

Lesson 54

God Sends the Final Plague

God sent the final plague on the firstborn of Egypt but protected the Israelites.

Studying God's Word

Lesson Time

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

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you brought or prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

Today let's say prayers of supplication and ask God for help with something.

I'll start. Dear God, thank you for all you do. Would you please . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration
I'm sorry prayers—Confession
I'm thankful prayers—Thanksgiving
Please prayers—Supplication

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

What word means God is all-powerful? Omnipotent.
What does it mean that God is sovereign? God is in control of everything.
What promise is told all through the Old Testament? A Savior would come.
Who saves sinners from the punishment of sin? Jesus.

Bible Treasure Hunt

Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

Each week before class, hide your Bible somewhere in the room. You can use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Explain the method you chose for today. Ready? Set! Go!

K-1st Lesson continues next.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

Review

In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They told him that God wanted him to let the Israelites go. Did Pharaoh listen and let the people go? No.

Pharaoh's heart was hard, and he would not obey the Lord. He had been mistreating the Israelites as slaves for years, so God sent plagues as punishment on Pharaoh and his people, the Egyptians.

Refer to Lesson 53 Flip Chart. Let's see how many of the plagues you remember. Call on different students to name the plagues.

What did Pharaoh say after each plague? Would he let the Israelites go? No!

After God sent nine plagues, Pharaoh got angry and said he would kill Moses if he saw him again! But God had one more plague he would send before Pharaoh would finally listen.

A Special Meal

The last plague would be worse than any of the others. But God would protect his people from this plague, too, if they obeyed his instructions.

Exodus 12:7

First, God told each family to choose a lamb. It had to be a perfect, spotless lamb—there couldn't be anything wrong with it. Then they would kill the lamb and cook it for a special meal on this important night.

Let's read what else God told them to do. Who has the Bible? Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 12:7. Read the verse.

What were the people told to do with the blood of the lamb? What were they supposed to put it on? They put it on the two doorposts and on the lintel of their houses.

Show the Lesson Flip Chart. Right. Each family spread the blood around the door of their house.

Exodus 12:8

Now listen to the next verse and tell me how they were supposed to cook the lamb. Read Exodus 12:8.

Did they bake it, fry it, or roast it? Roasted it on the fire.

Reread the verses as necessary so the students can hear the answers straight from God's Word.

Yes. They were going to have a very special meal of roasted lamb and other foods that would remind them of this night when God would rescue them from Egypt.

What else would they eat with the lamb? Listen again. Reread verse 8. Unleavened bread and bitter herbs.

Show example of yeast roll or bread. What is unleavened bread?

Show example of matzah. Now look at this bread. It's called matzah. We call this unleavened bread. It doesn't have any leaven, so it comes out flat.

Making bread with leaven can take a long time. But God wanted the Israelites to be ready to go in a hurry right after the tenth plague happened. They wouldn't have time for the leaven to make their dough rise and puff up. So God told them to eat unleavened bread at this meal to remind them that they would be leaving Egypt very quickly.

Show examples of herbs. Allow students to smell them. The other food they were told to eat with the bread and lamb was bitter herbs. Herbs are plants that we add to foods to make them taste good.

Allow students to taste the bitter chocolate. Maybe you've tasted something bitter like this bitter chocolate, which is very dark chocolate that doesn't have much sugar. Bitter things by themselves don't usually taste too good. God wanted the Israelites to eat bitter herbs with their meal to remind them of their bitter, hard lives as slaves in Egypt.

Have examples of bread/roll, matzah, herbs, and bitter chocolate ready.

Look at this roll/bread. It's puffy isn't? That's because it has leaven in it. Leaven makes dough rise and puff up so the rolls or bread come out nice and soft.

But the Bible says the Israelites ate bitter herbs. What does bitter mean? Allow discussion.

The Tenth Plague

Refer to the Flip Chart. When the last plague came that night, God would strike down the firstborn son of every family in Egypt—the oldest child in each family would die, including Pharaoh's son. But when God saw the blood on the doorposts of the Israelites' houses, he would pass over them and not kill the firstborn there. This is where the name Passover comes from because God "passed over" the houses that were protected by the blood of a lamb. Say that name with me: Passover.

That night, the plague came and all the firstborn sons in Egypt died. The Egyptians woke up and cried over their dead. This plague was absolutely horrible, even worse than the other nine plagues!

If you said he let the Israelites go, you were right! Pharaoh finally obeyed God and let the people go. He called Moses to him and said, "Get out of here! Take all your people and flocks, and go now!" Finally, the Israelites were free to leave Egypt!

What do you think Pharaoh did this time? Raise your hand if you think he let the people go. Show of hands.

Now raise your hand if you think his heart got hard and stubborn again and he said no. Show of hands.

The Lamb of God

God told the Israelites to eat a Passover meal every year to remind them of how he kept his promise to bring his people out of slavery in Egypt. But the Passover was also a picture of another perfect Lamb.

John 1:29

Refer to the Books of the Bible Poster. I'm going to read from the book of John in the New Testament. This verse is about a man who knew Jesus. His name was John the Baptist. Listen to what he said about Jesus. Read John 1:29.

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. The Passover lambs the Israelites chose had to be perfect, too, didn't they?

Refer to the Flip Chart. Just as lambs' blood was spread on the doorposts to save the people from the plague, Jesus' blood was shed on the cross

when he died to save sinners from the punishment for their sin. He made a way for us to be saved and forgiven of our sins when we trust in him.

The Passover we studied today really happened. It is also a picture of what God was planning to do to save his children many years later and give them eternal life through Jesus Christ.

What did John call Jesus? The Lamb of God.
Continue with the Lesson Review Game below.

Lesson Review

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

Story Time

The girls knew these things weren't nearly as bad as the real plagues God brought on Egypt, but they did remind Jessie and Emily of what really happened in the Bible.

What do you think our story will be about today? Let's find out. Read the story as you show the picture.

Right. Justin was tired of being told all the rules. He just wanted to swim. But he didn't wait for instructions so he could learn the right way to do it.

Sometimes it's easy for us to get tired of being told what to do or how to do things. But rules and instructions are very important—for everyone—kids and adults! They help to keep us from doing things that are wrong, and they help to keep us safe. We heard from the Bible how God gave instructions to the Israelites so they would be safe from the plague of death. If they had decided not to obey God's commands to put the blood on the doorposts, they would have lost their firstborn sons.

God's Word says that those who listen to instruction are wise. It's smart to listen, and it shows God that we love him when we obey.

Do you remember what happened in our last story? Allow discussion. Jessie and Emily went camping and experienced some things that reminded them of the plagues of Egypt. Do you remember what those things were? Allow answers. Dead fish on the shore, flies at dinner, frog in the sleeping bag, darkness after lights were out, and hail during the night.

Oh no! Justin's first day of swimming lessons was pretty scary when he went under the water. Why did that happen to Justin? Because he didn't wait to listen to instructions.

Memory Verse

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

Exodus 20:1–3 And God spoke all these words, saying, “I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me.”

Song Time

Use the downloaded music to sing the songs. Lyrics can be found on the Flip Chart Song Time Lyrics Page and the Song Sheet at the end of this lesson.

You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

Exodus 20:1–3

Turn to the Flip Chart Memory Verse Page. Okay. It’s time for the memory verse song. Review the words and then sing the song together once or twice.

God Calls You

God gave special instructions to the Israelites for the Passover. They needed to obey so they could be kept safe during the plague. God calls each of us to obey him, too. Let’s sing “God Calls You.” Review the words and sing the song once or twice.

God Is Omnipotent

God sent ten plagues on Egypt, and each one showed the Egyptians that he is the one true, omnipotent God. Let’s sing about that. Review the words and sing the song once or twice.

Sing other class favorites or songs from the Additional Songs list as time allows.

Group Prayer

Pass out the [Student Take Home Sheet](#) and remind students to practice the memory verse this week.

Be sure to pray with your students before you dismiss them.

Thank God for the reminders in the Bible about his protection and salvation.

Ask God for faith to trust in him and obey.

Song Sheet

Exodus 20:1–3 Exodus 20:1–3 And God spoke all these words, saying, “I am the Lord your God, who brought you out, brought you out, out of the land of Egypt, out of the house of slavery.” (Repeat) “You shall have no other gods before me.” “You shall have no other gods before me.” “I am

the Lord your God, who brought you out, brought you out, out of the land of Egypt, out of the house of slavery." (Repeat) "You shall have no other gods before me." "You shall have no other gods before me." "I am the Lord your God." "I am the Lord your God." God Calls You God calls you to obey. God calls you to obey. So I'll say, "Okay, okay!" I'll obey today! God wants you to trust him. God wants you to trust him. So I'll trust. I must, I must! Trust you, Lord, today! (Repeat) Even when you don't really want to, Even when it's hard to obey, I'll still say, "Okay, okay!" I'll obey today! Even when you don't understand it, Even when you don't see a way, I'll still trust. I must, I must! Trust you, Lord, today! Trust you, Lord, today! Trust you, Lord, today! God Is Omnipotent God is om-ni-po-tent. God is om-ni-po-tent. What does that mean? Om-ni-po-tent. Can you give me a clue? Can you give me a hint? That's a really big word! Om-ni-po-tent. Can you give me a clue? Can you give me a hint? All powerful—Mighty and strong! Unstoppable—All the day long! (Repeat) Greater than great! Om-ni-po-tent. Is that what you're saying? Is that what you meant? Stronger than strong! Om-ni-po-tent. Is that what you're saying? Is that what you meant? All powerful—Mighty and strong! Unstoppable—All the day long! (Repeat) One more thing . . . om-ni-po-tent. Could that be me? Or a queen or a president? Who is like that? Give me a hint! Only our God is om-ni-po-tent! All powerful—Mighty and strong! Unstoppable—All the day long! (Repeat) Only our God is om-ni-po-tent! Only our God is om-ni-po-tent!

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K-1st Lesson

Review

In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They told him that God wanted him to let the Israelites go. But Pharaoh's heart was hard. He stubbornly refused to obey the Lord. Pharaoh had been mistreating the Israelites as slaves for years, so God sent plagues as punishment on Pharaoh and the Egyptian people.

Refer to Lesson 53 Flip Chart. Let's see how many of the plagues you remember. Call on different students to name the plagues.

What did Pharaoh say after each plague? Would he let the Israelites go?
No!

Right! After the ninth plague of darkness, Pharaoh got angry and said he would kill Moses if he saw his face again! But God had one more plague he would send before Pharaoh would finally listen.

A Special Meal

Remember that God protected the Israelites from many of the plagues so far. The tenth plague would be worse than any of the other plagues. But God would protect his people from this plague, too, if they obeyed his instructions.

First, God told each family to choose a lamb. But it couldn't be just any lamb; it had to be a perfect, spotless lamb. There couldn't be anything wrong with it. Then the Israelites were told that they should kill their lambs at twilight—just as the sun set.

Exodus 12:7–8

Let's read what God told them to do next. Who has the Bible? Have the student bring up the Bible and open it to the sticky note. Listen to Exodus 12:7. Read the verse.

What were the people supposed to do with the blood of the lamb? Where would they put it? They put it on the two doorposts and on the lintel of their houses.

As you teach, refer often to the [Lesson Flip Chart](#) to keep the children engaged.

Show the [Lesson Flip Chart](#). What is the lintel of the house? Does anyone know? The top of the doorway. (Point out the doorposts and lintel on a door in your room.)

Now listen to the next verse and tell me how they were supposed to cook the lamb. Read Exodus 12:8. Roasted on the fire.

Yes. They were going to have a very special meal of roasted lamb and other foods that would remind them of this night when God rescued them from Egypt.

What else would they eat with the lamb? Reread verse 8. Unleavened bread and bitter herbs.

What is unleavened bread? Allow answers.

Have examples of bread/roll, matzah, herbs, and bitter chocolate ready.

Show example of yeast roll or bread. Look at this roll/bread. It's puffy, isn't it? That's because it has yeast in it. Yeast is a leaven—it makes dough rise and puff up so the rolls or bread come out nice and soft.

One important thing about making bread with leaven is that it can take a long time for it to make the dough rise.

Show example of matzah. This bread is called matzah. Do you think it has yeast like the roll/bread? No.

We call this unleavened bread. It doesn't have yeast in it, so it comes out flat.

God wanted the Israelites to be ready to go in a hurry right after the tenth plague. They wouldn't have time for their dough to rise. So God told them to eat unleavened bread at this meal as a reminder of how quickly they would be leaving Egypt.

Show examples of herbs. Allow students to smell them. The other food they were instructed to eat with the bread and lamb was bitter herbs. Herbs are plants that we use to add flavor to food, such as parsley, basil, dill, and lots of others. These all make foods taste good.

But the Bible says they ate bitter herbs. What does bitter mean? Allow discussion.

Allow students to taste the bitter chocolate. Maybe you've tasted something bitter like bitter chocolate, which is very dark chocolate that doesn't have much sugar. Bitter foods by themselves don't taste very good. God wanted the Israelites to eat bitter herbs to remind them of their bitter, hard lives as slaves in Egypt.

They were also told to eat quickly and be ready to go with their belts fastened, shoes on, and staff in hand. They would be leaving Egypt very soon.

The Tenth Plague

God called this special meal the Passover meal. Let's find out why.

The last plague was about to come. God explained that he would strike down the firstborn son in every family in Egypt to punish them and to show them that he was the one true God who was more powerful than any of the false gods they worshipped.

Exodus 12:13

Reread the verses as necessary so the students can hear the answers straight from God's Word.

Now remember, we want to figure out why God called this special meal the Passover. Listen carefully for clue words as I read Exodus 12:13. Read the verse.

Refer to the Flip Chart. Tell me again what the Israelites were supposed to do with the lamb's blood before they roasted the lamb? Put it on the lintel and doorposts of their homes.

How would the blood from the lambs protect the Israelites? Did you hear the clue words? What would God do when he saw the blood on the

doorposts? Reread verse 13. He would pass over that house and no plague would come on that family; he would not kill the firstborn there.

This is where the name Passover comes from because God “passed over” the houses protected by the blood of a lamb.

In Egypt, the people worshipped Pharaoh as a god. Is that true? Was Pharaoh a god? No!

This last plague would prove that Pharaoh had no power against the one true God. Let’s read what happened when God sent the tenth plague.

Exodus 12:29–30

Listen to this. Read Exodus 12:29–30.

What time did this plague happen? Midnight.

Who died in this plague? All the firstborn sons and firstborn livestock of Egypt.

Firstborn means the oldest child in a family—the one who was born first.

When God sent the last plague, it didn’t matter if you were a prince or a prisoner—all the firstborn sons died, including Pharaoh’s son. The Egyptians woke up and cried over their dead. This plague was horrible!

What do you think Pharaoh did this time? Raise your hand if you think he let the Israelites go. Show of hands.

Now raise your hand if you think his heart got hard and stubborn again and he said no. Show of hands.

If you said he let the Israelites go, you were right! Pharaoh finally obeyed God and let the people go. He called Moses to him and said, “Get out of here! Take all your people and flocks, and go now!”

At last, the Israelites were free to leave Egypt. They were no longer slaves!

The Lamb of God

God told the Israelites to eat the Passover meal every year to remind them of how God miraculously saved his people and brought them out of slavery in Egypt. But the Passover was also a picture of another perfect Lamb.

John 1:29

Refer to the Books of the Bible Poster. I’m going to turn to the book of John in the New Testament. This verse is about a man who knew Jesus. His name was John the Baptist. Listen to what he said about Jesus. Read John 1:29.

What did John say when he saw Jesus coming? Behold, the Lamb of God.

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. The Passover lambs the Israelites chose had to be perfect, too,

didn't they? In the Old Testament, God made a way to save the Israelites by putting the blood of the perfect lambs on the doorposts. Then in the New Testament, God sent Jesus, the Lamb of God, to take away sin.

Refer to the Flip Chart. Just as lambs' blood was spread on the doorposts to save the Israelites, Jesus' blood was shed on the cross to save us from the punishment for our sins.

The Passover we studied today really happened. It was also a picture of what God was planning to do to save his children many years later and give them eternal life through Jesus Christ.

Continue with the Lesson Review Game.

Lesson Review

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

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

Review Questions
Two beanbags
Three laundry baskets or boxes
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

Review Questions
Game Board (provided in the Teacher Kit)
Dice, numbered cards, or spinner
Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

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.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

Review Questions
Six to ten empty water bottles
Softball or other small playground ball
Masking tape
Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

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!

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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Bible Version

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