If he refuses to let them go, I will plague the whole country with frogs."

They did as God asked and I once again refused to let the people go. So Aaron stretched out his hand over the waters of Egypt and the frogs came up and covered everything! They really were everywhere! In the stoves where we cooked, in our beds, and they even jumped on the people!

After a day of this, I couldn't take it any more and I called for Moses and Aaron. (I didn't get any sleep with frogs jumping all over me!)

I begged Moses, "Pray to the Lord to take the frogs away from me and my people, and I will let your people go." So Moses prayed to the Lord, and all the frogs died. But when I saw that all the frogs were dead, I was relieved and changed my mind.

There were many other plagues that followed: Gnats and flies, all the livestock got sick and died, the Egyptians were covered in sores, hail came down and killed all the crops, locusts came and ate all the grass and everything green, and then there was complete darkness. Nobody left their homes because they couldn't even see where they were going.

With each of these plagues I said I would let the Israelites go if God put things back to normal, but then I kept changing my mind. You'd think I would've learned my lesson and let the Israelites go sooner! But, as you will see, God doesn't give up!

- Conclude the lesson by having the children climb down from the elevated wooden lookout. Plastic flies and frogs will be gently "thrown" at the children by hidden helpers under the lookout! Each child should keep one fly and one frog for their traveling bag.

RED SEA GAME

Overview:

- The students will play a game focusing on trust and teamwork.

Materials:

- 2 ropes or sticks to mark boundary of Red Sea – adjust distance of the Red Sea depending on number of students
- Moses costume (workshop coordinator)
- Materials (divide evenly between teams)
 - Hula hoops
 - Folded table cloths
 - Foam squares
 - Water noodles
 - T-shirts
 - Bandanas
 - Paper plates
 - Temporary tattoos (prize)
- Materials should be adjusted based on age of children. (The younger they are, the more they should be given.)

Lesson:

- Gather the students around you and have them sit while you read the following:

Today you have been following my life and you have now come to a very important, very scary moment! You are the people of Israel and you have escaped slavery in Egypt because I have come to your rescue. You have trusted in me and God to protect you and we have both kept you safe. But now you are trapped! I have led you right up to the shores of the Red Sea and Pharaoh's armies are coming over the hills! They are about to capture you and take you back to slavery -- or worse!!! Now we're going to cross the Red Sea!

■ Game

- *Divide children into two groups*
 - Now all of you stand in a line with your team behind this line. *Once they have done this and are listening continue....*
 - Your job is to use these materials to cross the Red Sea. You cannot touch the ground. If someone on your team touches the ground you have to start at the beginning.
 - More than one person can stand on an item as long as they're not touching the ground.
 - You may pick up the materials you have already used and put them in front of you again after everyone has crossed them.

 - All of you must cross the sea in a single-file line, helping each member of your group. Whichever team successfully gets everyone across Red Sea first, wins. *(Facing the group, tell them that the person on your far right is the first person in line, and the person on the far left is last in line).*
- After the students play the game, everyone who completed the course gets a prize.

RING AROUND THE IDOL

Overview:

- The group should retrieve all 10 commandments before it's time to continue the journey to the Promised Land.

Materials:

- 10 "foam" commandments (workshop coordinator)
- golden idol (workshop coordinator)

Lesson:

- Teacher Prep before students arrive: 10 foam commandments should have already been hidden in the woods around where the game will be played.
- Teacher notes: You will see a golden calf on your journey. This is where you'll stop to play this game. Remind the children how the people of Israel acted while Moses was up on Mt Sinai talking with God and writing down God's laws. Explain that they will take turns being Moses and running into the woods to uncover a hidden commandment to bring back to the group.
- Ask the children to get into a circle and hold hands around the golden calf. To the tune of "Ring Around the Rosie", everyone should sing the words:
 - “Ring around the idol
We won't do what's right 'til
Moses, Moses
He comes back down!”
- Quickly choose a child to play Moses, and have them run into the woods to collect a commandment. The rest of the group should sing:
 - “We thought Moses left us
But he brought us commandments.
Hurry, hurry
And come back down!
- Everyone counts to 10:
 - “One, two, three, four, five, six, seven, eight, nine, ten!”
- At this point, Moses should come back to the circle, with or without a commandment. The process continues until all 10 have been found, or until it's time to move on. Try to give each child an opportunity to be Moses. Each time one is retrieved, Moses should read the commandment to the group.
- The commandments should be re-hidden in the woods for the next group. Everyone can help to do this before continuing the journey.