

YOUTH EDUCATIONAL ADVENTURES

Courage for the Challenge

YE3H · Teacher Edition

Juniors · Year 2: Creation

Christian Educational Ministries — a faithful digital edition of the printed program

God Has a Plan

MEMORY VERSE

"God has saved us. He has chosen us to live a holy life. It wasn't because of anything we have done. It was because of his own purpose and grace." - 2 Timothy 1:9 (NirV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. State that God's plan for Moses didn't always make sense to people looking on.
2. Explain that God knew exactly what He was doing with His plan.
3. Tell how God carried out His plan to save Moses.
4. State that it is wrong to kill little innocent babies whether they are already born or yet to be born.
5. State that God has a plan for their lives, and God's plan is always best.

TOPICS & THEMES

Abortion

Egypt

God's Plan

God's Protection

Israelites

Jochebed

Joseph

Miriam

Moses

Murder

Pharaoh

Slavery

Suffering

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, stickers, music player and CD or cassette, songbook, chalkboard and chalk, or newsprint pad and markers, hole

punch, construction paper, tape, yarn cut into 18" lengths

PREPARATION

Book Three in the Creation Series ended with Pharaoh's death sentence on all the Israelite baby boys. The new Pharaoh came to power without the knowledge of Joseph's contribution to mighty Egypt. He feared the growing Israelite population would join his enemies and overthrow his reign. His solution was to eliminate the possibility of further growth of the Israelite nation. But, God heard the anguished cries of His people. He had a plan to save the Israelites from Pharaoh's tyranny. He would raise up a deliverer from among the very infants that Pharaoh ordered killed.

The ten week memory work is 1 Corinthians 1:25-31. Since this is a lengthy passage, use your discretion to shorten the number of verses for the younger or slower students. Give an award to those students who love God enough to put forth the effort to memorize these verses.

Before class, draw a football field (yard lines, end zones, etc.) on the chalkboard or newsprint. Cut out ten 2" football shapes from brown construction paper. Divide the class into two teams. Each team will write down five review questions for the lesson and print one on each football. Each team will ask the opposing team their questions and score field goals for correct answers.

Also cut out enough 12" footballs for each student to have one for the activity.

HOW TO TEACH THIS LESSON

If possible, enlist the aid of a football or basketball coach to explain a game plan. If this is not possible, on a chalkboard or newsprint pad draw a diagram of two football or basketball teams.

Game Plan - Demonstrate how the coach must anticipate the moves of the opposing team members and make sure every position is covered. Use lines and arrows to show this coverage. Explain that without a plan no one would know what to do and the game would be mass confusion. It may look confusing on the chalkboard, but the coach knows exactly what should happen with each play. Allow one of the students to use the chalk to draw a line from the opposing starting position to the goal line, and show how you would use your team members to block him. This is the game plan.

Pharaoh's Game Plan - Pharaoh assigned taskmasters to force the Israelites to work hard making bricks to build buildings and great cities. The taskmasters were cruel and often used whips to beat the Israelites (Exodus 1:11, 13, 14). (On your chalkboard, draw several o's to represent Pharaoh's team of taskmasters.)

God's Game Plan - The Israelites continued to grow stronger and more in number (Exodus 1:12). (Illustrate this on the chalkboard by drawing many x's to block Pharaoh's o's.)

Pharaoh's Game Plan - Pharaoh planned to eliminate the opposition. He was afraid the Israelites would turn against him. Since there were so many Israelites, Pharaoh ordered all baby boys killed. With no boys to grow up into soldiers, he would solve his problem. (Get ready to erase x's; stop.)

God's Game Plan - The midwives refused to kill the baby boys. Pharaoh's plan didn't work.

Pharaoh's Game Plan - Pharaoh ordered the baby boys to be thrown into the Nile River where they would be eaten by crocodiles. (Begin erasing x's - not all because we know that there were some boys who escaped, i.e. Aaron.) Ask: How do you think God felt about Pharaoh killing all of these babies? Do you think God let Pharaoh get by with this? Can you think of anything we do today that is similar to this? (Abortion - killing babies before they are born.) Do you think that God considers it just as bad to kill a baby before it is born as it is afterwards? Do you think our nation will be punished for aborting around 50 million babies since 1973. (You will want to look up current stats.)

God's Game Plan - God had a plan to free His people from Egyptian slavery. And he would use one of the very boys Pharaoh ordered killed to accomplish His plan. Jochebed gave birth to Moses and hid him. Then she made a waterproof basket boat to protect him. She placed the basket boat in the Nile River. Pharaoh's own daughter rescued the baby Moses from the river. Miriam, Moses' sister, brought their own mother to nurse and take care of the baby. (Draw a circle around one x.)

Satan's Game Plan - Take Moses away from his family. If Moses was raised by Pharaoh's daughter as an Egyptian, surely this would spoil God's plan.

God's Game Plan - Ask: Can you think of some advantages of growing up in Pharaoh's palace? (Moses had the finest education He learned the ways of the Egyptians. He was important in Egypt.) (Draw a line from the x all the way to the end zone.) Did God turn defeat into victory? Will He do the same for us if we obey and trust Him?

God's Plan for You - Ask: Can you name some things that are part of God's plan for you? God's Word is filled with His plan for you - instructions on how you should live (Psalm 119:10-11), directions on how to enter His Kingdom (John 3:5-7). He wants you to follow His plan, obey His commands, stay away from things that will harm you. Ask: What is Satan's plan for you? (He would like to see you ruin your life with harmful things - drugs, alcohol, abortions, or killing babies before they are born, illegal acts, etc.) Following God's game plan will lead to success, a home in God's Kingdom, and a happy life. Ask: Where will Satan's game plan lead?

TEACHER-DIRECTED ACTIVITY

Give each student a "football" and have him/ her write on it at least three things that are part of God's game plan for their life. Punch a hole in the football and thread a piece of yarn through and tie it. This can be hung on their door at home as a reminder.

SONG

"He's Got The Whole World In His Hands" is on page 54 of Kids Classics Collection.

CLOSING PRAYER

Gather the kids in a huddle and lead them in prayer thanking God for His plan for Moses and Israel. Ask that God will show His plan to each student in your class, and that they would live according to His plan.

An Angry Attack

MEMORY VERSE

"A man who burns with anger stirs up fights. But a person who is patient calms things down." - Proverbs 15:18 (NIrV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Describe how anger is like a volcano.
2. Tell what caused Moses' anger to erupt.
3. Explain how Moses killing the Egyptian caused the Israelites and Pharaoh to react.
4. Tell how God wants them to deal with anger.

TOPICS & THEMES

Anger

Egypt

Forgiveness

Israelites

Kindness

Moses

Murder

Patience

Pharaoh

Pharaoh's daughter

Slaves

Suffering

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or cassette, songbook, bottle with a cork stopper, vinegar, baking soda, plastic tub, towels

PREPARATION

The junior aged child is interested in fairness. But, they have lived long enough to be aware that life is not always fair. And when faced with circumstances that do not seem fair, they can be quite passionate. They often feel helpless to do anything physically about their problems, and instead, internalize and become angry. In today's lesson, Moses witnessed the unfair treatment of his fellow Israelite by a cruel taskmaster. He became angry, and his anger controlled his actions. The resulting eruption took the life of the Egyptian, spilled over onto his fellow Israelites, caused Pharaoh to also erupt in anger, and left ugly scars on everyone involved. The goal of this lesson is to teach the students how to STOP ANGER and allow God to fill them with forgiveness, patience, and kindness.

For the opening object lesson, you will need a plastic tub, a bottle with a cork stopper, vinegar, baking soda, and towels to clean up spills. Place the bottle inside the plastic tub to catch the mixture as it bubbles out. Fill the bottle a quarter of the way with vinegar. Add ½ to 1 teaspoon of baking soda. Cover quickly (but not too tightly) with the cork. Keep the bottle in an upright position. As the chemicals react, they will build up pressure which will pop the cork. Keep students at a distance to protect them from the cork. (Practice this at home.)

Dramatic pictures of volcanos can be found in magazines, like National Geographic, or on the internet. These will add interest to your lesson.

HOW TO TEACH THIS LESSON

What Happens Under Pressure? - Pretend the ingredients inside the bottle are circumstances such as those listed in the Students' Book Activity. When you mix these ingredients together and allow them to build up pressure, what do you think will happen? (Wait long enough for the cork to pop and the liquid to run over.) If we didn't have the plastic tub, the liquid would spew out of the bottle, onto the table. It would make a mess.

Volcanic Action - Under the surface of the earth red hot magma begins to rise and collect in storage regions, much like the substance in the bottle. Pressure builds in these storage regions from gas and steam. Finally the magma (hot lava) looks for a way to escape. Sometimes it explodes, blowing off the top of a mountain and sending ash, rock, and hot lava high into the air. Other times the lava escapes silently through vents already present. When a volcano erupts, people and property are put in danger. The explosion of the hot ash or lava leaves its mark on the landscape. Lava turns forests into charred skeletons. Ash covered trees and shrubs look like ghosts. Houses and even towns can be swallowed up by fast moving lava flows.

Anger's Explosive Action - We witnessed what happens when pressure built up inside the bottle. The pressure caused it to blow its top! The liquid inside bubbled up and spilled out into the tub. If we weren't careful, the cork could have hurt someone in class. The liquid could have made a mess on the table and even damaged it. This is what happens when anger explodes. Ask: When

Moses saw the Egyptian beating an Israelite slave, how did he react? His anger hurt someone else - he killed the Egyptian.

Anger's Effect on Others - Like hot lava creeping slowly down a mountain, anger leaves its ugly scars on everyone in its path. Moses thought he got away with murder. But there were witnesses. Ask: How did the Israelites react when Moses tried to break up a fight between them? They were angry! They questioned his authority. Moses didn't control his anger; it led to murder. So who was he to correct them?! Later Pharaoh heard about Moses' anger and subsequent murder. Ask: What was Pharaoh's reaction?

Stop The Explosion - In order for the bottle or a volcano to explode there must be pressure inside. Anger explodes in the same way. Pressure from bad thoughts builds up inside. (Ask the students to give an example where bad thoughts build up to an angry explosion.) Ask: What if there were no pressure inside the bottle, do you think it would explode? How can we prevent our bad thoughts from exploding in anger? (Get rid of the bad thoughts - Matthew 12:34-35; Ephesians 4:29-31.) God wants to put His thoughts into your heart (Galatians 5:22-25).

REVIEW QUESTIONS

1. Name some ways that anger is like a volcano.
2. Why did Moses get angry with the Egyptian?
3. Who else was affected by Moses' anger? What happened?
4. Name some things that happen when you explode in anger.
5. What does God want us to do with our anger?
6. What should we have in our hearts to replace anger?

TEACHER-DIRECTED ACTIVITY

With the students' help, repeat the opening activity. This time fill the bottle with water and vinegar (no baking soda). Put the cork on and wait a few minutes to see what happens. Explain that the water is like putting God's thoughts in our hearts. When we fill our hearts with God's thoughts, we will not explode in anger.

SONG

"Down In My Heart" is on page 69 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer, asking God to fill their hearts with thoughts of love, forgiveness, kindness, and patience instead of anger.

Sidetracked

MEMORY VERSE

"Don't be impatient for the Lord to act! Keep traveling steadily along his pathway and in due season he will honor you with every blessing, and you will see the wicked destroyed." - Psalm 37:34 (TLB)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Tell about the circumstances leading up to Moses leaving Egypt.
2. Describe how God met with Moses in the desert.
3. Describe the burning bush.
4. Explain that God sometimes wants us to be Sidetracked and sometimes He doesn't. We must be ready to do what He tells us to do.

TOPICS & THEMES

Aaron
Burning Bush
Egypt
Egypt, Coming Out
God's Plan
God's Presence
God's Will
Miriam
Moses
Obedience
Sign
Wait on God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or tape, songbook, map of Egypt and Sinai Peninsula, butcher's paper, pencils, glue, index cards

PREPARATION

Not all students learn in the same way. Some like to listen, others like hands-on involvement, still others like to talk about the lesson. Give all the students an opportunity to be involved in the lesson in the way that best suits them and their abilities. Motivate them to practice and apply the lesson to their own lives in some way.

For the Activity: Attach a piece of butcher's paper to the wall. Prepare enough index cards for each student to have one (For large classes, make more than one of each). Write one of the following on one side of the cards: Baby Moses; In The Palace; The Slaves; Running Away; At The Well; A Shepherd; What I Learned; Burning Bush; God's Promise.

You will need a large map of Egypt and the Sinai Peninsula. One can be purchased at a local Christian bookstore, or you can make your own on poster board.

HOW TO TEACH THIS LESSON

Activity- Begin with the first part of the Activity.

Sidetracked for a Reason - Discuss the circumstances leading up to Moses running away from Egypt. He took things in his own hands. Ask: What did Pharaoh do when he heard what had happened? Moses ran away in fear. (Find Egypt on the map. Show where Moses ended up in Midian.) Ask: Do you think it was hard for Moses to leave Egypt and run away to the wilderness? Why? As he sat beside a well of water, the daughters of a priest of Midian came to draw water. Ask: How did Moses take things in his own hands again? God had a purpose for Moses being in the desert wilderness (Philippians 1:6). Moses was there for about 40 years. During that time there were some things he had to learn.

Feed My Sheep - Moses married one of the daughters of the priest of Midian. (Explain the nomadic life of a shepherd.) He had lots of time to think as he watched over the sheep. Ask: What do you think Moses thought about while out in the wilderness? Do you think he wondered what he was doing there?

The Burning Bush - Moses led his sheep to a place near Mt. Sinai. There he came upon a curious sight. Ask: Why was this bush so unusual? (It did not burn up. A voice came from the bush.) Who was speaking to Moses from the bush? God told Moses to take off his sandals - he was standing in a very special place. He warned him not to get closer to the bush. Then God said, "I have seen, I have heard, and I am coming to deliver the children of Israel." God would deliver the people out Egyptian slavery. But, He wanted Moses to be His hands and feet and mouth. He wanted Moses to tell Pharaoh to let the Israelites go to worship Him.

"Who Am I?" - Discuss why Moses questioned God's call on his life. Ask: Do you think God made a mistake? Why?

God's Timing - "Trying to redeem Israel in his own way and at his own time, Moses failed. But in God's time he was called upon to deliver in God's way and by God's power" (The Wycliffe Bible Commentary). (Have one of the better readers read Psalm 25:1-5 aloud.) Ask: From these verses, what are some lessons Moses (and David) learned?

God's Promise - God reminded Moses of the promise He made to Abraham, Isaac, and Jacob. Ask: What was that promise?

Don't Rush! - Allow the students to tell about some things they wish they were old enough to do. Have them think of why it is best for them to wait until they are older to do those things. Remind the students that when God tells us to wait it is for our own good.

REVIEW QUESTIONS

1. What happened that led Moses to run away from Egypt?
2. Why was it hard for Moses to leave Egypt and go to the wilderness?
3. What kind of job did Moses do in the wilderness?
4. Why do you think God Sidetracked Moses in the wilderness?
5. Whose voice spoke to Moses from the bush?
6. What did God tell Moses to do?
7. Why does God say we have to wait sometimes?

TEACHER-DIRECTED ACTIVITY

Give each student an index card with an event in Moses' life written on it. Allow time for them to write, from Moses' point of view, what happened and how he felt about it. Example: In Egypt - "When I lived in Egypt I lived in the palace of Pharaoh. It was great. I learned a lot. But, I missed my real family." After the lesson has been taught, have the students glue their index cards about Moses' life in the order the events happened on a strip of butcher paper.

SONG

"The Lord Is My Shepherd" is on page 81 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer, thanking Him for being in control of our lives. Ask Him to teach them to wait to do things in His time and His way.

Don't Give Up

MEMORY VERSE

"Blessed is the man who keeps on going when times are hard. After he comes through them he will receive a crown." - James 1:12 (NIRV)

OBJECTIVES

At the end of this lesson the students will be able to:

1. Name the first nine plagues mentioned in this lesson.
2. Tell about some challenges Moses faced.
3. Use their memory verse to tell why they shouldn't give up.

TOPICS & THEMES

Aaron

Egypt

Moses

Perseverance

Pharaoh

Plagues

Reward

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or tape, paper bag, magazine pictures or sport cards, drawing paper, crayons or colored markers

PREPARATION

In today's society, where most children are given everything they want, very few learn the value of working and perseverance. They grow up thinking everything in life will come to them easily. That is not the case in the real world. Some things come to us only by hard work and "sticking to it." Today's lesson shows that Moses had to endure some pretty heavy opposition, but he persevered in obedience to God. And when "God is for us, who can be against us?" (Romans 8:31).

Collect magazine pictures or trading cards of people in interesting and challenging professions, like a football player, lawyer, ballerina, figure skater, astronaut, etc. Place the pictures in a paper bag (You will need one picture for each student).

HOW TO TEACH THIS LESSON

Ask each student to reach into the bag and pull out a picture. One at a time, have the kids identify the profession of the person. Ask: How do you think this person got to be (an astronaut)? What are some problems they may have faced?

Standing Before Pharaoh - (Read Esther 4:11 . Discuss how going before a king or Pharaoh without being summoned could be dangerous. Explain that Moses had been brought up in the palace and knew the customs. God had prepared him for this challenge.

God's Demand - "Let my people go." Ask: Why do you think Moses was reluctant to make such a demand of Pharaoh? (Allow the kids to reason this out for themselves.) How did Pharaoh respond? ("Who is this God? Why should I obey him.")

Israel Complains - Instead of letting the Israelites go, Pharaoh made life harder for them. Ask: What did he do that made life harder for the Israelites? Discuss why the Israelites got mad at Moses.

God In Control - Ask the students to describe the miracle Moses did to show God's power to Pharaoh. (Rod turned to snake.) Did this convince Pharaoh? What did he think it was? What was the outcome?

The Plagues - (As these are named, write them on a chalkboard or newsprint pad.) Ask: What was the first plague that affected all the Egyptians and their animals? Discuss what life would be like where all the water was turned to blood (Exodus 7:21). Have the students name the next three plagues (Frogs, lice, flies). Ask: How were the Israelites affected by these plagues? Name the next four plagues. Discuss what it must have been like in Egypt after all these plagues. The ninth plague was worst plague so far. Ask the students to describe it. Ask: What do you think kept Moses going back when Pharaoh kept refusing to listen?

When The Going Gets Tough - Talk about the example of Scott in the Student's book. Ask the students to give examples of times when they were faced with something that was hard to do. Ask: Was it worth all the hard work? Why? There are reward in life for "sticking with it." Those rewards might be making the team, earning enough money to buy the new bike, getting an A on your report card, etc. God also promises rewards to those who keep going when times are hard. Ask: What does your memory verse say about God's reward?

REVIEW QUESTIONS

1. What were the nine plagues that we learned in today's lesson?
2. Why do you think the ninth was the worst so far?
3. Why was it such a challenge for Moses to make demands of Pharaoh?
4. Why do you think Moses kept going to Pharaoh?
5. Why is it worth it to stick to the job?

TEACHER-DIRECTED ACTIVITY

Give each student a sheet of drawing paper. Tell them to think of a time when they were tempted to give up and quit trying. Have them draw a poster that will remind them that God will be with them - Don't Give Up!

SONG

"My God Is So Big" is on page 14 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer, asking God to help them obey Him and keep trying, even when it is hard.



NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Serious Consequences

MEMORY VERSE

“The Lord will judge his people.' It is a terrible thing to fall into the hands of the living God." - Hebrews 10:30-31

OBJECTIVES

At the end of this lesson, the students will be able to: I.

1. Define what "consequences" are.
2. Describe the most terrible judgment God sent on Egypt.
3. Tell how the Israelites were able to be saved from the judgment.
4. Name the Spotless Lamb of God and tell how He saves us.

TOPICS & THEMES

Aaron
Abortion
Blood
Consequences of Sin
Angel, Death
Egypt
Firstborn
God's Judgment
God's Law
God's Plan
Jesus, Lamb of God
Jesus, Savior
Lambs
Moses
Murder
Obedience
Passover
Pharaoh
Plagues

MATERIALS NEEDED

Bible, YEAStudents' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or cassette, songbook, butcher's paper, crayons or markers, paper

PREPARATION

Today, fewer and fewer parents set actual boundaries and rules for their children to follow. The desire to be a buddy to their child has led parents to renege on this most important responsibility. Children need boundaries in order to feel secure. When these boundaries are crossed and guidelines are disregarded, appropriate consequences should be administered. God set boundaries for us in Scripture. There are advantages for following God's guidance.

In today's lesson God's power is demonstrated in an awesome way. The death of the firstborn, and the saving of the Israelites emphasize the importance of obedience to God. He could have immobilized the forces of Egypt and set His people free. God was teaching both the Egyptians and Israelites that He was the one true God. This was a foreshadowing of Jesus' death as the Spotless Lamb of God.

Before you come to class, write one of the following Scripture passages, along with a set of the questions, on three separate sheets of paper: Joshua 6:1-5, 20; I Samuel 17:45-49; Daniel 6: 16-22. Describe God's power - 1) Who did He help? 2) What did He do? 3) Why did God do it? (You will need butcher's paper, markers or crayons available for the students choosing to draw their scene.)

HOW TO TEACH THIS LESSON

Activity - Have your class number off - one, two, three, one, two, three. Have all the ones sit together in one part of the room, all the twos in another part, and all the threes in still another part of the room. Give each group a sheet of paper with the questions and the Scripture verses written on it. The students should first read the portion of Scripture, then answer the questions listed. They can then choose to draw a picture depicting God's show of power, act out the incident, or elect someone to tell the class about their Bible passage. Be aware of time constraints. When they are finished, bring all the groups together again. Ask each group to present their project. Explain that in today's lesson you will see God's power demonstrated to both Egypt and the Israelites.

Serious - When something is serious, it is important, not a joking matter, and is sometimes even dangerous. In the story about Robert in your Students' Book, he thought it was funny to pick on the girls in his class. Ask: Why do you think he was nervous as he sat in the principal's office? What made his actions serious instead of funny? When you deliberately disobey it is no longer funny, it becomes serious (Deuteronomy 11:26-28).

Consequences - Whether you do something good or bad, they all have consequences.

Consequences are the results of your actions. Ask: What were the consequences of Pharaoh refusing to obey God? (Discuss.) If you touch a hot stove, what will be the consequences? What could be the consequences if you cheat on a test?

Sacrifice - After repeated warnings and miracles, Pharaoh still refused to obey God. The final judgement on Egypt was the worst of all. The firstborn male child and animal in each household would die. But, because of His love, God provided a way for those who loved Him to be spared. (Discuss the lamb and the blood over the door. Tie in the first and the last plague to Pharaoh killing babies in the Nile River. Relate it to abortion today.) Ask: What do you think the consequences will be on our nations?

God's Perfect Lamb- At His baptism in the Jordan River, John called Jesus "... the Lamb of God, which taketh away the sin of the world" (John 1:29). Ask: In what ways was Jesus like the lamb that was sacrificed by the Israelites in Egypt? Because of God's love for us, He sent His perfect Son to die for our sin (Romans 5:8-9). Jesus became our sacrifice. Ask: What will be the consequences if you turn your back on what Jesus did for you? What is the consequence if you trust Him as your Savior?

God's Power - God demonstrated His power that night to both the Egyptians and to the Israelites. Pharaoh witnessed God's power with the death of his firstborn son, and the deaths in every family in Egypt. They also saw how God saved His people alive. Pharaoh was now ready to let the Israelites go.

The Passover - Passover Day started with sacrificing a lamb, putting the blood on the door posts and lintels of their houses, roasting the lamb and eating it with unleavened bread. The Destroyer passed over the houses where he saw the blood. Passover ended with the Israelites leaving Egypt - just as God had promised! Ask: Why do you think God tells us to celebrate the Passover every year? Why do we celebrate the Night to be Much Observed? (Exodus 12:6; 12:22; 12:37; 12:41-42)

REVIEW QUESTIONS

1. Tell what consequences are, give an example from everyday life.
2. Why were the consequences to Pharaoh and Egypt so serious?
3. What was God's plan for saving the firstborn of the Israelite families?
4. Who was God's Perfect Lamb?
5. What would the Egyptians remember about this?
6. How did God tell us to remember this night?

7. Why do you think the Israelites ate flat bread with their meal?

SONG

"I Will Sing Of The Mercies Of The Lord Forever" is on page 17 of Kids Classics Collection.

CLOSING PRAYER

Have the students stand in a circle holding hands. Ask if one of them would like to lead in prayer, thanking God for saving the Israelites from death that Passover night. Ask someone else to thank God for sending Jesus as our Lamb of God. Close the prayer by asking God to help them remember what God did each Passover.

Promise Keeper

MEMORY VERSE

"God isn't a mere man. He can't lie . . . He doesn't change his mind. He speaks, and then he acts. He makes a promise, and then he keeps it." - Numbers 23:19 (NIRV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Explain that a covenant is like a promise.
2. Relate reasons why promises are sometimes broken.
3. Recite their memory verse that tells that God doesn't break His promises.
4. State that God wants them to keep the promises they make.
5. Tell the story of Israel leaving Egypt.

TOPICS & THEMES

Covenant

Egypt, Coming Out

Famine

God's Promises

Joseph

Passover

Plagues

Promises, Oaths

Wait on God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or tape, songbook, promise land map, small box, wrapping paper, tape, marker, index cards, poster board

PREPARATION

Promises and trust bind God to His people. They also bind people to each other. When promises are broken, that trust is broken, fellowship is also broken. Since relationships are central to the

existence of preteens, these broken promises can be devastating.

Everyone has felt the sting of broken promises. But there is One who never breaks His promises (Numbers 23:19). God is unwavering in His faithfulness to us. It gives us confidence and stability to know that He will never fail.

Cover a small box with colored wrapping paper. (A cube shaped Kleenex box will work well.) Write on one side of the box: Bible Promises. Write out the following scriptures on index cards and place them inside the box (one reference per card): Genesis 9:11; Psalm 145:8-9; Isaiah 9:6; Isaiah 26:3; Jeremiah 29:11; Matthew 28:20; Luke 11:9; Revelation 21:4; John 14:2-3. Also include the verses from the Students' Book Activity. Write the heading, God Keeps His Promises on a large sheet of poster board. Make two subheadings - Fulfilled and Future.

HOW TO TEACH THIS LESSON

Sealing a Promise - Ask the students to think of as many ways as they can of how people seal a promise (Handshake, sign a contract, raising their right hand, etc.). Explain the American Indian custom of making a small cut in their arm or finger and mixing the blood of both parties, making them blood brothers, and thereby sealing the promise. One Bible custom for sealing an agreement involved taking off one shoe and giving it to a neighbor as confirmation (Ruth 4:7).

God's Promise to Israel - God promised Abraham, Isaac, and Jacob that He would bless them and give them their own land. Ask: How would you feel about that promise had you been an Israelite living then and your descendants had been a slave in Egypt for more than 400 years? God hadn't forgotten His promise. He was waiting for the right time (Isaiah 55:8-9).

Broken Promises - Ask: How do you feel when someone makes a promise to you, then breaks it? The Israelites probably didn't understand why they were slaves in Egypt. They may have even thought God had forgotten them and His promise. Ask: When you don't understand why things happen in your life, do you ever wonder if God has forgotten you? Read Hebrews 13:5 and Romans 11:33. Discuss how God must feel when we don't keep our promises to Him?

The Exodus - Retell the events leading up to the Exodus that are mentioned in the Students' Book and the Bible. After that Passover night the Egyptians were anxious to have the Israelites leave. They gave them jewels and clothing, everything they asked for. What a sight, as over 600,000 men plus women, children, animals, and a mixed company of people left Egypt. (Do a little addition on a chalkboard or newsprint pad - write 600,000 men, plus at least 600,000 women. If each family had only 2 children that would be 1,200,000 children.) They took wagons loaded with household items. They drove sheep and cattle. It was no easy task to lead such a large number of people from Rameses to Succoth and on through the wilderness. (Show them the path of their departure on the map.) Ask: How do you think the Israelites felt about God at last keeping His promise?

Promise Keeper - Some promises are broken because the person simply forgot. Sometimes the person making the promise changes his mind. Other promises are broken because of greed or selfishness. But, God is not like you and I- He keeps all His promises (Numbers 23:19).

Activity- Do the Activity at this point.

REVIEW QUESTIONS

1. What was the covenant, or promise, God made to Abraham, Isaac, and Jacob?
2. Was God breaking His promise when the Israelites were slaves in Egypt? Explain.
3. When we don't understand why things happen, does that mean God has forgotten us? Why?
4. Describe the scene as the Israelites left Egypt. How was this a fulfillment of God's promise?
5. How long are we to celebrate the night that Israel left Egypt?
6. Give examples of God's promises which have been kept.

TEACHER-DIRECTED ACTIVITY

Allow each student to draw a card from the Bible Promises box. One at a time have the students read their promise and tape it to the poster board under Fulfilled or Future.

SONG

"Every Promise In The Book is Mine" is on page 15 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer, thanking God for the way He kept His promises to Israel, and to us. Ask Him to teach the students to keep their promises, especially to Him.

Hopeless Situation?

MEMORY VERSE

“We are full of joy even when we suffer. We know that our suffering gives us the strength to go on. The strength to go on produces character. Character produces hope.” - Romans 5:3-4 (NIrV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Describe the scene as Israel left Egypt and Pharaoh's army pursued.
2. Tell what God sent as a guide and protection for the Israelites.
3. Explain why the Israelites felt so hopeless.
4. Explain how God performed a miracle to save the Israelites and get them safely across the Red Sea.
5. State that when everything looks hopeless, we need to look up to God for help.

TOPICS & THEMES

Clouds

Egypt, Coming Out

Faith

Fear

Follow God

God's Protection

Miracles

Moses

Obedience

Pharaoh

Pillar of Fire

Prayer

Red Sea

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or cassette, songbook, index cards, pencils, map, box, chalkboard and chalk or newsprint pad and markers

PREPARATION

Emotionally, socially, and physically kids seem to be growing up much faster today than they did in past generations. However, they may not be any better equipped to handle the stresses of life today than they were in the past. As these preteens test their independence, they are often frustrated when things seem beyond their control. We all face times when situations seem hopeless. No matter how hard we try we can't find away out. When things seem hopeless, remind your students that our all-powerful God is always there to help them.

Before you come to class, write the two examples below on index cards.

HOW TO TEACH THIS LESSON

Hopeless Situations - Begin by giving each student an index card and pencil. Tell them to begin thinking about a situation that they have seen, experienced, imagined, or read about that seemed hopeless. Then read them the two examples: 1) On July 17, 1987 a busload and vanload of young campers were on their way home from a week of church camp in the Texas Hill Country. Water began to rise in the roadway. As the young people were being evacuated, a surge of water swept them downstream. Ten young people drowned. Thirty three others clung to bushes and were in the tops of trees. Swirling water surrounded them. They were frightened. Is it hopeless? 2) In July of 2002, nine miners were trapped in a coal mine flooded with water, some 240 feet underground. It was dark. The cold water was chest deep. There was no way out. Was it hopeless? Have each student write their own Hopeless Situation on their index card and place it inside the box.

The Exodus - Moses and the Israelites had been set free- they left Egypt and slavery behind. Discuss the exodus - the number of people, the method of travel, the hardships, etc. Ask: Why did the Israelites head south from Egypt instead of taking the shorter route due east? (Show them on the map that the land of Canaan was east and north from Egypt.)

God's Guides - God didn't send the Israelites into the wilderness to roam around aimlessly. Ask the students to: Describe the "guides" that God sent to lead His people.

Seaside Camp - The exact location of the Red Sea crossing is not known. "The tongue of the Suez gulf may have reached further north than it does today. 'Raised beaches' in the area indicate the possibility of such variations of land and water levels. If such were the case, the sea would flow north into the depressions known today as the Bitter Lakes" (Halley's Bible Handbook by Henry H. Halley). God's cloud led the Israelites to the Red Sea where they set up camp.

Pharaoh Gives Chase - Ask: Why did Pharaoh change his mind about letting the Israelites go? Discuss the differences between Pharaoh's army and the migrating Israelites. Ask: Would this be a fair fight? Why does the situation look hopeless? (On the right side of a chalkboard or newsprint pad ask one student to draw the Red Sea. Have another student draw many small circles

representing the Israelites next to the Sea. On the left side, have a student make a number of x's to represent Pharaoh's army approaching.)

God's Rescue - Ask: What was the first thing God did to protect the Israelites? (Cloud blocked the way - draw cloud.) Ask the students to: Describe what happened next. (Parting of sea, dry ground crossing.) Ask: Could the Egyptian army with their chariots catch up with the slow moving Israelites? Why?

When You're "Between A Rock And A Hard Place" - The Israelites were between the sea and Pharaoh's army. There was no place to run or hide. Their only hope was to look to God. Ask: When problems in your life make things look hopeless, how can God help you? His Word gives direction (Psalm 119:105). His Word brings correction and instruction (2 Timothy 3: 16). Prayer is the way we ask God to act on our behalf (James 5: 16, Philippians 4:6,7). There is nothing too hard for God - (Jeremiah 32:27).

REVIEW QUESTIONS

1. About how many people left Egypt with Moses?
2. Why was the shortest route not the safest route?
3. How would God lead His people through the wilderness?
4. What protected the Israelites from the advancing Egyptian army?
5. According to your memory verse, what will suffering bring?

TEACHER-DIRECTED ACTIVITY

Have each student draw an index card out of the box. Read the Hopeless Situation from the card. Have them write a possible solution to the problem on their card. (It can be a human solution or a God solution). If time allows, have them read their problems and solutions aloud.

SONG

"My God Is So Big" is on page 14 of Kids Classics Collection.

CLOSING PRAYER

Ask each student to name a time when God helped them out of a Hopeless Situation. Lead the students in prayer thanking God for His deliverance of the Israelites and for each student.

What Shall We Drink?

MEMORY VERSE

“They knew God. But they didn't honor him as God. They didn't thank him. Their thinking became worthless. Their foolish hearts became dark.” - Romans 1:21 (NIRV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Describe what the wilderness was like where the Israelites were traveling.
2. Tell how God supplied water for the Israelites in two different ways.
3. State that grumbling and complaining don't solve anything; prayer brings solutions from God.
4. Explain what Jesus meant when He told the woman He would give her living water.

TOPICS & THEMES

Creator
Eternal Life
Follow God
God's Provision
Grumbling
Moses
Prayer
Trusting God
Water
Water, Living
Wilderness

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or tape, songbook, paper, rope, pencils

PREPARATION

We live in a world of "instant gratification." It is easy to get caught up in complaining when things don't go exactly the way we want. But worry accomplishes very little, if anything. Luke

asks the question, "Can you add even one hour to your life by worrying? You can't do that very little thing. So why worry about the rest?" (Luke 12:25-26).

Time spent in grumbling and complaining robs us of communion with our Heavenly Father. They demonstrate a lack of trust in Him. Complaining is the opposite of being thankful. And, we are instructed to, "Give thanks no matter what happens. God wants you to thank Him because you believe in Jesus Christ" (1 Thessalonians 5:18).

"Children need dependable adults close by to guide them through this time. They need all the doctrinal teaching we can manage through these years, and very little that's in the Bible should be considered inappropriate for learning in the junior years" (Teaching Juniors by Ruth Beechick). Presenting Jesus as the source of living water is used in conjunction with this lesson to show how essential He is to our eternal life, just as the water in the wilderness was necessary to physical life for the Israelites.

Before you come to class make a five-inch paper circle and write SOLUTION on it. Use a piece of rope to mark off an eight-foot circle on the floor, placing the paper circle in the center.

HOW TO TEACH THIS LESSON

Activity- Begin the lesson with the object lesson Activity. Point out that it was almost impossible for anyone to hit the SOLUTION to their problem with their grumble balls. Explain that the same is true in real life. Complaining doesn't solve our problems. It doesn't make things better. Grumbling gets us nowhere!

A Dry Barren Place - The Sinai Peninsula is a sparsely populated, dry and barren place. There are mountain ranges and flat desert plateaus with very limited sources of natural fresh water and little or no vegetation. Ask the students to name some of the hazards of travel through this area, list these on a chalkboard or newsprint pad.

What Shall We Drink?- Three days following the Red Sea crossing, the Israelites were overcome by thirst. Instead of turning to God for help, they murmured and complained. Ask: What was wrong with the water they found at Marah? How did God provide good water for them to drink?

Learn From Experience? - Later in their wilderness journey the Israelites were again faced with a shortage of water. Ask: How did the Israelites react this time? Did they remember how God had provided for them in the past? This time they became so angry that Moses feared they would stone him. Ask: How did God provide water this time?

God Knows and Provides - Discuss God's provision for our needs in creation and in the hydrology cycle (precipitation, run off, collection in lakes, rivers and oceans, evaporation, and precipitation.)

Living Water - Jesus told the woman at the well that He could give her living water so she would never thirst again (John 4:5-14). Discuss what Jesus meant in this passage and in John 7:37-39. Explain how this living water is as essential to eternal life as drinking water is to physical life.

Grumbling and Complaining - Refer to the Activity at the beginning of this lesson. Ask: Did throwing the grumble balls at the SOLUTION circle solve any problems? No! Ask: What should we do when we are faced with a problem that we can't handle? When God answers our prayers and supplies our needs we should be thankful instead of grumbling.

REVIEW QUESTIONS

1. What was the land like after the Israelites crossed the Red Sea?
2. After three days they found water. Why couldn't they drink the water?
3. How did God make the water drinkable?
4. The second time the Israelites were without water, what did they do?
5. What did God tell Moses to do to give water to the people?
6. What did Jesus mean when He said He would give the woman at the well living water?

TEACHER-DIRECTED ACTIVITY

Give each student two or three pieces of paper. Ask them to write one thing they grumble about on each piece and wad them into balls (They can use the examples they wrote in their students' book activity.) Have the students stand outside the rope circle and take turns tossing their grumble balls, trying to land on the SOLUTION circle. (No leaning over the rope.)

Answers for Student Activity: 1B, 2D, 3G, 4E, 5A, 6C, 7F (Allow for different answers with reasonable rationale.)

SONG

"God Is So Good" is on page 87 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for the water He gives us each day and for Jesus Christ providing us with Living Water that is necessary for eternal life.



Attitude Counts

MEMORY VERSE

"God is able to do far more than we could ever ask for or imagine. He does everything by his power that is working in us." - Ephesians 3:20 (NIRV)

OBJECTIVES

At the end of this lesson, the students will be able to:

1. Tell what all the complaining must have sounded like to God.
2. Describe the kinds of food God provided for the Israelites in the wilderness.
3. Explain what happened when the Israelites didn't do as God told them.
4. Outline things they can do to be prepared for the Sabbath.

TOPICS & THEMES

Attitude

Cloud

Follow God

God's Provision

Grumbling

Manna

Obedience

Quail

Sabbath Conduct

Sabbath Preparation

Water

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or cassette, songbook, balloon, 2-liter soda bottles, paper strips, marker pens, pencils, construction paper

PREPARATION

Elementary-aged kids differ widely in temperaments, but it is not unusual for them to have times when they feel discouraged, depressed, or down in the dumps. They may feel that they are

being treated unfairly by parents, teachers, or their peers, causing them to be irritable. Today's lesson illustrates God's long-suffering kindness to His people, even when they grumble and complain. It also presents a test. Will God's people obey and follow Him, even when they don't understand the circumstances, or when the circumstances are hard? Every week we are faced with a test. Will we prepare on Friday so that we will have time to rest and celebrate the Sabbath as God would have us do? Help your students to learn how to pass this test with flying colors.

Before you come to class, cut colored construction paper into 3 x 10" pieces (one for each student). You will need an empty container for each student; empty mayo or peanut butter containers will work well. You may need to begin collecting these ahead of time or ask the students to bring their own. Remove the outer labels. The containers should be rinsed out and allowed to dry thoroughly.

Cut plain white paper into 1 x 5' strips (at least 10 strips per student).

HOW TO TEACH THIS LESSON

What A Sound! - Ask the students to think about and name some sounds that are pleasant (music, purring kitten, birds singing, etc.). Write these on a chalkboard or newsprint pad. Now name some unpleasant sounds. Write these on the chalkboard.

Blow up balloon. With your thumbs and index fingers, stretch the opening and allow some air to escape (It will make a screeching sound.). Ask: is this a pleasant sound? How would you like to hear this sound whenever someone didn't like what you did? I imagine that is what the Israelites complaining sounded like to God.

More Grumbling - Even after all the ways God had shown He was taking care of the Israelites, they still complained when their food ran out. Ask: Name the ways God had already proved Himself to the Israelites. Why do you think the Israelites complained again? The people thought God had led them into the wilderness to die of starvation. They even said they were better off in Egypt. Ask: What were conditions like for the Israelites in Egypt?

Food From Heaven - Ask: What did the Israelites call the bread that came down from heaven? What does that name mean? This bread came in the morning with the dew. It appeared as white flakes. When gathered they could be either baked or boiled and made ready to eat. "It was white like coriander seeds. It tasted like wafers that were made with honey" (Exodus 16:31). The people were instructed to gather what they would need for the day. What was not gathered melted away as the sun became warm.

Above and Beyond - Ask: Why do you think God also sent the Israelites quail to eat? The Israelites had complained about everything so far along their journey. God knew they would get

tired of eating just manna. So, He gave them more than they could have imagined. Ask: If you wanted to have quail or chicken to eat, where would you get it? Some people go bird hunting. They go into the fields with dogs and scare the birds up from the ground. When the birds fly up, the hunters shoot them. They take them home to cook and eat. But the Israelites didn't have hunting dogs or rifles to hunt with. So God sent the quail right into their camp. Thousands of birds dropped from the sky to the ground. All they had to do was gather them, just like the manna.

The Test - God told the Israelites to gather only the amount of manna they would need for one day at a time. Ask: What would happen if they gathered more and kept it overnight? Why do you think God gave them just enough for one day? On what day did God make an exception to this rule? Ask: What happened when they looked for manna on the Sabbath? Why do you think there was no manna to gather on the Sabbath? What were they to do with the manna they gathered on Friday? How can you prepare for the Sabbath each Friday?

A Jar Of Remembrance - God told the people to save some of the manna in a jar so future generations would know how God had provided for them. I was later kept as a reminder for future generations. He wanted them to remember and to be thankful for all His blessings.

REVIEW QUESTIONS

1. Why did the Israelites want to go back to Egypt?
2. How did God supply their need for food?
3. What were God's instructions for gathering manna?
4. What would happen if they kept some manna over until the next day?
5. Why were they told to gather double the amount of manna on Friday? What were they to do with it?
6. A special jar of manna was to be kept. Why?

TEACHER-DIRECTED ACTIVITY

Ask the students to share the ideas they wrote for the activity in the student book - the things they can do on Friday so they have time to rest and celebrate the Sabbath as God would have them do. Brainstorm other ways to prepare on Friday for the Sabbath.

Then give each student a container and a piece of colored construction paper. Have the students write "God Provides" on the paper and tape it to the outside of the container. Give the students at least ten strips of paper. On each one, write something God has provided for them. Put the

strips in the container. Tell them to keep this Bottle of Remembrance in their rooms at home. As they think of things God provides, encourage them to add a strip to the bottle - and to remember to say thank you to God.

SONG

"Heavenly Father, I Appreciate You" is on page 82 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer, thanking God for the way He supplies their needs. Ask God to help the kids to learn to prepare for the Sabbath so they can celebrate it as God would have them do.

The Lord Speaks!

MEMORY VERSE

"Here I am! I stand at the door and knock. If any of you hears my voice and opens the door, I will come in and eat with you. And you will eat with me." - Revelation 3:20

OBJECTIVES

At the end of this lesson, the students will be able to:

1. State that God's voice is our highest authority. When He speaks everyone should listen.
2. Explain that the Israelites knew without a doubt that it was the Almighty God speaking to them.
3. Describe how God spoke to the Israelites.
4. Name some of the ways that God uses Scripture to speak to us.

TOPICS & THEMES

Authority

Chosen

God's Law

God's Voice

Israelites

Moses

Mt. Sinai

Obedience

Relationship with God

Ten Commandments

Trumpet

MATERIALS NEEDED

Bible, YEAStudents' and Teacher's books, attendance and memory verse chart, stickers, music player and CD or cassette, songbook, blank cassette tape and recorder/player, (ingredients), bowl, spoon, waxed paper, napkins, index cards, pencils

PREPARATION

The pre-adolescent has strong opinions about fairness and insist on rigid adherence to rules. Now is a good time to introduce them to God's standards for living. God has laid out a roadmap and plan for living our lives. To ensure that our lives will be pleasing to Him requires obedience and adherence to His plan.

Since this is the last lesson in this book, allow time for the students to recite their longer memory work that was assigned in the first lesson (1 Corinthians 1:25-31). Give a small award to each student who loves God enough to memorize these verses.

Before you come to class, record the recipe and instructions for making no-bake cookies on a cassette tape (Ham it up, but be sure to speak clearly and slowly enough for the students to follow the directions.). Assemble all the ingredients needed (do not pre-measure) and bring them to class. You might want to make a batch ahead of time for the students to eat.

HOW TO TEACH THIS LESSON

Listen Up! - Begin with this object lesson: Set up a table with all of the ingredients, bowl and spoon to make no-bake cookies. Ask several students to help you make the cookies. Tell them you have a recording of the famous TV chef, Emeril Lagasse, with the recipe and instructions on the cassette tape. Place the tape in the tape player and turn it on (Make sure the volume is turned completely down so you hear nothing). Tell the students you want them to make the cookies. Ask: Why aren't you making the cookies? (Of course, they can't because they can't hear the instructions!) Oh yeah, to make these cookies you have to listen!

Camped At Mt. Sinai - Briefly review the three-month journey through the wilderness to the base of Mt. Sinai and God calling Moses up into the mountain with instructions for the Israelites.

Get Ready! - Ask: What were the Israelites supposed to do to get themselves ready to hear God's message? What were they commanded to do? (Wash themselves & their clothes). What were they commanded not to do? (They were not to set foot on the mountain.) Have one of your better readers read Exodus 19:12 aloud.

God Appears - God didn't speak to the Israelites face to face. Ask: Describe how they knew that the Almighty God had truly come down to speak to them. How did it make the Israelites feel? God wanted the Israelites to know, without a doubt, that He was the Almighty, Holy One, the Creator of heaven and earth. Discuss what God wanted them to know about themselves.

The Voice of Authority - Ask: Why do we say God was the voice of authority? Who gave God the final authority? What can happen if you don't listen to people who have authority over you, like your parents, teachers, principal, etc?

God Speaks Today - Discuss some of the ways and people God uses to speak to us and guide us today (Bible, ministers, teachers, parents, and others in authority, etc.). Ask: What kinds of messages does God have for you in His Word? Have someone read 2 Timothy 3: 16 aloud.

Are You Listening? - The Israelites knew God meant business when He spoke. Every one of them declared, "We will do everything the Lord has said." God was going to give them the Ten Commandments, the rules by which they were to live. But these commandments were to be heard and obeyed. What about you - are you listening to what God says to you? Do you obey Him? If you don't turn the volume up and really listen, you will be like the kids who couldn't make the cookies. You just won't know how to do it!

REVIEW QUESTIONS

Before you begin this lesson, give each student two index cards and a pencil. Tell them to listen closely as you are teaching and write out one or two questions about the lesson that can be used to review the lesson. Collect their cards and add their questions to the ones listed below.

1. What convinced the Israelites that the Almighty God was speaking to them?
2. What did God want the Israelites to know about themselves?
3. Name some ways that God speaks to you from His Word.

TEACHER-DIRECTED ACTIVITY

Play the recording of the no-bake cookie recipe. Allow the students to measure and mix the ingredients, making a snack for everyone. Remind them that listening and doing what the voice on the recording said is the best way to make cookies! Let the kids eat their cookies.

Honey Nutters

- 1 c. chunky peanut butter
- 2/3 c. honey
- 1/2 c. instant non-fat dry milk
- 16 graham crackers, crushed
- 1c. shredded coconut

Combine peanut butter, honey, and milk in a mixing bowl. Stir until blended. Add graham cracker crumbs to peanut butter mixture; mix with hands until well blended. Make little balls of peanut mixture. Pour coconut on a plate. Roll each ball into coconut.

SONG

"Thy Word Have I Hid In My Heart" is on page 75 of Kids Classics Collection.

CLOSING PRAYER

Have the kids stand in a circle, holding hands, and lead them in prayer. Thank the Lord for taking time to speak to you in His Word, and for listening while you speak to Him. Ask God to make the kids willing to listen and do whatever He tells them.

