

MoSaic

God rescues

SAMPLE



SERIES

1

SERIES INTRODUCTION

MOSES IN EGYPT

Moses and God's people discover that God loves them and will keep them safe, as God rescues his people from Egypt.

BIBLE BACKGROUND FOR YOU

At the start of this series the people of Israel are powerless slaves in Egypt. But they are God's people and he has a plan for them.

Enter an unlikely hero – Moses. By rights he should not have lived, but God looks after the baby boy and ensures that he is brought up in a royal palace. Moses is somewhat reluctant to take on the job that God has for him; he is not a good speaker, he is somewhat timid, and yet God reveals himself to Moses and gives him what he needs to do it.

We omit most of the plagues with their stories of God's power and Pharaoh's hardness.

Our series picks up at the last plague and the Passover, which ensures that the Israelites are saved and then released from slavery and enabled to escape from Egypt.

This is all God's doing, but the Israelites' obedience is key. God's activity and their obedience is underlined by the edge of the sea when all they have to do – all they can do – is wait for God to act.

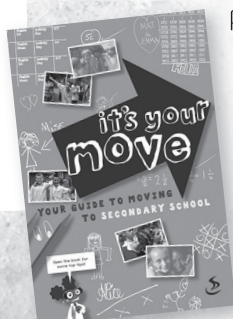
God's power is experienced in every age. God is still at work today and uses some unlikely people to carry out his purposes in the world just as he did then. In what ways do we show that we are ready to be used by him?

For your small group with a wide age range

This series features themes of rescue and protection, focusing on God's power and our response of praise. Remember, though, that the stories contain violence and death which may shock those hearing them for the first time unless these aspects are handled carefully. What appeals to some older children could upset others! If necessary take the smallest children aside for the Bible story and use a suitable version (for example from Scripture Union's *The Big Bible Storybook*).

Resources for ministry

Scripture Union *It's Your Move!* is made up of helpful information and advice for children moving school. It features real-life stories of children who are about to make the move and those who have made it in the recent past. There is also advice from teachers and schools workers. Bible content comes from retold Bible studies and there is place to reflect on Psalm 139. There are puzzles, quizzes and places to personalise the book through doodles, signatures, photo pages etc.



Available as single copies or packs of 10. Visit www.scriptureunion.org.uk/shop for more details.

Highlights from *LightLive*

Go to the 'Search *LightLive*' tab at www.lightlive.org and enter this session's Bible reference to find:

- 'Audio Bible story': a regular mp3 download for 3–7s
- 'Learn and remember': a PowerPoint of a Bible verse to learn, for 5–11s (see also page 34)
- 'Presentation': an activity with animation for 11–14s

SERIES 1 MOSES IN EGYPT

SESSION 1

Rescue and run



Bible:

Exodus 2:1-25

Aim: To discover that God uses unlikely people in his rescue plan

CORE PROGRAMME

For 3-14s

Bible story with jigsaw

15 - 20 minutes

Why: to discover that God uses unlikely people in his rescue plan

With: puzzle from page 10, *SU Bible Timeline* or *The Big Bible Storybook Timeline*

1 Prepare

Before the session, enlarge a copy of page 10, mount it onto card and cut out all the puzzle pieces. (Alternatively, if you have a large group, make enough sets of puzzle pieces for each pair of children.)

2 Set the scene

Use the *Bible Timeline* to look for dates and set the story in context. About 400 years previously, in the time of a man called Joseph, God's people went to Egypt to escape a famine. Now things have changed and they have become slaves in Egypt, no longer free people but having to work for the Egyptians.

3 Tell the story

Explain that the children are to help you tell the next part of the story by reading the Bible verses and putting puzzle pieces in place. Randomly give out the puzzle pieces to your group, making sure each child has at least one piece. Say that they need to listen carefully to see where each puzzle piece fits.

Story (part 1): One day in Egypt, a Hebrew boy was born (*first piece*). His mother hid him in her house, but at three months old, he became too big to hide any longer (*Exodus 2:3; next two pieces*). But she didn't leave him there alone (*Exodus 2:4; next piece*).

Quite soon, the king's daughter came to bathe in the river (*next piece*). She spotted the basket hidden in the reeds. One of her servants lifted it out of the water, and there was the baby (*Exodus 2:6; next piece*)! Then the baby's sister had a very clever idea (*Exodus 2:7-9; next piece*).

When the boy was old enough, his mother took him to the palace where the princess looked after him as if he were her own son (*next piece*). She even gave him the name, Moses. Moses was brought up in the palace as an Egyptian, but he always knew he was a Hebrew (*Exodus 2:11,12; next piece*).

Story (part 2): Moses thought that no one had seen him kill the Egyptian. But he was wrong! (*Exodus 2:13,14; next piece*). Moses was very frightened, especially when he discovered that the king had found out. There was nothing he could do but run away – fast (*next piece*).

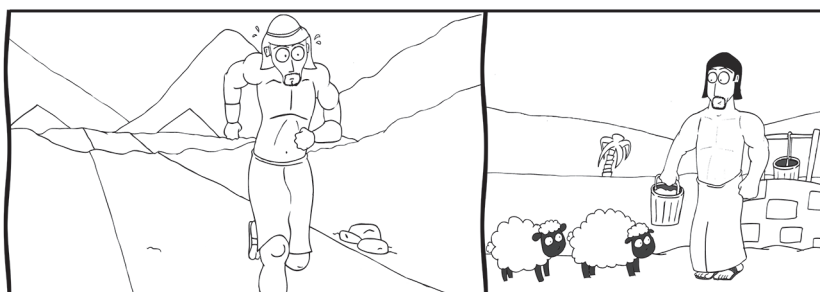
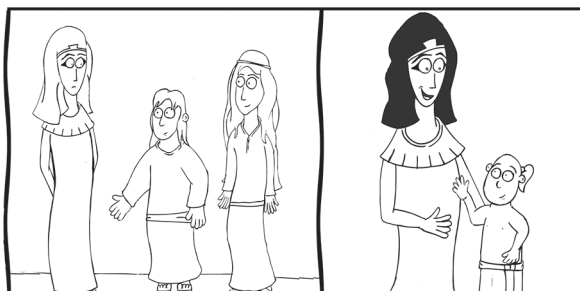
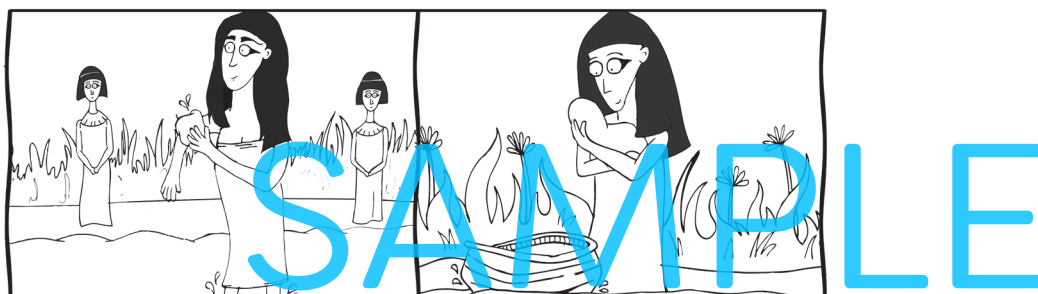
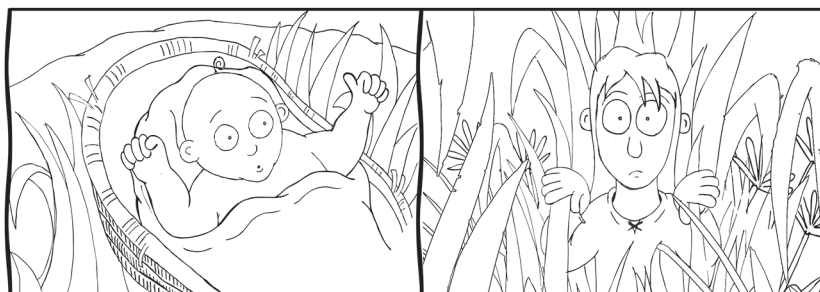
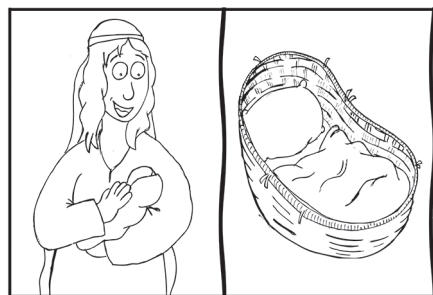
So Moses ended up living in the desert – away from his home and his people. But one day, as he was sitting by a well, some girls came to draw water for their flocks of sheep. Some shepherds drove them away, but Moses went to their rescue and watered their animals for them (*last piece*). After this he was welcomed into their home.

4 Respond

Using the puzzle as a reminder, encourage the children to think what Moses was like in different parts of the story. Ask the children: 'Is this the sort of person you'd choose to start a rescue mission? Why? Why not?'

Explain that God uses all sorts of unlikely people to work for him. They certainly aren't perfect! Look at the *Timeline* and challenge the children to describe what some of the people on it were like. Thank God that he uses all sorts of people to do his work. Thank God that it means he can use us too.

Puzzle for **Bible story with jigsaw**



CORE PROGRAMME CONTINUED

Parachute praise**(10) - (15) minutes****Why:** to make simple rescue equipment**With:** tissue paper, a person template (optional, available at page 12), cotton thread

- 1** Talk together about how parachutes are used by pilots to allow them to escape in an emergency.
- 2** Give each child an A5 sheet of card and encourage them to draw a picture of themselves about 10 cm high and cut it out (or use the template from page 12). Invite them to write 'God can use me' on the other side.
- 3** Help them to tape a 30 cm piece of cotton to each corner of a tissue paper square about 15 cm x 15 cm. Then attach the four ends together to the card person.
- 4** Invite the children to toss their parachutes up and watch them float down.
- 5** Repeat all together, praying, 'Thank you, God, that you can use me.'

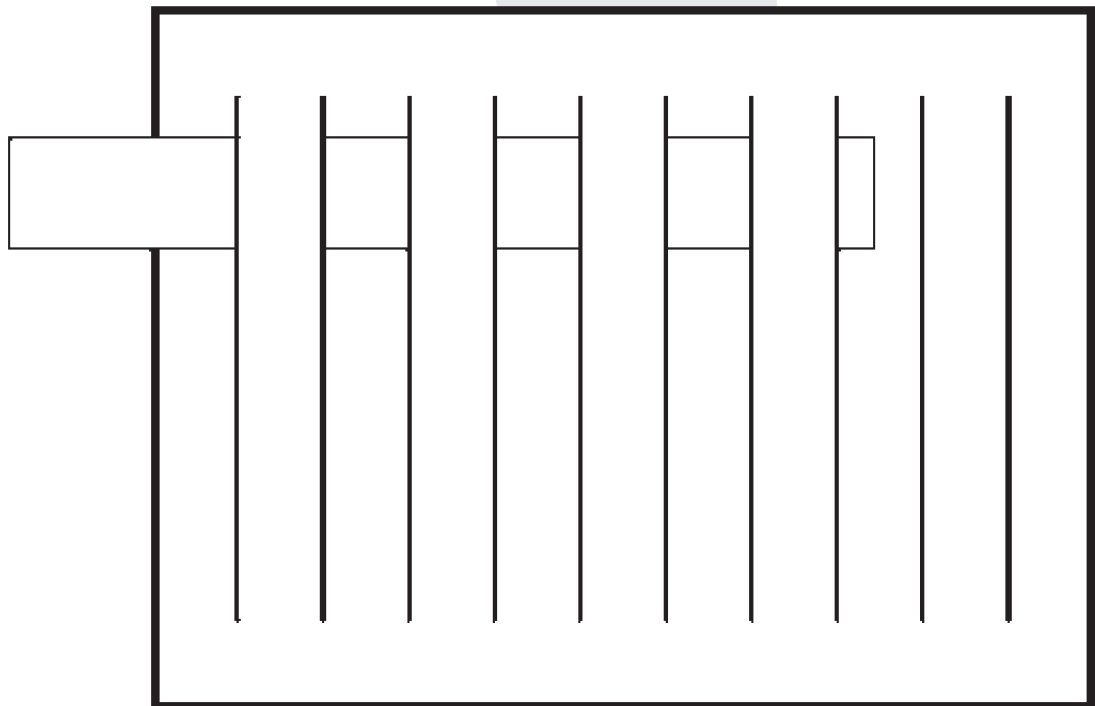
Weaving**(10) - (15) minutes****Why:** to think about whom God can use in his plan**With:** coloured A4 card

- 1** Before the session, prepare sheets of A4 coloured card by cutting rows of slits in them about 2 cm apart, starting and finishing about 2 cm from the edges. Cut 2 cm wide strips of card in different colours (see diagram below).
- 2** Invite each child to choose a coloured sheet and strips of different colours. Show them how to weave the strips in and out of the slits. Help them to secure the ends with sticky tape.
- 3** Encourage the children to write 'God can use me' on their weaving and to display it at home as a reminder.

Action praise**(5) - (10) minutes****Why:** to celebrate that God can use us in his plans**With:** percussion instruments (optional)

- 1** Remind the children that God was preparing Moses for a great work ahead, even when he was a baby. Say that Moses' sister was ready to do something for God too, which shows that we don't have to be a grown-up to work for God.
- 2** Remind the children that, although we may not know what he has in store for us, we do know that God can use us, whatever we're like. Teach them the phrase 'God can use me. Praise him!'
- 3** Challenge the children to think of different ways of performing the phrase, such as: a rap, with percussion, dancing or clapping. Use everybody's ideas to create a joint 'performance'.
- 4** Encourage the children to remember the phrase during the week ahead.

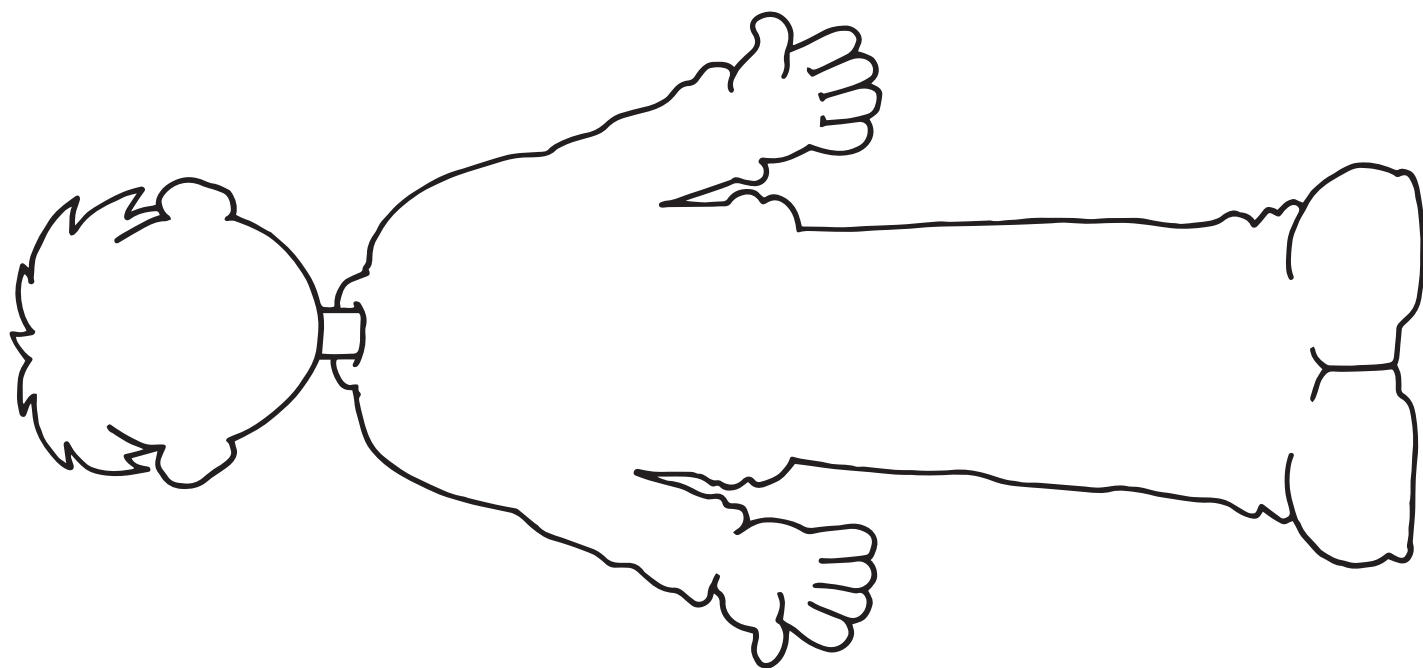
Weave the strips like this.



Child outlines for use with **Parachute praise** and **What can God use?**



SAMPLE



EXTENSION IDEAS

Activities for younger children

What can God use?

⑩ - ⑮ minutes

Why: to think how God can use us

With: a large sheet of paper or person template from page 10 (optional; also used for 'Parachute praise')

- 1 Draw an outline of a person on a large sheet of paper. Alternatively, enlarge the template from page 12 or draw round a child.
- 2 Challenge the children to remember how God used different parts of the body in the story: Moses' voice (baby cried), his mother's arms (to care), the sister's mind (quick thinking) and the princess' ears and eyes (to find the baby).
- 3 Ask the children to think of how God could use them, for example, hands to help or voice to tell others. Write their ideas round the person outline. Encourage the children to draw arrows from the ideas to the right part of the body, and colour each part in.
- 4 Use their ideas in a prayer, asking God to use them.

Bible story picture

⑤ - ⑩ minutes

Why: to feel secure because God is able to save and protect

With: a copy of the picture from page 14 (printed on A4 paper) for each child or enlarged copies for group use, art and craft materials

- 1 You can use the picture as an introduction to the Bible story or to help you review the story together.
- 2 Identify the four people in the picture. One is Miriam: she is a young girl – so which person is she? One is Moses: he is a baby – so where is he? One is a princess so she will be wearing beautiful

clothes and looking important – which person is she? What or who is she holding? One is a mum: she is Miriam and Moses' mum. Where is she?

- 3 Before the children complete their own pictures, help them to think about how they are going to colour or decorate the scene. Can they make the princess' clothes look rich and expensive? What would Moses' family look like? They were not rich or important, like the princess.

- 4 Explain that this picture comes from today's Bible story, when the baby Moses is safe. The people may not all be rich or important but there is one way in which they are all the same. Everyone is smiling! Look at each character in turn, again, and chat about why they seem happy.

For older children

Letter writing

⑩ - ⑮ minutes

Why: to think about how God has helped us in the past and to ask for help in the future

- 1 Ask everyone to write a letter to God. Set this up enthusiastically so that it doesn't feel like homework! Suggest they start with 'Dear God', and then thank God for everything they've done and learned today. If anyone really doesn't like writing, encourage them to draw those things instead.
- 2 Ask the young people to think about a time in the past when they asked God for help and he responded. Give an example from your own experience. They should write (or draw) their situation in their own words, being completely honest.
- 3 Ask them now to think of a situation they're facing at the moment which they'd like God's help with, and to write or draw about that. This could be anything. Again, you might like to give an example of your own.

- 4 The young people should also think and write or draw about one global issue they feel concerned about – something they would like to 'cry out' to God about.

- 5 Lastly, the final paragraph should say thank you to God that he will respond.

- 6 Put the letters in envelopes and keep them safe for, say, several weeks, when you'll hand the letters back and see how God has responded. Alternatively, this could be done by creating an online 'group' (bearing in mind age restrictions and your church's child protection policy and ensuring no one in your group is left out). You could post the prayers as messages that will be archived online. Then, in a few weeks' time, review the posts and see how God has responded to the prayers.

THE LEARN AND REMEMBER VERSE

'This is the day of the Lord's victory; let us be happy, let us celebrate!'

Psalms 118:24

Challenge the children to think of times when God helped his people to be victorious (you could use a *Bible Timeline* to help). Encourage them to think of 'small' victories (like helping old people, like Sarah and Abraham, to have children) as well as 'big' victories (like Joshua and the battle of Jericho).

What about the Bible story you have been looking at today? How has God been 'victorious' in helping Moses and his family? Is there anything that does not seem very 'victorious' in this part of the story of Moses? (Explain that there will be more about Moses in other sessions and that this is not the end of his story.)

Find a poster for this Learn and remember verse on page 34.

You could also use the song 'The day', on the *Bitesize Bible Songs 2* CD, available from Scripture Union.

Use with **Bible story picture**
Baby Moses in a basket Exodus 2:1-25

