

Adventures on

Traveling Through the Bible



7

The Last 5 Plagues of Egypt & Crossing the Red Sea

All Staff
Pre-Class

- Arrange tables and chairs.
- Pray for today's class.
- Have music playing.
- Welcome kids as they arrive.
- Begin taking attendance.

MEMORY WORK - LARGE GROUP

(Leader/Teacher)

____:____ - ____:____
(20 min.)

Chose some of the following activities:

- **Books of the Bible**

Chose activities from the "Books of the Bible Memorization Activities" sheet. Allow time for students to quote the names of the books of the Old or New Testament in order when they have mastered them. Have a chart or poster for them to record their accomplishments.

- **10 Commandments**

- Sing "The Ten Commandment Boogie" by Go Fish.
- Sing the 2nd Commandment (Ex. 20:4) to the tune of "Twinkle, Twinkle, Little Star."
- Sing the 10th Commandment (Ex. 20:17) to the tune of "If You're Happy and You Know It."
- Print commandments and numbers on separate cards. Mix up the cards and have the students match them up again (can use Velcro to attach them to a board) or play the memory game (place in grid on table and have students turn over two at a time to try to find the commandment and number that match).

- **Memory Work Songs**

Several of the verses students are memorizing (during MEMORY WORK - SMALL GROUP time) have been set to music. From time to time, sing these songs during large-group time. (Visuals can be found in the tubs with the students' memory work folders.)

- **Award Prizes**

As students achieve large- or small-group memory work goals, reward them (the next week) during MEMORY WORK - LARGE GROUP time so that everyone can congratulate them on their accomplishments.

MEMORY WORK - SMALL GROUP

All Staff

____:____ - ____:____
(15 min.)

- Break into smaller groups, one teacher with each group, and work with students on individualized memory work.
 - For our class, we divide into four groups: two each for 6- to 7-year-olds and 8- to 10-year-olds. (To cut down on noise and confusion, two groups may leave the room to practice verses in the hallway or stairwell, etc.)

- We use workbooks entitled *Quick and Powerful Scriptural Concepts for Children* by Valda Johnson and Ilene Sargeant, ordered through Pentecostal Publishing House. In these, students memorize a set of six verses at a time, quoting them one at a time, then two at a time, then three at a time, etc., until they are ready to test on all six at once.
- Remind students that there will be prizes for those who score 80 percent or better when they test (exceptions may be made for younger students, etc.).
- Remind students that during Bible Memory Work time, everyone must be working! Encourage them to work together to memorize verses, as opposed to distracting each other.
- Coloring pages are available to help occupy visitors (or younger/distracted students) while their classmates are quoting verses.

REVIEW

(Leader/Teacher)

____:____ - ____:____
(10 min.)

- Ask review questions from previous lesson. See "Adventures on Route 66 Review Questions." Ideas:
 - Toss out candy for correct answers.
 - Form teams and play Bible baseball.
 - Form teams and play tic-tac-toe. (A correct answer allows a team to place its "X" or "O.")
 - Play musical chairs. If student answers a question correctly, he/she is NOT out.

RULES & PRAYER

(Leader/Teacher)

____:____ - ____:____
(5 min.)

- Go over rules (Power Hour Promises) by calling on students to read/remember the rules.
- Pray together for the class. (Take individual requests from students only as time allows.)

BIBLE LESSON

(Leader/Teacher)

____:____ - ____:____
(20 min.)

Teacher Prep: Read Exodus 9:8-35; 10; 11; 12:1-13 & 37-41; 13:17-22; and 14, as well as *Read with Me Bible*, pp. 113-127. (NOTE: The lessons in this series cover a lot of material, so you will need to keep the lesson moving along to get through the material in 20 minutes.)

Items Needed: *Read with Me Bible*, timeline figures #62-66, (NOTE: Attach timeline items to board carefully with rolled pieces of tape; try to avoid sticking the tape to the timeline itself.)

Warn the students and then turn off the lights for a moment while you say: **Imagine a darkness so thick you can feel it. Imagine a darkness so black you can't see anyone at all. Imagine this lasting for three days. This was the ninth plague on Egypt.**

Turn on the lights.

Last week we learned about the first five plagues God sent to punish Egypt and deliver the Israelites from slavery. Today we're going to learn about the last five plagues.

Read the Bible storybook to students with expression, noting Scripture references and showing pictures.

Read with Me Bible, pp. 113-127.

Discuss the following questions. (*Read with Me Bible* may not address all of them.)

- What was the sixth plague God sent on Egypt? (*boils*)
Have a student attach timeline item #62 (Boils).
- What was the seventh plague God sent on Egypt? (*hail*)
Have a student attach timeline item #63 (Hail).
- What was the eighth plague God sent on Egypt? (*locusts*)
Have a student attach timeline item #64 (Locusts).
- What was the ninth plague God sent on Egypt? (*darkness*)
Have a student attach timeline item #65 (Darkness).
- What was the tenth plague God sent on Egypt? (*death of the firstborn [oldest son]*)
Have a student attach timeline item #66 (Death of Firstborn).
- What did the Israelites have to do so their oldest sons would not die during the tenth plague? (*kill a lamb and put its blood on the doorframes of their houses*)
- Jews (Israelites) even today celebrate what feast to remember the night when God passed over all the houses that had blood on their doorframes? (*Passover*)
- Jacob (Israel) had moved his 70 family members to Egypt 430 years before. At the time of the Exodus, how large had Israel's family grown? (*there were about 600,000 men plus women and children: an estimated 2.5 to 3 million people [which is more than all of the approximately 2.1 million people who live in the greater Cincinnati area]*)

- What two objects led the Israelites as they traveled from Egypt into the wilderness? (*a pillar of cloud by day, and a pillar of fire by night*)
- The Israelites were camped by what sea when Pharaoh changed his mind and came after them? (*the Red Sea*)
- How did the Israelites cross the Red Sea? (*Moses held his rod over the sea; God sent a strong east wind that divided the waters; the Israelites crossed on dry ground*)
- What happened to the Egyptians when they tried to follow the Israelites through the Red Sea? (*the wheels came off their chariots, and the sea closed over them when Moses stretched out his rod*)

No matter the situation, we can trust that God has a plan and is taking care of us—just like He did for the Israelites when set them free from slavery in Egypt. Think of a way God has taken care of you today. Let's thank Him for that now.

Lead the kids in prayer—response to lesson.

BIBLE SKILLS

(Leader/Teacher)

____:____ - ____:____
(10 min.)

Goal: Familiarize students with the structure of the Bible and how to locate specific verses. Use a board with the books of the Bible and their divisions to assist with this.

Hand out Bibles. Remind students to handle Bibles carefully and to help younger students. Teachers will also need to assist students until they become familiar with finding verses.

Find Genesis 1:1 in your Bible.

Have a student read this verse to the class.

- What does **Genesis** mean? (*origin, creation, beginning*)
- Why is **Genesis** a good name for the first book of the Bible? (*Genesis contains the story of the Creation of the world and the beginning of human history*)

Find Exodus 13:3 in your Bible.

Have a student read this verse to the class.

- What does **Exodus** mean? (*the departure [going out from, leaving] of a large number of people*)

- **Why is Exodus a good name for the second book of the Bible?** (*Exodus contains the story of the Israelites' departure from Egypt*)

Remembering what the name of a book means can help us find things in our Bible, such as the story of creation (Genesis) and the story of the Israelites leaving Egypt (Exodus).

Choose a couple of students to carefully collect the Bibles.

SNACK/ACTIVITY

(Leader/Teacher)

____:____ - ____:____
(10 min.)

Supplies: "Ten Plagues of Egypt Activity Sheet"
Pencils, crayons, etc.

Snack, if desired (suggestion: fish crackers and water)
Plates, napkins, and cups as necessary

BEFORE CLASS: Draw and color the last five plagues as an example for your students. Make sure you have extra copies of the "Ten Plagues of Egypt Activity Sheet" for students who were not in class last week.

Today you will finish the activity sheet you started last week by illustrating the last five of the ten plagues God sent on Egypt. (Show your example.) As you illustrate the plagues, remember these were terrible times, but God protected His people, the Israelites, and used the plagues to set them free from slavery.

Serve snacks if desired.