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September 19



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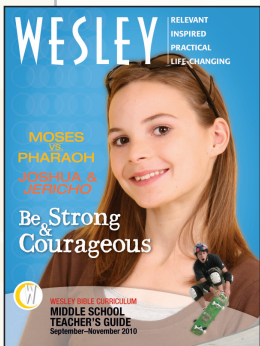
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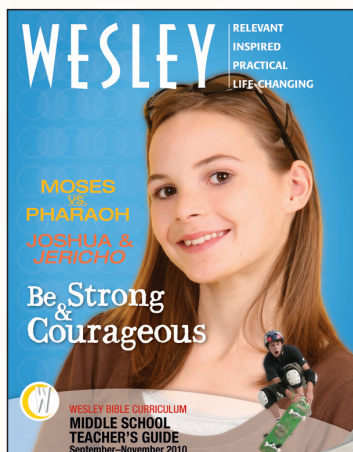
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Materials for your Middle School Class



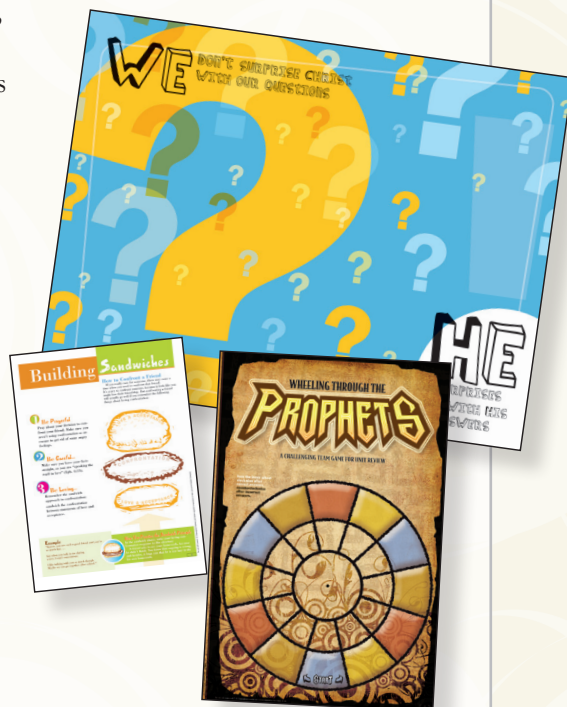
Middle School Teacher Guide

Each of the 13 lessons contains step-by-step instructions to help you prepare and teach, with Bible background, tips for teaching middle schoolers, and a variety of activities to help your students learn and apply the Bible lesson. Need one per class.



Middle School Creative Teaching Aids

This packet contains a variety of posters, games, 3D models, puzzles, and more. Need one per class.



The Rock

This student book contains eight pages for each lesson including Bible studies, stories, and articles. As a bonus, each book contains a six-day devotional schedule for your students. Need one per student.



Free! Downloadable Options for Steps 1 and 4

- The latest in pop culture.
- News that just happened.
- Relevant subjects from today's world that are rarely talked about in Sunday school!

www.wesleybible.com/reallife



Bring the Bible to Life for Teens

Use our proven, effective 4-step lesson plan.
Here's how it works:

STEP 1

Connecting with God's Word

Scripture makes it clear that God puts priority on relationships. We grow the most spiritually when we are in relationship with others. Or, as the youth ministry adage goes: You have to open the kid before you open the Book. Step 1 gives you and your students a chance to share about yourselves and your lives, and encourages them to be active participants in your discussion. You'll make real-life connections between their lives and what the Bible says. These conversations will flow naturally into Step 2, your Bible lesson.

Online Is Where It's @

For more great teacher resources, visit www.wesleyan.org/wph

STEP 2

Studying God's Word

God reveals His nature to us through His written Word. In Step 2, you'll study God's story. You'll dive into a portion of God's Word and then review it together. You'll lead the lesson by asking relevant questions so your students will not only understand what they've just read, but also realize how it connects to their lives. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at a meaningful level.

STEP 3

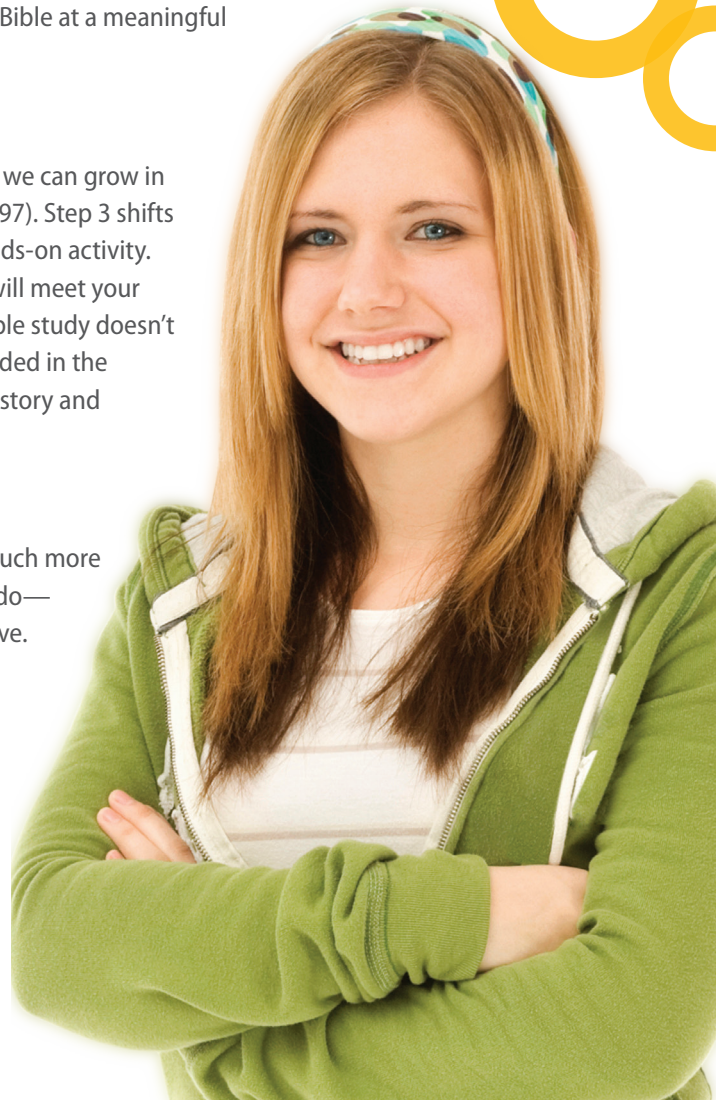
Interacting with God's Word

God asks us to internalize His Word so we can grow in relationship with Him (Psalm 1:2; 119:97). Step 3 shifts your lesson from a discussion to a hands-on activity. Different activity options allow you to choose the one that will meet your students at their levels—and their interests—so that the Bible study doesn't just go in one ear and out the other. By doing activities founded in the Bible lesson, your teens will actively work through the Bible story and interact with the text.

STEP 4

Applying God's Word

The Bible makes it clear that faith is much more than a list of beliefs. It's also what we do—how we live out what we say we believe. Step 4 is a way for you to encourage life application by your students. Together you'll recap what you've learned and help your teens carry the Sunday school lesson into the rest of their week. You'll be able to provide them with practical suggestions for ways to live out their faith in real life so they will be doers of the Word, not just hearers.



Supply List

Needed for Every Lesson

- Middle School Creative Teaching Aids*
- The Rock*
- Bibles

Classroom Supplies

- Butcher paper
- Index cards
- Paper
- Pens or pencils
- Whiteboard
- Whiteboard markers and eraser

Lesson 1

- No additional materials needed

Lesson 2

- Ice cream and toppings
- Bowls and spoons
- Crown or hat
- Rod or broomstick
- Robe or towel
- Flashlight
- Poster board
- Construction paper
- String or yarn
- Paper bag blocks

Optional:

- Internet access

Lesson 3

- Clues for a guessing game, such as bacon/ham, ashtray/lighter, eyepatch/toy ship, and several small balls
- Modeling clay or foil

Lesson 4

- "No Whining" sign
- White T-shirts
- Cloth markers or fabric paints
- Newspapers or magazines
- Small prizes

Lesson 5

- No additional materials needed

Lesson 6

- Empty pill bottles
- Bandages
- Construction paper
- Tape

Lesson 7

- No additional materials needed

Lesson 8

- Dominoes
- Quarter-size yellow paper circles
- Basket, box, or bag

Lesson 9

- Modeling clay
- Magazines
- Poster board
- Colored markers
- Medium-size smooth stones

Lesson 10

- Photocopies of blank Christian Leader Cards from *Creative Teaching Aids*, one per student
- Poster board

Lesson 11

- Small pebbles, one per student

Lesson 12

- Newspapers
- Scissors
- Microphone (real or fake)

Optional

- Highlighting pens
- Glue
- Construction paper

Lesson 13

- Mature church members to interview
- Church directory or phone book
- Postcard stamps
- Basket, box, or bag

indicates items you will need to prepare before class

Prayer Wall

Use this page to write down and keep track of your students' prayer requests. You can then reference these notes to follow up with your students on how their prayers were answered.

Lined writing area for recording prayer requests.

lesson 1

Bible Basis:

Exodus 2:1-10, 15; 3:1-10; Acts 7:22

Focus:

God prepares us to fulfill His purpose.

Get Ready

STEP 1 Connecting with God's Word

Following footsteps: A riddle and discussion helps students uncover how the choices we all make throughout our lives show the life-purpose we each choose.

- "Following Footsteps" from *Middle School Creative Teaching Aids*

STEP 2 Studying God's Word

Getting the message: Students will study Exodus 2 and 3 and Acts 7 to see how God prepares people for His work.

- Bibles
- The Rock*
- "Wandering in the Wilderness" poster from *Middle School Creative Teaching Aids*

STEP 3 Interacting with God's Word

Accepting the mission: Students will choose from activities that show them how God prepares people for His work.

- paper, markers, pencils, butcher paper, Bibles or *The Rock*

STEP 4 Applying God's Word

Serving as prepared: Students will start looking for God's mark on their lives, becoming aware of the plans God has for each of them.

- pencils, paper or index cards, markers
- Servant stickers from *Middle School Creative Teaching Aids*

Memory Verse

For it is God who works in you to will and to act according to his good purpose.

—Philippians 2:13

indicates items you will need to prepare before class

Understanding the Bible

The Hebrews originally came to Egypt, in Joseph's day, as honored guests. But over time they were pressed into service as part of Egypt's vast corps of slave workers.

Even though their lot was a hard one, their numbers grew steadily. So as a population-control measure, Pharaoh ordered all male newborns of the Hebrews thrown into the Nile River (Exod. 1:22).

When Moses was born, his Hebrew mother, Jochebed, hid baby Moses as long as she could. By the age of three months his crying had probably gotten loud enough to attract attention. Then, instead of dropping the child directly into the river, she set him adrift in a waterproof basket.

Nobody knows for sure who was pharaoh when Moses was a child, or the identity of the princess who rescued him. There are two popular theories though. One is that Rameses II, a very cruel man, was the pharaoh.

The other popular theory is that Hatshepsut, the daughter of Thutmose I, was the princess who rescued Moses. Hatshepsut married her half-brother, Thutmose II. She did not have any children of her own, and Thutmose II wanted to make one of his harem-born sons the next pharaoh. This would have been motivation for Hatshepsut to adopt Moses and groom him to be the next pharaoh. (The Victor Handbook of Bible Knowledge, ©1981). As Pharaoh's

—continued on next page

Understanding the Bible —cont'd

daughter's son, he enjoyed luxury and privilege, and received one of the finest educations possible at that time. Later, however, after killing an Egyptian bully, Moses fled to Midian on the Sinai Peninsula (2:11-22). He married, and probably expected to spend the rest of his days there. But God had other plans.

Classroom Tips

The "Wandering in the Wilderness" poster from your *Middle School Creative Teaching Aids* packet is used throughout the first 7 lessons. It describes the ways that God prepared Moses throughout his life to do God's work. This should help give your students some ideas of how God might be preparing each of your students. As you know it can be hard to see well down the road. This is a good time to encourage students that God is working in and through them even when they do not recognize it.

Teacher Devo

For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do. Ephesians 2:10 (See also Eph. 4:11-13)

God prepared you in advance to teach this lesson! He is about to take a lifetime of experience (yours) and use it to bear fruit for His kingdom by influencing the children who have been entrusted to you. Throughout your entire life, He has been preparing you through study, life experiences, teachers, and other instances to bring you to this lesson today. Like Moses in today's lesson, if you are doing what God has called you to do, He has also equipped you to do it. What special preparation has God made in your life to do what you are doing? Communicate to your students your awe and thankfulness to God for this opportunity and preparation.

When Teaching the Bible to Middle Schoolers . . .

Adolescence is a stressful period of life, especially for young teens. They are in the process of integrating childhood patterns with adolescent changes to form a new concept of who they are and what their roles are to be.

The hard thing for you as a teacher to understand is that most students cannot communicate what is happening in them. Only when students look back will they see what hard work they did.

Most youth this age fail to look beyond this moment in time. Every event is seen as an

isolated moment without connection to anything else in their young lives. Tests at school, troubled relationships, extracurricular opportunities, and family experiences seem to have nothing in common and little to do with the future. Today's lesson should help youth begin to see God's hand working in all the events—both pleasant and difficult—of their lives. As with Moses, God works in the lives of today's youth to shape them for His future plan for their lives.

STEP 1


Connecting with God's Word

Lesson Focus:

Step out in faith.

Before Class Option

Bring in a common household object that has many uses, such as a spray bottle. Have youth think of as many uses for this object as they can.



Following Footsteps

He had close relationships with men who were very important in the Saudi government.

He grew up in the town of Jeddah, Saudi Arabia.

His family was well-known and extremely wealthy.

His father rose from working as a laborer to heading one of the most successful construction companies in the Middle East.

He attended one of the top schools in Saudi Arabia.

He learned a lot about business from his father.

He had close relationships with men who were very important in the Saudi government.

He was his mother's only child, but his father had about 20 wives and nearly 50 children.

He was two years old when his father was killed in a plane crash.

When he was a teenager, he liked to watch American westerns and karate movies with his best friend.

He wasn't shown any signs of growing up to be a leader except from his father.

He always tried to solve problems peacefully.

When it came to religion, that's where he was a leader.

He raised himself on religious instruction, but also about life in America and Europe.

His English teacher has said that he was not an outstanding student, but he was a very "right boy."

He was quiet, shy, and wouldn't talk unless he needed to.

He was taller and older than most of his friends, but on the soccer field he was a player instead of a leader.

real life

DOWNLOADED

Free! Downloadable Options for Steps 1 and 4.
wesleybible.com/reallife

Link to Last Week Ask youth if they put on their spiritual armor last week

A riddle and discussion helps students uncover how the choices we all make throughout our lives show the life-purpose we each choose.

Materials:

- ☐ "Following Footsteps" from *Middle School Creative Teaching Aids*

Before class, use the "Following Footsteps" CTA to make a footprint trail around your classroom on the floor, up the wall, across a table—be creative! End the trail with several blank footprints to symbolize the ongoing life and influence of the mystery person. As middle schoolers arrive, point out the trail of clues. Explain that they lead to the identity of a famous person, and challenge them to figure out who it is.

Gather everyone together and ask, **Have you figured out the identity of the famous mystery person?** (If they haven't guessed Osama bin Laden, give one more clue: For a decade, he was the most wanted man on planet Earth.)

- 🗨️ **Which of those facts about Osama bin Laden's childhood and teenage years are most surprising to you?** (Some possibilities: He has over 50 brothers and sisters; his family is fabulously wealthy, but he chooses to live in caves; he always tried to solve problems peacefully, yet he masterminded the 9/11, 2001 attacks on the World Trade Center in New York City; his religion is extremely important to him.)

Osama bin Laden is a Muslim who prays five times a day to Allah and calls himself a "holy warrior." It's puzzling why the son of a multimillionaire would give up luxury and choose to live such a simple and rigid lifestyle in the rugged mountains of Afghanistan. Think about the facts that you read about Osama bin Laden as you walked in his footsteps.

- 🗨️ **What kind of education did he have?** (He went to one of the top schools in Saudi Arabia, and he learned business skills from his father.)
- 🗨️ **How did bin Laden choose to use his knowledge and life experience when he became an adult?** (He recruited young men who were willing to die for their faith in Allah and trained them to make war against "infidels"—people who do not agree with their religious beliefs.)

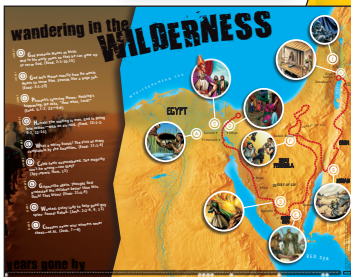
It's very interesting to trace the footsteps of Osama bin Laden, and see what kind of man he's become today. Would you have predicted that his life purpose would turn out the way it has? Our Bible study today is about another man who was born in the Middle East, thousands of years before Osama bin Laden. His name was Moses, and he served the one true God. Let's look at how Moses discovered God's purpose and plan for his life.

STEP 2

Studying God's Word

Bible Basis:

Exodus 2:1-10, 15;
3:1-10; Acts 7:22



Students will study Exodus 2 and 3 and Acts 7 to see how God prepares people for His work.

Materials:

- Bibles
- The Rock*
- "Wandering in the Wilderness" poster from *Middle School Creative Teaching Aids*

Take turns reading Today's Scripture aloud from Bibles or page 5 of *The Rock*. Display the poster map, "Wandering in the Wilderness," from Creative Teaching Aids, and use it to point out the places Moses was as God prepared him to lead the Israelites out of Egypt. Ask the following questions to check for understanding:

▶ **How did Moses' mother hide him?** (She coated a papyrus basket with tar and pitch, placed Moses in it, and put it among the reeds along the bank of the Nile River.)

▶ **Who found him?** (Pharaoh's daughter.)

▶ **Why did Moses leave Egypt?** (Pharaoh was trying to kill him.) (See also vs. 11-14)

▶ **What job did God give to Moses?** (To bring His people, the Israelites, out of Egypt.)

Selected Scripture from Exodus 2:3-10, 15

"But when she could hide him no longer, she got a papyrus basket for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile. His sister stood at a distance to see what would happen to him.

"Then Pharaoh's daughter went down to the Nile to bathe, and her attendants were walking along the river bank. She saw the basket among the reeds and sent her slave girl to get it. She opened it and saw the baby. He was crying, and she felt sorry for him. "This is one of the Hebrew babies," she said.

"Then his sister asked Pharaoh's daughter, "Shall I go and get one of the Hebrew women to nurse the baby for you?"

"Yes, go," she answered. And the girl went and got the baby's mother. "Pharaoh's daughter said to her, "Take this baby and nurse him for me, and I will pay you." So the woman took the baby and nursed him. "When the child grew older, she took him to Pharaoh's daughter and he became her son. She named him Moses, saying, "I drew him out of the water." . . .

"When Pharaoh heard of this, he tried to kill Moses, but Moses fled from Pharaoh and went to live in Midian.

Selected Scripture from Exodus 3:1-10

"Now Moses was tending the flock of Jethro his father-in-law, the priest of Midian, and he led the flock to the far side of the desert and came to Horeb, the mountain of God. There the angel of the Lord appeared to him in flames of fire from within a bush. Moses saw that though the bush was on fire it did not burn up.

"When the Lord saw that he had gone over to look, God called to him from within the bush, "Moses! Moses!"

And Moses said, "Here I am."

"Do not come any closer," God said. "Take off your sandals, for the place where you are standing is holy ground." "Then he said, "I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob." At this, Moses hid his face, because he was afraid to look at God.

"The Lord said, "I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey—the home of the Canaanites, Hittites, Amorites, Perizzites, Hivites and Jebusites. . . . "So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt."

Alternate Method

Assign parts to students and read Today's Scripture dramatically.

Direct students to page 4 of *The Rock* and have them answer questions 1 and 2.

- 1. Create and fill in a chart about Moses' background so that you can get to know him better. Read Exodus 2:1-10, 15 and Acts 7:22 to fill in information about these areas of Moses' life: family background, education, languages, travel, and dangerous experiences. (See chart for suggested answers.)

Family Background	Education	Languages	Travel	Dangerous Experiences
Levite parents; older sister; raised by Pharaoh's daughter	Educated in all the wisdom of the Egyptians	Powerful in speech and action	Fled Egypt to live in Midian	Hidden as a baby; placed in a basket among the reeds along the Nile; hunted by Pharaoh for murder; fled to Midian

Moses In Training Bible Study

Exodus 2:3-10, 15; 3:1-10; Acts 7:22

God had big plans for Moses. That's why He had Moses spend his first 40 years in the soft life of a palace getting educated. Then God had Moses spend the next 40 years in the rough life of the desert.

1. Create and fill in a chart about Moses' background so that you can get to know him better. Read Exodus 2:1-10, 15 and Acts 7:22 to fill in information about these areas of Moses' life: family background, education, languages, travel, and dangerous experiences.

2. Moses didn't ask God to make him a leader. How did Moses feel about doing the job God had for him? Did he feel qualified? Read Exodus 3:11 and 4:10, 13.

- 2. Moses didn't ask God to make him a leader. How did Moses feel about doing the job God had for him? Did he feel qualified? Read Exodus 3:11 and 4:10, 13. (Moses did not feel qualified. He asked God to send somebody else to do the job.)

Discuss the following questions:

- Why do you think Moses didn't feel qualified for God's plan? (Let students answer. If you pay attention you will discover some of your students' main areas of insecurity.)
- How did Moses' childhood and time in Midian prepare him for God's plan? (Pharaoh's daughter saved his life and gave him an excellent education among royalty. He was well acquainted with Egyptian customs and religious beliefs. He was also once considered family. In Midian, his shepherding humbled him and gave him knowledge of the desert.)
- Why did God wait so long to deliver Israel from Egypt? (God had said in Genesis 15:13 that there would be 400 years of mistreatment. God's timing allowed Moses to be prepared and taught him to be willing to rely on God to do the delivering.)

Now that we've seen how God prepared Moses to fulfill His purpose, let's explore some ways that God still prepares middle-schoolers today to fulfill His purpose.

STEP 3

Interacting with God's Word

tip Be sure to call the group back together in time to complete Step 4. Allow students a few minutes to share their experiences with classmates.

Students will choose from activities that show them how God prepares people for His work.

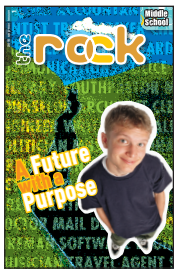
Have your students choose from the following activities exploring the ways God prepared Moses and is preparing youth today for His work. If your class is small, you may want to prepare just one or two activities. In “Rebus” your students will use pictures to replace many of the words in this week’s memory verse; in “TV Commercial” students will make up two TV commercials advertising Moses’ job in one and a job God might call someone to today in the other; and in “Mile Markers” students create a time line for Moses’ life and their own. With all of these activities students should begin thinking about their own lives and what God might have in mind for each of them.

Mile Markers

- butcher paper
- markers
- Bible or *The Rock*

Using art supplies, create a time line with mile markers that describe the events in Moses’ life that prepared him for his future leadership.

Opposite each mile marker, write events that might occur in youths’ lives today to prepare them for God’s service.



Rebus

- paper
- markers
- pencils
- Bible or *The Rock*

Find this week’s memory verse, Philippians 2:13, on page 8 of *The Rock* or in your Bible. Create a rebus of the memory verse using pictures to replace many of the words. Consider how this verse describes Moses’ experience with God. Then discuss: How do you see God working in the lives of kids today?



TV Commercial

- paper
- pencils
- Bible or *The Rock*

What qualifications did Moses have for the job God called him to accomplish? Act out two TV commercial want ads, one for Moses’ job and one for a job God might call today’s teens to do. Consider the qualifications and preparation that would be important for these jobs, as well as the working conditions and benefits.



STEP 4

Applying God's Word

Lesson Focus:

God prepares us to fulfill His purpose.

Students will start looking for God's mark on their lives and become aware of the plans God has for each of them.

Materials:

- pencils
- paper or index cards
- markers
- Servant stickers from *Middle School Creative Teaching Aids*

Moses had a very unique upbringing, but he did not continue in the path of his early years, because God had a different purpose for his life. Our footsteps don't always lead us to an obvious career or life purpose; that depends on listening to God and following His plan.

- ▶ **The Bible says, "For it is God who works in you to will and to act according to his good purpose" (Phil. 2:13). How can we know what His "good purpose" is for each of us?**

Spread out the "Servant" stickers from Creative Teaching Aids. Before students choose a sticker, have them think about the following questions.

- ▶ **How can we be sure we are following God's plans for our lives?** (We can study His message to us in the Bible and follow what He says there. We can talk with other believers about what God's plan might be for us and certainly ask God what His plan is for us. We might have to wait to hear while we take small steps that lead us to learn His plan, but He never leaves us on our own to just figure it out.)
- ▶ **What kind of limits should we expect for God's plans?** (None. All things are possible with God—the sky is the limit.)
- ▶ **How can we learn God's plans for us and be able to follow them?** (By maintaining a growing relationship with God. It's like the saying, "Does being in a garage make you a car?" No. It is our relationship with God that shapes our part in His plan—not the specific actions.)

Just as God prepared Moses to fulfill His purpose, He also prepares us. It's not always easy to see God's plan though—even Moses' life was in danger as a baby. Pharaoh wanted to kill him later, and he spent many years as a shepherd in the desert. But God used all of that to prepare Moses for His own plan. And He does the same with you.

▶ Seal It!

Now have students choose a sticker and use other supplies to make a reminder card for those times when God's plan seems remote. It may include this week's memory verse, Philippians 2:13.

For it is God who works in you to will and to act according to his good purpose.

Ask a few volunteers to close in prayer, committing the lives of your students to God and His plan. Encourage students to keep their reminder cards in a prominent place where they will see them often.

Next Week Remind your class to read the "Everyday Devos" on page 8 of *The Rock* throughout the coming week.

