

Unit 13: Locked in Combat

Unit Value: Perseverance

WEEK OF

September 5	Lesson 1 Walk His Walk and Talk His Talk 8 <i>Exodus 1:7—2:15</i>
September 12	Lesson 2 A Little Help, Please 15 <i>Exodus 3:1—4:20</i>
September 19	Lesson 3 Don't Give Up 22 <i>Exodus 5:1—10:29</i>
September 26	Lesson 4 Do You Promise? 29 <i>Exodus 11:1—12:42</i>

Unit 14: Delivered in Crisis

Unit Value: Deliverance

October 3	Lesson 5 Truth or Urban Legend? 36 <i>Exodus 13:17—15:22</i>
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October 17	Lesson 7 What's Your Priority? 50 <i>Exodus 19:16-25; 20:22-23; 32:1-35</i>
October 24	Lesson 8 Where God Lives 57 <i>Exodus 25:1—27:21; 40:17-38; Leviticus 9:1-5, 22-24</i>

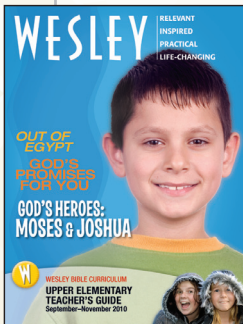
Unit 15: Conquering with Courage

Unit Value: Courage

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Resources for your Upper Elementary Class



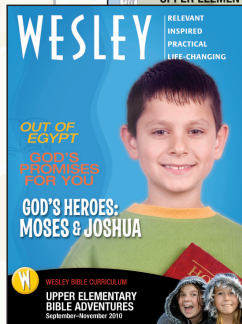
Upper Elementary Teacher Guide

In every lesson you'll find Bible background information, tips on understanding and teaching upper-elementary kids, and thought-provoking questions with biblically accurate answers to guide your students into age-appropriate Bible study. In addition, you'll find meaningful activities for early arrivers and extra class time. Need one per class.



Upper Elementary Creative Teaching Aids

This packet contains posters, games, 3-D models, puzzles, a Praise Pac CD, and more. Each PraisePac CD contains three original worship songs that correlate with each unit. Also included on your CD are downloadable song sheets, lyric sheets, and postcards. Need one per class.



Bible Adventures

This student book contains four pages for each lesson, including Bible study pages and activities. As a bonus, the cover includes the quarter's memory verses and a unique poster or activity. Need one per student.



Pix

Send home this time-honored eight-page booklet to reinforce lessons with all-new illustrated Bible stories. *Pix* includes stories, comics, crafts, and more as well as Faithsteps—meaningful, lesson-related activities for families. Need one per student.



Free! Downloadable Options for Steps 1 and 4

- This week's movies.
- 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 Kids

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 is relational (1 John 3:1; 4:9-10). Our goal is to help students see this part of God's nature through interaction with classmates. Your goal in Step 1 is to help your kids build relationships with you and one another. This step gives your kids a chance to share about themselves and their lives, and be active participants in your classroom. You'll be able to guide students to see the connection between their lives and what happens at Sunday school. These conversations will flow naturally into Step 2, your Bible lesson.

Online Is Where It's @

For more great teacher tools, see www.wesleyan.org/wph.

STEP 2

Studying God's Word

God teaches us through His written Word how to live and relate with Him and one another (Hebrews 4:12; 2 Timothy 3:16). In Step 2, your class will dive into a portion of God's Word and then review it together. You'll lead the class with relevant questions that guide your kids to not only understand what they've just read, but to begin to connect it to their lives. Your class will also have an opportunity to learn the memory verse for the day. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at their age 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 turns your class into a laboratory, giving you a chance to coach your kids to a deeper understanding of the Bible passage you've just studied. Activity options provided help students explore the Bible story at their levels, and with their interests so they can truly comprehend and implement God's Word into their day-to-day lives. Your kids can actively work through the Bible story, finding the tangible treasure in the text for themselves.

STEP 4

Applying God's Word

The Bible makes it clear that our 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 go over what you've learned and help your kids 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 that they can be doers of the Word, not just hearers (Luke 11:28; James 1:22-25).



Supply List

Needed for Every Lesson

- Bible Adventures*
- Upper Elementary Creative Teaching Aids*
- Pix*
- Bibles
- PraisePac CD

Classroom Supplies

- Balloons
- Butcher paper
- CD Player
- Clear tape and masking tape
- Colored pencils
- Construction paper
- Game markers
- Glue or glue sticks
- Index cards—white and multicolored
- Metal brads
- Paper
- Paper clips
- Paper clips
- Pencils
- Rubber bands
- Scissors
- Soft foam ball, beanbags
- Stapler
- Washable and permanent markers
- Whiteboard, markers, and eraser
- Yarn

Lesson 1

- Color picture of Van Gogh's *Sunflowers* painting
- Copies of Teaching Aid 3

Lesson 2

- Modeling clay

Lesson 3

- Magazine pictures
- Paper bag

Lesson 4

- Books on ancient Egypt
- Candy-coated chocolate
- Note cards
- Obstacle course items
- Passover food items
- Plates

Lesson 5

- Blank CD cases
- Card-making supplies
- Coin
- Envelopes

Optional

- Postage stamps

Lesson 6

- Aluminum foil
- Individual candies or treats
- Sign language book

Lesson 7

- Empty boxes
- Magazines
- Modeling clay

Optional

- Digital camera

Lesson 8

- Broom or mop
- Cleaning supplies
- Cotton ball

- Jump rope
- Large bed sheets—3
- Large boxes
- Toothpick

Lesson 9

- Blindfolds
- Boxes without lids
- Can of peas
- Envelopes
- Large craft sticks—20
- Paper bag
- Small treats
- Streamers in 4 colors

Lesson 10

- Blindfolds
- Magazines
- Paper currency and coins
- Recording device

Lesson 11

- Road map

Lesson 12

- Bathrobes—2
- Bread
- Sandals—2 pairs
- Paper bags—2
- Want ads

Lesson 13

- 1 liter plastic bottle
- Pads of self-stick notes
- Stories of people overcoming the impossible
- Thumbtack

Prayer Wall

Record prayer requests, what God has been teaching you, substitute contact information, or notes and helpful hints you'd like to remember.

lesson 1

Bible Basis:

Exodus 1:7–2:15

Focus:

God wants us to do things His way.

Walk His Walk and Talk His Talk

STEP 1 Connecting with God's Word

To help preteens link their experiences about following directions to the Lesson Focus, they'll participate in a quiz and a discussion about the need to follow directions.

- Introductory Activity: Copies of Teaching Aid 3 (from *Upper Elementary Creative Teaching Aids*), pencils
- Discussion Time: No materials needed

STEP 2 Studying God's Word

Using the Bible and *Bible Adventures*, students will study Exodus 1:7–2:15, in which Moses takes matters into his own hands rather than doing things God's way.

- Bible Study: *Bible Adventures* Lesson 1, pp. 2–3, Bibles, Teaching Aids 1, 2 (from *Upper Elementary Creative Teaching Aids*)
- Memory Verse Practice: Paper, markers or colored pencils

STEP 3 Interacting with God's Word

Students will reinforce the lesson from Exodus 1:7–2:15 by exploring what it means to do things God's way.

- Letter from Moses: *Bible Adventures* Lesson 1, p. 1, pencils
- Key Verse Puzzle: *Bible Adventures* Lesson 1, p. 4, pencils
- Game: No materials needed

STEP 4 Applying God's Word

To help students apply the lesson to their everyday lives, they will choose a situation they'll face in the next week in which they will do things God's way.

- Color picture of Van Gogh's *Sunflowers*, cover wrap from *Bible Adventures*; Pix for Lesson 1

Memory Verse

“My thoughts are not your thoughts, neither are your ways my ways,” declares the LORD.

—Isaiah 55:8

UNDER- STANDING the BIBLE

Genesis ends with the death of Joseph in Egypt. Many years passed until a pharaoh who did not remember Joseph or his contribution to Egypt came to power. This new pharaoh, believed by some scholars to be Ahmose, founder of the 18th dynasty, was afraid of the Hebrews, so he enslaved them and forced them to build his great cities. The pharaoh's building program required many bricks, so the Hebrews were often forced to make the bricks they used to complete their tasks.

Understandably, the Hebrews were unhappy with their status in Egypt, and God heard their cries of anguish. He raised up a leader—Moses—to lead them back to the land He had promised them.

The Jewish historian Josephus says that an Egyptian seer, or prophet, told the pharaoh that a child who would crush Egypt and raise his own nation to power was about to rise among the Hebrews. Pharaoh may have felt threatened by this prophecy and thus ordered the deaths of male Hebrew babies that are recorded in Exodus 1:22.

The Hebrew word for the “papyrus basket” used to save Moses (Exod. 2:3), interestingly, appears only one other time in Scripture: It is the same word used for Noah's ark (Gen. 6:14). Both of these floating “rescuers” were also coated with pitch to make them waterproof.

Moses was already 40 years old when he killed the Egyptian overseer and fled to Midian.

This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of classroom supplies (see page 6).

Teacher Devo

“Why don’t you just stop and ask directions?”
“No, no. I know where I’m going.” Does this sound familiar to you? How much aimless wandering could we avoid if we would just take the time to learn and then follow directions!

God has given us directions, too—in His Word, in the godly counsel of other believers—but sometimes His path doesn’t seem quite clear, or His plan is surprisingly different from what we would choose for ourselves. But while God doesn’t always think the way we do, His plan is always the best because He is all-knowing and all-wise, and we would do well to willingly follow His plan.

Read today’s memory verse, Isaiah 55:8. Take some time to write down an instance from your own experience when going against God’s plan led to problems or failure.

Now think of a time when following God’s way led to blessing or success.

Moses is admired for his willingness to follow God’s plan to lead His people out of slavery. But even Moses took a detour or two from following God’s directions, as this lesson will show. As you prepare to teach this lesson, pray that you and your students will be reminded, from this account of Moses’ failure to follow God’s directions, of the benefits and blessings of doing things God’s way.

Early Bird Options



Which Way? - Bring in a street map of your city. Have students write out directions from their home to another place, such as your church. Students may wish to exchange their directions to see if others can follow them.

Easy as Pie - On 3-by-5-inch note cards, write out the steps needed for baking a pie—one step on each card. Throw in a few steps that don’t belong. Using masking tape, put the cards in random order on the wall. Allow students to try to get the steps in the proper order.

When Teaching the Bible to Upper Elementary Students . . .

Upper-elementary kids are beginning to spread their wings of independence a bit more, so any help they can get in making good choices is very valuable. This week’s lesson provides a baseline value for this age group, even though some may already struggle against doing things someone else’s way.

- Some fourth and fifth graders demonstrate a “know-it-all” attitude, often as a bluff for their weak self-confidence. Don’t be offended by their disposition; understand its part in their quest for independence.
- Other kids in this age category, particularly the younger ones, will clearly show their uncertainty about their ability to make good choices. Build

a strong faith foundation by encouraging these kids to find help in God’s Word whenever a situation offers the chance.

- You also may have some students who sincerely desire to do things God’s way. Celebrate it! Affirm their interest in spiritual things and help them in their individual seeking for God. Offer other resources to strengthen their Bible knowledge and be attentive to their spiritual journey.
- Get to know your kids better by asking questions about their lives outside class, and learn to listen carefully and with interest. You’ll help them find God’s way as you gain their trust and know them beyond the superficial.

STEP 1

Connecting with God's Word

Lesson Focus:

God wants us to do things His way.

Link to Last Week As your kids arrive for class time, take a moment or two to connect with each one personally. Talk about last week's lesson and times they were able to copy Jesus' attitude last week.

To help preteens link their experiences about following directions to the Lesson Focus, they'll participate in a quiz and a discussion about the need to follow directions.

Start your class with a lighthearted, mock quiz to show them the importance of following directions. It's okay to create a tiny bit of test anxiety as you hand out the papers.

Materials:

- copies of TA3—one for each student
- pencils or pens

We're off to a new school year, so I would like to see how well you can follow directions. Don't worry, this won't be graded! But please do your very best. You will only have three minutes to complete this quiz!

Give each student a copy of Teaching Aid 3. After making sure everyone has a pen or pencil, tell students they may begin. Announce the time remaining at one-minute intervals if students are still working.

- ▶ **Have you ever taken a quiz like this before? Tell us a little about that.**
- ▶ **What do you think is the purpose of this quiz?**
- ▶ **How are directions important in our everyday lives?**
- ▶ **Who usually gives you directions? (teachers, doctors, parents, day-care providers, etc.)**
- ▶ **What kinds of things do we need directions for? (how to do homework; how much medicine to take and when to take it; how to get somewhere that we've never been; how to make cookies)**
- ▶ **What are some of the things that might happen if we don't follow directions? (people might get more sick from taking medicine incorrectly; cookies might burn or flop in some other way; we might get a bad grade on an assignment; or you could have a perfect assignment, but the teacher doesn't know it's yours because your name isn't on it)**

Today's Bible topic is all about doing things God's way, not our way. In other words, we are to follow God's directions for us, both in how we think, and in how we act. Today's lesson tells us some of the story of Moses. Moses was a great leader of the Israelites, but that doesn't mean he always followed God's directions. Let's find out what happened when Moses thought he could make decisions without first asking what God wanted him to do.



real life

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Options for Steps 1 and 4.
wesleybible.com/reallife

STEP 2

Studying God's Word

Bible Basis:

Exodus 1:7—2:15

Using the Bible and *Bible Adventures*, students will study Exodus 1:7—2:15, in which Moses takes matters into his own hands rather than doing things God's way.

Materials:

- Bible Adventures, pp. 2–3
- Bibles
- Teaching Aids 1, 2

Give your students a copy of *Bible Adventures* Lesson 1. Have students turn to the Bible study found on pages 2 and 3, "I'll Do It My Way!" Also ask your students to locate Exodus 1 in their Bibles.

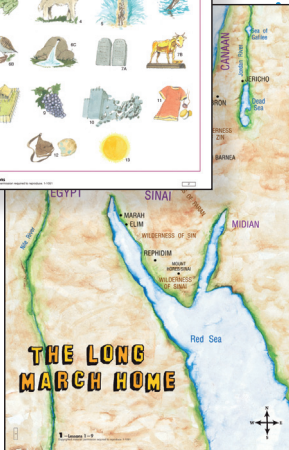
Since this is a new quarter and a new school year, you will want to take a moment to explain the features in the *Bible Adventures* study pages. Point out the footnotes that help with pronunciation and give additional facts about the study. The Scripture Spotlight features key passages from the Bible Basis. In addition, your students will look up Scripture in their own Bibles at various points in the lesson.

Have students read the introductory paragraph of the Bible study to themselves. Point to the land of Egypt on Teaching Aid 1 and have a student add Sticker 1A (from Teaching Aid 2) to the area of Rameses. Then choose a student to read Exodus 1:15-17 from the Bible before discussing the following questions.

▶ **What did Pharaoh order the midwives to do?** (*Kill the Hebrew boys when they were born.*)

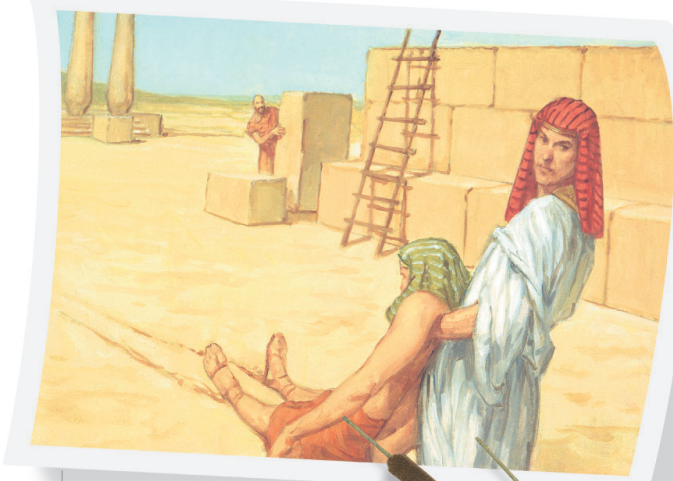
▶ **Why didn't Shiphrah and Puah obey Pharaoh?** (*Because they feared God.*)

Ask another student to read Exodus 1:20-21.



BIBLE STUDY FROM EXODUS 1:7-2:15

I'LL DO IT MY WAY!



Pharaoh¹ decided to make slaves of the Hebrews. They had to work very hard making bricks to build Pharaoh's cities. The slave drivers were mean and often beat them. But the Hebrew people kept growing in numbers.

Read Exodus 1:15-17. What did Pharaoh order the midwives² to do? Why didn't Shiphrah and Puah³ obey Pharaoh?



Exodus 1:22; 2:1-3, 11-14

Then Pharaoh gave this order to all his people: "Every boy that is

born you must throw into the Nile, but let every girl live."

Now a man of the house of Levi married a Levite woman, and she became pregnant and gave birth to a son. When she saw that he was a fine child, she hid him for three months. 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.

Was it right for the midwives and the mother to disobey Pharaoh? Why?

One day, after Moses⁴ had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people. Glancing this way and that and seeing no one, he killed the Egyptian and hid him in the sand. The next day he went out and saw two Hebrews fighting. He asked

¹The name Moses sounds like the Hebrew words for "draw out," referring to the way he'd been drawn out of the river.



the one in the wrong, "Why are you hitting your fellow Hebrew?"

The man said, "Who made you ruler and judge over us? Are you thinking of killing me as you killed the Egyptian?" Then Moses was afraid and thought, "What I did must have become known."

What did Moses do to the Egyptian who was beating the Hebrew? What did Moses do the next day? Who was Moses trusting in? Why?

When Pharaoh heard what Moses did, he tried to kill him. Moses had to run away to Midian.⁵

⁵Pronounced MID-ee-un. The country was named after Midian, a son born to Abraham and his new wife after Sarah died.

²Midwives were like nurses. They helped mothers give birth to their babies.

³Pronounced SHIF-rah and FEW-ah.

- **What happened to the midwives because they obeyed God?** (*God was kind to them. He blessed them with families of their own.*)

Ask for a volunteer to read the first Scripture Spotlight (Exod. 1:22; 2:1-3) from *Bible Adventures*. Have a student add Sticker 1B next to Sticker 1A.

- **Was it right for the midwives and the mother to disobey Pharaoh? Why?** (*Let your students wrestle with this question for a moment. Help them see that it was right for the midwives to disobey Pharaoh because we need to obey God's directions above all others. God's directions will not lead us down a wrong path. God is always right.*)

- **What did Pharaoh do next?** (*Pharaoh ordered that every boy baby be killed, while girl babies were allowed to live.*)

Some students may point out that something very similar happened many years later when Jesus was born. King Herod ordered that all boys two years and younger in the Bethlehem area be killed (Matt. 2:16). It was because of this event and the danger from King Herod that Jesus was taken to Egypt by Mary and Joseph.

Ask for another volunteer to read the second Scripture Spotlight (Exod. 2:11-14).

- **What did Moses do to the Egyptian who was beating the Hebrew?** (*Killed him and hid his body in the sand.*)

- **Why do you think Moses did this?** (*Allow for speculation. Remind students that Moses was concerned with the Hebrew people and wanted to help out. He probably felt angry and frustrated. He was trying to take matters into his own hands.*)

- **How old was Moses when this happened?** (*He had grown up; he was an adult.*)

Ask a student to look up Acts 7:23. This verse tells us that Moses was 40 years old at this time.

- **What did Moses do the next day?** (*Moses tried to stop two Hebrews from fighting.*)

- **Who was Moses trusting in? Why?** (*He was trusting in himself, because he didn't know God's directions. He tried to take matters into his own hands instead of trusting God to take care of them. Point out that sometimes we act without thinking, or we think it's easier to do things our own way.*)

Ask a student to read the concluding paragraph.

- **How does our Lesson Focus—"God wants us to do things His way"—relate to today's Bible study?** (*Moses felt the consequences of not following God's way when he killed the Egyptian.*)

Memory Verse:

"My thoughts are not your thoughts, neither are your ways my ways," declares the LORD. —Isaiah 55:8



- paper, markers or colored pencils

Egyptians were known for their hieroglyphics, or picture writing. Let students make their own hieroglyphics with today's memory verse. Students can work alone or in groups. When they are finished, have them trade papers to decipher the verse.

STEP 3

Interacting with God's Word

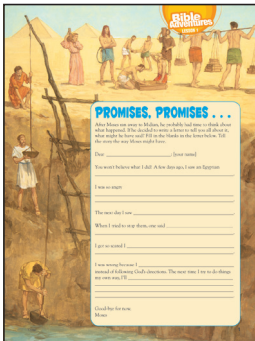
Students will reinforce the lesson from Exodus 1:7—2:15 by exploring what it means to do things God's way

In today's Bible study from Exodus 1:7—2:15, students were introduced to Moses and saw how he did things his way rather than God's way. Each of the activities below will help your students reinforce the lesson in a different way. Use as many of these choices as you can, letting students choose freely among them.

Letter from Moses

- Bible Adventures*, p. 1
- pencils

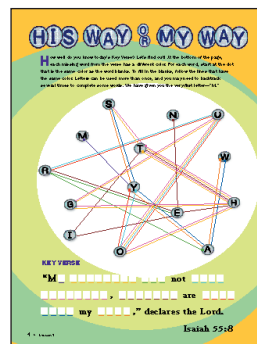
Students can review the events of the Bible study in a letter format. Tell your students to look at the letter on page 1 of *Bible Adventures*. Ask them to pretend they are Moses and complete the blanks on the letter. When they have finished, they may read their letters to each other and discuss their responses.



Key Verse Puzzle

- Bible Adventures*, p. 4
- pencils

To help your students check their knowledge of today's memory verse, Isaiah 55:8, let them complete page 4 of *Bible Adventures*, "His Way or My Way?" This challenging color-coded puzzle supplies some words of the verse, but students must follow the colored lines to discover the missing words. Kids can work individually or in pairs to solve the puzzle.



Pharaoh's Command

Materials: none

During this activity, tweens will use what they know about ancient Egypt while following directions in a fun, active way. If your students have recently studied Egypt, they might wish to add actions of their own. Choose one student to be Pharaoh; everyone else will be an Egyptian. Pharaoh directs the Egyptians by telling them what action to do. The last student or group to do the action is out. The last Egyptian in the game becomes the new Pharaoh. Actions Egyptians can do include: pyramid—groups of three form a pyramid*, mummy—lay on the floor with arms crossed, camel—one student kneels on the floor and another student stands over him as if he's riding the camel, hieroglyphics—pretend to draw hieroglyphics on the wall.

*In forming a pyramid, students should not climb on another student; instead, students should form a pyramid with two students kneeling and one standing.

When the time you have allotted is up, ask your students to clean up the materials and gather back together.

STEP 4

Applying God's Word

Lesson Focus:

God wants us to do things His way.

To help students apply the lesson to their everyday lives, they will choose a situation they'll face in the next week in which they will do things God's way.

Materials:

- ☐ color picture of Van Gogh's *Sunflowers*

Moses was 40 years old when he killed the Egyptian. As we've learned, he definitely wasn't following God's way when he committed this crime. If he had trusted in God to give him guidance, he would not have killed the man. Even though you are not nearly as old as Moses, you are like Moses in one important way. You can make choices whether to follow God's way or your own way. You make these choices every day.

In the book *Framed* by Frank Cottrell Boyce, nine-year-old Dylan makes a plan to save the family gas station and pie shop. Many world-famous paintings are stored nearby, while the museum they belong to is being repaired after a flood. Dylan, his older sister, and a friend replace a famous painting called *Sunflowers* with a fake and sell the original painting to get the money to save the family business. They are sure no one will notice that the painting is a fake, but the plan fails. Even though the kids are trying to do a good thing for the family, the way they do it is wrong.

Discuss:

- ▶ **What do you think the kids replaced the original painting with?** (*They replaced it with a paint-by-numbers painting.*)
- ▶ **How could they be so confident it wouldn't be noticed?**
- ▶ **If they followed the directions for the paint-by-numbers, why wouldn't it be just like the original painting?**
- ▶ **How else could they have saved the family business?**

Vincent Van Gogh painted four *Sunflower* paintings in the 1880s. They are some of the most famous paintings of all time. If you have a picture, show it now. We have choices every day. We can live the amazing, original, one-of-a-kind life God has planned for us. Or we can settle for the cheap, ordinary picture we get when we don't follow His way.

On the back of the quiz from Step 1, have each tween write down several ideas of when they will ask for help in doing things God's way next week (sitting with someone at lunch who appears lonely; doing a chore before being asked; sending someone a note to encourage or cheer them; walking away when tempted to fight with a sibling).

Spend some time discussing their answers. End in prayer asking for God's help to follow His way in the specific areas students mentioned.

▶ If You Have Extra Time:

Use this game to give kids more practice with following directions. One person takes the role of direction giver while the others stand at one end of the room and close their eyes. The direction giver finds a spot in the room and gives the best directions he or she can so that the others can reach this predetermined destination (under a table, at the door, etc.). Examples of directions: take three steps forward, turn to your left and move ahead two long steps, get on all fours and crawl as far as you can, back up until I say stop.

Take-Homes

Pop Quiz, Lesson 1 of
Bible Adventures,
Lesson 1 of *Pix*