

## Lesson 57

# God Gives the Ten Commandments

God gave the Israelites laws that showed them their need for a Savior.

# Studying God's Word

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

## Introduction

Refer to the Exodus to Malachi . We've been learning about the Israelites, the descendants of Abraham, Isaac, and Jacob. They grew into a great nation while they lived in Egypt.

Who remembers why they moved to Egypt in the first place? Joseph went there as a slave and became a ruler. They came to get food during the famine. Then they moved there to be near Joseph.

Slide #3

Slide #4

Refer to Lesson 55 Theme Poster. We saw how God brought the Israelites out of Egypt and led them to the Red Sea. Then God destroyed Pharaoh's army when they followed the Israelites into the sea, and the Israelites were saved.

But even after all the miracles the Israelites saw God do for them, what did they do when they traveled into the wilderness and got hungry and thirsty? Grumbled and complained.

Refer to Lesson 56 Theme Poster. They grumbled against Moses and said they wished they'd never left Egypt. God was merciful to them, though, and he miraculously provided manna, quail, and water.

## What Are the Ten Commandments?

Wait to pass out the Class Notes until after the Ten Commandments are taught.

Today we're going to continue following the Israelites on their journey to the Promised Land, the land of Canaan.

Why is this land called the Promised Land? God promised it to Abraham, Isaac, and Jacob for their descendants, the Israelites, to live in.

After three months of traveling in the wilderness, the Israelites came to Mount Sinai. Moses told the people to gather at the foot of the mountain because God was going to speak to them. He was going to give them ten important commands. We call them the Ten Commandments. Everyone turn in your Bibles to Exodus chapter 20. While students are finding the chapter, pass out the 10 Lesson Illustrations.

Alright! Those of you who have a picture, please hold on to it until I call you to come up and put it on the board. Let's learn the Ten Commandments!

Exodus 20:1-3

Encourage your students to bring their Bibles to class. If appropriate, have them read the lesson Scriptures.

Slide #5

Slide #6

Refer to the Memory Verse Poster. The first commandment God gave is found in our memory verse! Let's say it together with the reference. Read the verse together.

What is the first commandment given in verse 3? You shall have no other gods before me.

What does this mean, to have no other gods except the Lord? Allow discussion.

Who has the picture with the #1 on it? Bring that up now and read it for us. Have student attach Lesson Illustration #1 to the board.

God must be first in our lives. That means that nothing should be more important to us than him.

Refer to Lesson Illustration #1. See the number one here? It reminds us that God should be first in our lives. That sounds pretty easy, doesn't it? But do we always do this? What are some things we may put first instead of God—things that may take up our time and attention? Allow discussion. Answers may include TV, sports, friends, money, etc.

Exodus 20:4

Slide #7

Let's move on to the second command. Who will read Exodus 20:4? Assign a reader.

What is the second commandment? You shall not make a carved image, a likeness, or an idol.

Right. And the next verse also says we must never worship or serve these things, either.

Remember that the Israelites had been living in Egypt, and the Egyptians served and worshipped many false gods. Many of their gods were made into idols, or statues, that the people bowed down to. God didn't want his people to make any idols of created things, of false gods, or even of himself!

Slide #8

Who has the picture of commandment #2? Have student attach Lesson Illustration #2 to the board.

This girl is singing as she worships God. Notice that she's in the shape of the number 2 to remind us that the second command is to worship God alone, never an idol.

Some false eastern religions, like Hinduism and Buddhism, worship things in creation and make statues of them. Even some churches have carved

images of people that they pray to. But this is wrong. We shouldn't put our faith in anything except God to answer our prayers.

You may also hear people on TV say to trust or believe in yourself. Why would that be wrong? Allow discussion.

This is also wrong because putting faith in yourself means that you're not trusting God, and he isn't the most important in your life.

## Exodus 20:7

### Slide #9

Who will read Exodus 20:7? Assign a reader.

What is the third commandment? You shall not what? You shall not take the name of the Lord your God in vain.

What does it mean to take the name of the Lord in vain? Allow answers.

Taking God's name in vain would include using God's name as an exclamation or a swear word. But it's more than that. It's treating the things of God with disrespect instead of with the honor God deserves.

### Slide #10

Who has the third picture? It has a mouth on it. Have student attach Lesson Illustration #3 to the board.

Can you see the number three on these big lips? This reminds us of the third commandment. The words we say should never dishonor God or his holy name. We must be careful to honor God with our words and to use his name with respect and love.

## Exodus 20:8, 20:11

### Slide #11

Who will read Exodus 20:8? Assign a reader.

What is the fourth commandment? Remember the Sabbath day, to keep it holy.

Why should we work six days and rest on the seventh day? Verse 11 explains. Let's read Exodus 20:11. Assign a reader. God set the example of resting the seventh day during Creation Week.

Remember that God didn't need to rest because he is omnipotent; he rested on the seventh day because he knew we would need a day of rest.

### Slide #12

Who has the fourth picture with a church on it? Have student attach Lesson Illustration #4 to the board.

Why do you think this is a picture of a church? Allow answers.

This reminds us that we should take time out for God, and going to church is a great way to do that. We can spend time learning about God and worshipping him. In these verses we just read, God commanded the Israelites to set aside a day to rest and worship him. Here, you may choose to teach your denomination's application of this command today.

Slide #13Slide #14Slide #15

Refer to the Illustrations on the board. These first four commandments describe how to honor God through proper worship, words, and a special day of the week. The next six commandments give instructions on how to treat other people.

## Exodus 20:12

Slide #16

Who will read verse 12? Assign a reader.

You've probably heard this commandment from your parents! What is it?

Honor your father and your mother.

What is the blessing promised to those who keep this command? Their days will be long in the land.

What is a big way you can honor your parents? It starts with the letter o. Obey them.

Slide #17

Who has the picture with a mom and dad on it? Have student attach Lesson Illustration #5 to the board.

God commands us to obey our parents and listen to them with respect. These parents are sitting in the shape of a 5 to help us remember this important commandment.

## Exodus 20:13–15

Slide #18Slide #19Slide #20Slide #21

Let's read the next three commandments. Who has Exodus 20:13–15?

Assign readers.

These are short commands in a row. What is the sixth commandment? You shall not murder.

Who has picture #6 with a mother and baby? Have student attach Lesson Illustration #6 to the board.

God has placed high value on human life because we are made in his image. Anyone who takes a human life is breaking God's command. Instead, we should respect all human life, whether a person is young, like this baby, or older or sick or healthy.

What is the seventh command from verse 14? You shall not commit adultery.

Who has picture #7? Have student attach Lesson Illustration #7 to the board.

What is happening in this picture shaped like a 7? Allow answers.

The man is placing a ring on the woman's hand. This reminds us that God created marriage to be one man and one woman for life. God wants a man

and a woman to commit to be faithful to each other when they get married and never leave their husband or wife for another.  
 And what's the eighth command in verse 15? You shall not steal.  
 Who has that picture with a boy thinking about something? Have student attach Lesson Illustration #8 to the board.  
 What is this boy thinking about? Stealing some money.

Right. But he knows it's wrong, so there's a big X through that idea. Do you see how the boy and his thought are shaped like an 8? That's to remind us that the eighth commandment says we should never steal. Instead, we should respect other people's things and not take anything without permission.

## Exodus 20:16

### Slide #22

Now, who will read verse 16? Assign a reader.  
 What command is given here? You shall not bear false witness against your neighbor.  
 What does false mean? Not true.  
 So if you say something that is false, what are doing? Lying.

### Slide #23

Who has the picture with the boy and the number nine? Have student attach Lesson Illustration #9 to the board.  
 What is this boy doing with the paintbrush? Painting a line through the word "lies."

He knows it is always wrong to lie, so he's crossing it out.

Sometimes we may not tell an outright lie; we might call it a fib or a little white lie. Or we may try to be sneaky and cover up part of the truth. But does that still count as a lie? Yes!

## Exodus 20:17

### Slide #24

### Slide #25

Let's look at #10 now. Who will read the tenth commandment in verse 17? Assign a reader.  
 What does it mean to covet something? Allow answers. To want what others have.

Covet: to want what others have

We may see something someone else has and want it for ourselves. When we get greedy and think we need it to make us happy, we are coveting. But God often gives us all different blessings. And he wants us to be thankful and content with what he has given.

Has anyone ever felt like that? Have you seen something someone else has and just wish, wish, wish you could have it, too? Allow discussion.

There are all sorts of fun and exciting things to buy or to get. Cool toys and sports equipment and fancy or trendy clothes are all around us in

stores, in TV commercials, and in online ads. But we must remember that none of those things can ever make us truly happy. Only God can give us real happiness. God doesn't want us to think we must have whatever others have.

### Slide #26

Who has the last picture? Have student attach Lesson Illustration #10 to the board.

Look at the girl in this picture. What is she holding? A gift.

Yes. She's holding a small gift. But does she look happy and content with her small gift, or is she mad because she would rather have the huge gift this boy has? She's happy and content.

They both look like they are perfectly happy with what they've been given. And that's what the tenth commandment should remind us of—to be content with what we have.

Pass out the Class Notes to the students.

Pass out the Class Notes. Let's start our Class Notes. Today you will draw a line to match each command with its picture. You may use the pictures on the board for help. Let's see how well you remember each one. Go ahead and complete the matching section. Let students work independently to complete the commandments section. You may want to make it a competition to see who can finish first: boys or girls, second or third grade, etc.

### Slide #27

### Slide #28

### Slide #29

### Slide #30

### Slide #31

Good work, everyone! Let's quickly review the answers. Choose a reader for each command and its matching picture.

## **Why Did God Give the Ten Commandments?**

So we learned what the Ten Commandments are from the Bible. Now let's think about why God gave them to Moses and included them in the Bible for us.

Can any person keep all these commandments for their whole life and never break any of them? No.

Let's play a game to help us understand this. Everyone form a circle. I need two volunteers to start in the middle. I'll pass out ten balloons. Let's pretend these balloons are the Ten Commandments. When I say "Go," students with a balloon will throw them up into the center of the circle. The students in the middle must try to keep them all up in the air without holding on to any. If they let a balloon touch the floor, then it's like they broke a commandment. Let's try it! Choose volunteers for the middle. Pass out balloons to different students. For a small class, give more than one to some students. For a large class, form several circles so more students can participate.

Say "Go" to start each round, and pick different students to try to keep the balloons in the air. You may keep track of times for each round or allow more students to go in the middle—just don't make it too easy! Great job everyone! Even though you worked very hard to keep the balloons in the air, could you keep them all up forever without letting them fall? No. If you timed the students, give the longest time they were able to keep the balloons up.

The balloons quickly fell to the ground. It was impossible for one or even two students to keep all the balloons in the air. In the same way, it is impossible for us to keep all the commandments all of our lives.

Refer to the Ten Commandments Poster. One thing these commandments show us is that we sin. We can't keep God's Laws. It doesn't matter which one we disobey. If we lie or covet something, we've broken God's Law. If we roll our eyes or talk back to our parents, we've broken the fifth commandment to honor our parents.

Some people think they're okay because they haven't murdered anyone or stolen something. But it doesn't matter which commands we break. They are all God's commands, and we sin when we break any of them.

So, why would God give us these commandments if he knew we could never keep them? Allow answers.

Galatians 3:24

Slide #32

Slide #33

Refer to the Books of the Bible Poster. Let's find the answer to this question in the New Testament. Turn to the book of Galatians. It is after 1 & 2 Corinthians.

Who will read Galatians 3:24? Assign a reader.

This verse says that God's Law, which includes the Ten Commandments, is like a guardian.

Guardian: a teacher

Back in the Apostle Paul's day, a guardian was like a teacher or caregiver for children. Some guardians taught the children and were often strict.

So according to Galatians 3:24, God's Law was like our guardian or teacher until who came? Christ.

And what did Christ do? The answer is at the end of the verse. Justified us by faith.

Justified: accepted or made right

Justified means accepted or made right.

What the Apostle Paul is saying here is that the Ten Commandments help us understand that we are sinners. We can never keep all of God's commands, and we can't save ourselves from God's punishment for breaking his commands. But that's where our Savior, Jesus Christ, comes in. The law points us to Jesus. Jesus was the only human who ever obeyed all of the commandments



perfectly. And then he took the punishment we deserve for breaking God's Law when he died on the cross.

When we understand that we are sinners and there is nothing we can do to save ourselves, and we turn to Jesus and believe in him by faith, then we are justified, or made right with God. That is the good news of the gospel, and it begins by understanding the law!

#### Slide #34

Let's finish our Class Notes. Who will read #1 at the bottom of the page and give us the answer? It's another word for guardian. Choose a reader. Teacher. Have students complete #1.

And #2? What happens to those who believe in Jesus? It's another word for accepted or made right. Choose a reader. Justified. Have students complete #2.

### **Application**

#### Slide #35

Refer to the Lesson Theme Posters. God gave the Israelites laws to show them how they should act toward him and toward each other. These laws were important for everyday life. But more than this, God wanted them to understand they were sinners who needed the promised Savior, Jesus.

The Ten Commandments showed the Israelites their sin, and they do the same for us today. Jesus taught that the Ten Commandments meant more than just what we say or how we act on the outside, like stealing or disobeying. He wanted us to understand that sin starts with sinful heart attitudes like hatred, anger, greed, and selfishness. When we look at God's Law, it helps us see these attitudes we have inside. The Law is like the bad news of the gospel—it shows us that we all sin and deserve God's punishment.

That's why Jesus came and died—to take our punishment on the cross. Then he rose from the dead and conquered sin and death! Now, we who believe in him can be forgiven, justified by faith. We are made right with God—and that's the good news of the gospel.

Have any of you ever tried to explain sin to someone before? Show of hands.

It can be hard to tell people that they've sinned and broken God's Laws. But the Ten Commandments are one way we can share this bad news. By explaining these commands, we can help people understand that we all sin and need Jesus. You can use your Class Notes and the pictures we learned to remind you of these important commands. Then you can help people understand the bad news—that they are sinners—so they will understand the good news—that Jesus came to die for them.

### **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.

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