

## Lesson 52

# God Calls Moses

God called Moses to lead the Israelites out of bondage in Egypt.

# Studying God's Word

Don't forget! Review the Optional Supplements and determine where you can use them.

## Introduction

### Slide #3

Refer to Lesson 51 Theme Poster. Last lesson we saw how God protected Moses in some dangerous times. Why did God have to protect Moses when he was a baby? Who wanted to kill all the Israelite baby boys? Pharaoh.

Right. Pharaoh was worried that there were so many Israelites so he put Egyptian taskmasters over the Israelites to make them slaves. Then he ordered that all the baby boys be thrown into the Nile River.

Why did he want to kill only the boys? He didn't want the boys to grow up to be soldiers and take over his country.

But God helped Moses' mother hide him for three months. Then when she put Moses in a basket in the river, God protected Moses until Pharaoh's daughter found him. She felt sorry for Moses and adopted him. Moses grew up as a prince with the best training and education of his day. But he cared about his people, the Israelites, who were being terribly mistreated by the Egyptians.

When Moses was 40 years old, he saw an Egyptian beating an Israelite slave. Who remembers what Moses did to the Egyptian? Killed him and buried him in the sand.

Moses thought he was helping his people, but Pharaoh found out what happened and wanted to punish Moses. Moses was forced to flee to Midian. God protected him on his journey and led him to the family of Reuel, where Moses met and married Zipporah.

### Slide #4

Refer to the Lesson Theme Posters. In our lesson today, Moses had been a shepherd in Midian for 40 years, caring for flocks and raising his family. He probably thought he'd never go back to Egypt. But God had a special calling for Moses. How will Moses respond when God gives him a challenging task? Let's find out!

## God Calls Moses

Pass out the Class Notes to the students.

Exodus 3 begins with Moses taking care of his father-in-law's flock on a mountain called Horeb. Then he spotted something amazing! A bush was burning with fire, but the bush didn't burn up! Moses turned aside from his

flock to see the burning bush. When God saw that Moses came, he spoke to Moses from the bush, calling his name, "Moses, Moses!"

Moses said, "Here I am." Then God told him not to come too close to the bush and to remove his sandals because the ground was holy. Taking off your shoes back in Moses' time was a sign of humility and respect.

Exodus 3:6–11

Slide #5

Slide #6

Slide #7

Slide #8

Who will read what God said to Moses next in Exodus 3:6–11?

Assign readers.

This is amazing how God appeared to Moses and spoke to him—from a burning bush! Wouldn't it be neat to have God speak to you out loud? How does God speak to us today? Allow answers. Bible, Holy Spirit, sermons, teaching, prayer, etc.

God may speak to us differently today, but we still need to listen, like Moses did.

Notice in verse 6 that God mentioned Abraham, Isaac, and Jacob. This was a reminder to Moses of the covenant God made with these men and their descendants, the Israelites. Moses was afraid and hid his face when God identified himself.

What did God say about the Israelites in Egypt in verse 7? He saw their slavery and heard their cry for help.

What did God promise to do in verse 8? Deliver the Israelites from the Egyptians and bring them to the Promised Land.

What task was God calling Moses to do in verse 10? To bring (lead) the Israelites out of Egypt.

Wow! That's a pretty big task, don't you think? Why do you think it might be scary for Moses to be the one to lead the Israelites out of Egypt? Allow answers.

The Egyptians wouldn't want to lose their slaves, would they? The Israelites were making bricks, building cities, and working in the fields. Moses knew Pharaoh wouldn't just let the Israelites go. Standing up to Pharaoh would be hard.

What was Moses' response when he heard what God was calling him to do? Did he say, "Yes, I'll go right away"? Look in verse 11. He asked, "Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?"

Moses didn't feel like he was the right man for the job. He didn't think he could do it—and he was right! God would do it! In verse 12 God promised to be with Moses.

But Moses was still worried, and he had some questions. He asked God how he should answer the Israelites when they asked for God's name. God gave him the name: I am who I am. This name shows several of God's attributes.

Refer to the Attributes of God Poster. I am refers to God's independence and eternal existence. Who will read the definitions of independent and eternal for us? Assign readers. Independent: has no need of anything outside of himself. Eternal: always was and always will be.

The name I am also speaks of God's unchangeable nature. Which attribute on our poster means that God will never change? Immutable.

That's right! God is who he is, and he never changes. Nothing existed before him, yet he always existed. That can be hard for us to understand because we are created beings. But if God said it, then it's true!

Slide #9

Slide #10

Let's look at our Class Notes. Who will read #1 and tell us what God heard? Choose a reader. Cry. Have students complete #1.

In #2, what did God promise to do to help the Israelites? Choose a reader. Deliver. Complete #2.

And what was Moses called to do in #3? Choose a reader. Lead. Complete #3.

Who will read #4? Choose a reader. Man. Complete #4.

And #5, what name did God give himself? Choose a reader. I AM. Complete #5.

## Moses Objects to the Call

Prepare assistant for Moses role and have props ready.

Moses had more worries than just giving a name for God to the Israelites. He was also worried that the Israelites wouldn't believe that God appeared to him.

Exodus 4:1-9

Slide #11

Slide #12

Slide #13

Slide #14

Slide #15

Have an assistant act out the signs as Moses, or pause to demonstrate each one yourself as you read. You may improvise your own demonstration or follow the script and instructions below. Have "Moses" wear a robe. Use a broom handle/walking stick for Moses' staff, a rubber/stuffed snake for the serpent, talcum powder for leprosy, and two pitchers, one with water and one with red powdered drink mix in the bottom to turn into "blood" when the water is poured into it.

I'll read how God answered his worry in Exodus 4. Listen and watch carefully to remember the three signs God gave to Moses. Read verses 1-3. Have Moses

throw the walking stick onto the ground then quickly replace it with the snake (kick the stick to the side). Then yell and run away from the snake in terror.

Yikes! I'd run from a snake, too! What will God do next? Read verses 4–5. Have Moses tentatively approach the snake and grab it by the tail. Pick up the stick so it looks like the snake turned back into the staff (either throw the snake away or hide it in the robe). Smile with relief at the walking stick.

Whew! That was close! How many of you think you'd be brave enough to pick up a snake by the tail? Show of hands.

What will the next sign be? Read verses 6–7. Have Moses turn away from the kids, put some powder on one hand, and hide it in the robe. Then turn to the kids and pull the hand out, covered with "leprosy." Look horrified and yell, "Leprosy! I'm unclean!" Then tuck hand back into the robe, rub off the powder, and show it to the kids. Examine the hand and say, "It's gone!" with amazement.

Having leprosy appear on any part of your body was a death sentence back in Moses' day. Good thing God's miracle included healing it!

Let's read the third sign, which Moses didn't actually do on the mountain right then, but we'll demonstrate anyway. Read verses 8–9. At verse 9, have Moses pour water from one pitcher into the other pitcher with the red powdered drink mix then pour it back again to show the red water. Exclaim, "It's blood!" Collect props and thank assistant.

Okay! Let's see how well you were paying attention. What was the first sign God gave Moses to show the Israelites? Moses' staff became a serpent (snake) and then turned back into a staff.

Yes! The snake sure made Moses take off! That sign should get the people's attention.

Moses' people had forgotten about God and needed the reminder God gave in verse 5, referring to Abraham, Isaac, and Jacob. They needed to know that God hadn't forgotten his promises to them.

Refer to the Attributes of God Poster. Who will read the definition of faithful from the Attributes of God Poster? Assign a reader. Faithful: will always keep his promises; does not lie.

What was the second sign God gave Moses? His hand became covered with leprosy and then was healed.

Leprosy was a feared disease because there was no cure. It also made you an outcast because those with leprosy were forced to live separately from everyone else. People were afraid that being close to someone with leprosy would make them catch it. To make leprosy appear on Moses' hand and then heal it was miraculous.

And what was the third sign? Water from the river would become blood when it was poured onto the land.

God just explained this sign to Moses and told him to do it if the people did not believe the first two signs. But it would be pretty amazing to see water turned into blood! You would think that these signs would give Moses courage to obey God's call. But, Moses had another objection.

## Exodus 4:10–12

Slide #16

Slide #17

Who will read this one in Exodus 4:10–12? Assign a reader.

What did Moses say about himself in verse 10? He wasn't a good speaker.

Right. Moses said he wasn't eloquent, which meant he didn't think he was good at speaking clearly or effectively. He also said he was slow of speech and tongue. He was trying to give reasons why God shouldn't choose him.

How did God answer? God said he was the Creator of man's mouth, and he would teach him what to say.

God reminded Moses that he created him. He already knew his strengths and weakness before he called Moses to lead the Israelites out of slavery. But he also told Moses that he would be with him and help him know what to speak. Really, God had prepared Moses for his calling by having him raised in Pharaoh's palace and even by having him humbly caring for flocks in the desert. No one else among the Israelites had the skills and training that Moses had.

## Exodus 4:13–15

Slide #18

Slide #19

Do you think Moses was ready to say "yes" to God's plan? Let's see! Who will read Exodus 4:13–15? Assign a reader.

What did Moses ask God in verse 13? To send someone else!

Uh oh! This is not the response we should have when God gives us a task.

How did God feel in verse 14? Angry.

God was angry with Moses for wanting him to choose someone else. God was patient, though, and said that he would prepare Moses' brother, Aaron, to help him speak.

Slide #20

Let's go back to our Class Notes. Who will read #6 and tell us what God gave Moses when he was worried about the people not believing him? Choose a reader. Signs. Complete #6.

Those three signs were his staff turning into a snake, his hand turning leprous, and water turning into blood.

And #7, what was another of Moses' worries? Choose a reader. Speaker. Complete #7.

And what did Moses ask in #8, which made God angry? Choose a reader. Else. Complete #8.

Who will read #9? What is the answer there? Choose a reader. Aaron.  
Complete #9.

## Moses Obeys the Call

So, after God answered all his questions and objections, Moses finally obeyed. God had given Moses his name, I am; three signs to show his power; and the promise to help both him and Aaron speak to the Israelites and to Pharaoh.

Moses went to his father-in-law and asked to return to Egypt. Then he packed up his wife and two sons and started on the journey. As God promised, Aaron came to meet Moses in the wilderness, and both of them went to the Israelite leaders to share God's promise of deliverance from slavery.

Exodus 4:30–31

### Slide #21

Let's see how the leaders responded. Who will read Exodus 4:30–31 for us? Assign a reader.

After Aaron spoke and Moses performed the signs, what did the Israelite elders do? They believed and then bowed their heads and worshipped.

They believed! They were glad to hear that God cared about their slavery, so they worshipped him. Their response to God's promise was good! They trusted God's word through Moses and Aaron and thanked God.

### Slide #22

Let's finish our Class Notes. Who will read #10? Choose a reader. Believed. Complete #10.

## Application

### Slide #23

Refer to the Lesson Theme Posters. God appeared to Moses in a burning bush and told him to lead the Israelites out of Egypt. God gave amazing signs to demonstrate his omnipotence—his great power. He promised to be with Moses and give him the words to say. However, even after hearing all this from God, Moses still wanted God to find someone else. But, he eventually did obey.

Aren't we a lot like Moses sometimes? We often think of reasons why we can't do something instead of trusting God. Have any of you been given a big job that seemed too hard? Did you have help to get it done? Allow discussion or share a personal example.

God promised to help Moses, and he also prepared Aaron to help Moses. Although Moses probably didn't realize it, God had been preparing him for this calling during his 40 years in Egypt and his 40 years in Midian.

What are some ways God could be preparing you for what he wants you to do? Allow answers.

God came to Moses while he was working, watching animals on a lonely mountain. We should all be busy while we wait for God to direct us. We should be studying the Bible, praying, learning, and growing at church, at school, and at home. We never know how God will use us, but let's be ready to say "Yes!" to God when he calls us to obey.

## Lesson Review

Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.

We all learn best with review and repetition! We encourage you to play a lesson review game.

## Bible Baseball

Students will answer questions and run the bases!

### Materials

Review Questions  
Three chairs set out for bases  
Optional: gift wrap tube and a large balloon

### Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

### Materials

Review Questions  
Medium-sized cardboard box  
Scissors or knife



Four beanbags  
Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

## Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

## Materials

Review Questions  
One drawing area for each team (paper, white board, etc.)  
Pencils or white board markers  
One die

## Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

## Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

### Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

## Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

### Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

## Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

### Materials

- Review Questions
- White board or chalkboard
- Markers/chalk
- Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

### Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

## Pick a Point

Answer the questions correctly to earn the right to pick a point.

### Materials

Review Questions  
Small paper strips  
Cup or basket

### Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

### Materials

Review Questions  
A deck of numbered cards, or numbers and "wild" written on index cards

One beanbag  
Masking tape  
Two baskets or containers for cards

## Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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