

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 the Exodus to Malachi . In our last lesson, we saw that a new Pharaoh came to power, and he was afraid of the Israelites. What did he force them to do? Be his slaves.

Right. 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.

Refer to Lesson 51 Theme Poster. We learned how God protected baby Moses in these dangerous times. Pharaoh's daughter, the princess of Egypt, found baby Moses and felt sorry for him. What did the princess do then? She adopted him.

Moses grew up as a prince in the palace! But he cared about his people, the Israelites, who were being treated terribly by the Egyptians. When Moses was 40 years old, he killed an Egyptian who was beating an Israelite slave. Moses thought he was helping his people, but he was forced to flee to a place called Midian where he met and married a woman named Zipporah.

Today we will see how Moses responded when God gave him a challenging task.

How many of you have ever been given a difficult task that you thought you couldn't do? What was it? What did you do about it? Allow discussion.

We're going to skip forward 40 years. Moses had been living in Midian, working as a shepherd all this time. He probably thought he'd never go back to Egypt. But God had a special plan for Moses. Let's find out what it was!

God Calls Moses

Pass out the Class Notes to the students.

Moses was taking care of his father-in-law's flock out in the desert when he came to a mountain called Horeb. As he looked around, he spotted something amazing! A bush was burning with fire—but it wasn't burning up!

What usually happens when wood is on fire? Allow answers.

It turns black and ends up in a pile of cinders and ashes, right? Well, that was not happening to this bush. So Moses decided he was going to investigate this "un-burning" bush. When God saw that Moses came to see

what was going on, he spoke to Moses from the bush, calling his name, "Moses, Moses!"

Slide #4

Refer to the Lesson Theme Posters. Moses heard God and replied, "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.

This is amazing how God appeared to Moses and spoke to him! Wouldn't it be neat to have God speak to you out loud? How does God speak to us today? How do we learn what he wants us to know? 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. God explained to Moses why he came to talk to him. God had heard the cry of the Israelites, and he knew they were being treated harshly as slaves. And now it was time to set them free. So God was going to send Moses to tell Pharaoh to let the Israelites go.

Wow! How do you think Moses felt about being 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. He would have to stand up to Pharaoh.

Slide #5

Exodus 3:11

Encourage your students to bring their Bibles to class. Have them read the lesson Scriptures or follow along as you read.

So when Moses heard what God wanted him to do, do you think he said, "Okay, I'll go right away"? Let's find out. Turn in your Bibles to Exodus 3. Someone read verse 11. Assign a reader.

What did Moses say? He asked, "Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?"

Hmm. Moses didn't feel like he was the right man for the job. He didn't think he could do it by himself—and he was right! God would be the one in control. And God promised to be with Moses.

But Moses still wasn't too sure about this plan. And he told God about his worries. First Moses knew he would have to prove to the Israelites that he was sent by God. So he asked God what he should say when the Israelites asked for God's name.

Exodus 3:14

Slide #6

What is God's name? Let's read God's answer in Exodus 3:14. Who wants to read for us? Assign a reader.

God told him, "I am who I am." That seems like an interesting name, doesn't it?

Refer to the Attributes of God Poster. The name I am shows that God is independent and eternal. Who will read the definitions of independent and eternal for us from the poster? Assign readers. Independent: has no need of anything outside of himself. Eternal: always was and always will be. This name also means God is unchangeable. Look at the poster again. Which word means 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, but God said it, so we know it's true!

Slide #7

Slide #8

Let's look at our Class Notes. It's a crossword puzzle, so you'll have to find the right number in the puzzle and fill in the boxes with each letter. 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. Free. Complete #2.

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

Who will read #4 and answer why Moses asked, "Who am I?"? 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

Even after God told Moses his name, Moses was still worried that the Israelites wouldn't believe that God had really appeared to him.

Prepare your assistant for the Moses role and have props ready.

Exodus 4:1-9

Slide #9

Slide #10

Slide #11

Slide #12

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.

So, God gave Moses three signs to show to the Israelites so they would believe. Listen while I read about those signs from Exodus 4, and watch carefully so you

can remember them. Read verses 1–3. Have Moses throw the walking stick onto the ground. Quickly replace it with the snake (kick the staff to the side). Then yell and run away from the snake in terror.

Yikes! I'd run from a snake, too! What did 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! Raise your hand if you think you'd be brave enough to pick up a snake by the tail. Show of hands.

What would the next sign be? Read verses 6–7. Have Moses turn away from the kids, pat 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.

Back in Moses' day, leprosy was a scary disease, so it's a good thing God's miracle included healing it!

Let's read about the third sign God gave to Moses. He didn't actually do this one on the mountain right then, but we'll show it 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 back again to show the red water. Exclaim, "It's blood!" Collect props and thank assistant.

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 scared Moses! That sign should get the Israelites' attention!

Moses' people had forgotten about God and needed the reminder that God was faithful—he hadn't forgotten about them.

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

Leprosy was a disease people feared because there was no cure. To show a hand covered with leprosy and then have that same hand healed was amazing!

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. All of these signs would be pretty amazing to see. They were all miracles! You would think that these signs would give Moses courage to obey God's call. But, Moses still had another problem.

Moses told God he didn't think he was good at speaking. He said he was slow of speech and slow of tongue. He was trying to give reasons why God shouldn't choose him. God reminded Moses that he created him, so he knew everything about him. But he also told Moses that he would be with him and help him know what to say.

Actually, God had prepared Moses for this. Think about it—no other Israelite was raised in the palace of Pharaoh or had lived as a shepherd for 40 years. God knew he had the right man for the job.
Exodus 4:13–15

Slide #13

Slide #14

Do you think Moses was ready to say “yes” to God’s plan? Let’s see! Who will read Exodus 4:13–15? Assign readers.

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

Uh oh! This is not the response we should have when God gives us a job to do. How did God feel about this in verse 14? Angry.

God was angry with Moses for wanting him to choose someone else. But God was patient, too.

Who did God say would help Moses in verse 14? His brother, Aaron. And who would be with Moses’ mouth and Aaron’s mouth to give them the right words to say and teach them what to do? Look in verse 15. God. So, by what we’ve read here, does it sound like God meant for Moses to just go to Pharaoh and do this job on his own? Allow discussion.

God planned to be with Moses to help him. It seems that Moses didn’t quite understand that, and he let his fears get in the way of obeying. But God was patient and sent Moses’ brother to help. And God promised he would be with both of them to help them do the job right.

Slide #15

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. Three. Complete #6.

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? Who did God say he would send to help Moses? Choose a reader. Aaron. Complete #9.

Moses Obeys the Call

God had given Moses his name, I am; three signs to show God’s power; and a promise that God would help both him and Aaron speak to the Israelites and to Pharaoh.

So, after God answered all his questions and worries, Moses finally obeyed. He 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 tell them about God’s promise to rescue them from slavery.

After Aaron spoke and Moses showed them the signs, the Israelite elders believed and then bowed their heads and worshipped God. They were glad to

hear that God cared about them. They trusted God's message spoken by Moses and Aaron, and they thanked God.

Slide #16

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

In the next lesson, we'll find out what Pharaoh does when Moses tells him that God wants the Israelites to leave Egypt.

Application

Slide #17

Refer to the Lesson Theme Posters. God appeared to Moses in a burning bush and told Moses he knew the Israelites were suffering as slaves in Egypt. God cared about them, so he chose Moses to lead the Israelites out of slavery.

Moses didn't think he could do what God wanted, but he finally obeyed and returned to Egypt with his family. He and Aaron showed the signs from God and spoke to the Israelite leaders, who were glad that God cared about them and had sent someone to free them.

We learned a lot about God in this lesson. He is holy, which is why Moses removed his sandals. He is faithful to remember and keep his promises. He is independent, eternal, and immutable—the great I am! God is merciful; he patiently answered Moses' concerns about the task he'd been given. God gave amazing signs to show his great power—his omnipotence. 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.

Aren't we a lot like Moses sometimes? We often think of reasons why we can't do something instead of trusting God to help us do it.

Does God just say, "Go all by yourself, and I'll see ya when you get back"?
No!

No. Whenever God calls us to do something for him, he prepares us and guides us and then goes with us. Although Moses probably didn't realize it, God had been preparing him for this job during his 40 years growing up in the palace of Egypt and his 40 years as a shepherd 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

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.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.