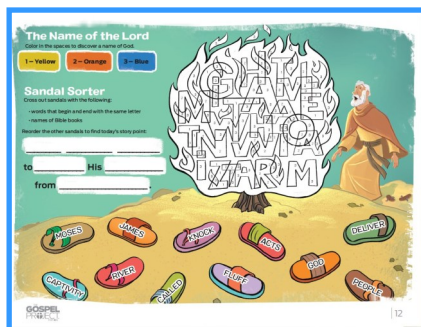


# September 7th



<b>Lesson</b>	<b>Moses was Born and Called</b>
<b>Bible Passage</b>	Exodus 1-4
<b>Story Point</b>	God called Moses to deliver His people from captivity.
<b>Key Passage</b>	<p>"I have been the Lord your God ever since the land of Egypt; you know no God but me, and no Savior exists besides me."</p> <p>Hosea 13:4</p>
<b>Big Picture Q &amp; A</b>	<p><b>Is there anything God cannot do?</b></p> <p>God can do all things according to His character.</p>



# leader bible study

Moses was born into a culture that hated his people. The Israelites—descendants of Israel (Jacob)—had set up their home in Egypt when a famine forced them to seek out food. They became so numerous that Pharaoh felt threatened and forced them into slavery. But their families still grew, and Pharaoh instituted an unimaginable method of population control: kill all of the baby boys.

Moses' story is a clear picture of God's sovereignty. Not only was Moses' life spared by the Egyptian princess, Moses' mother was able to care for him. Moses grew up in Pharaoh's house and then spent years shepherding in Midian before God called him to his task.

Imagine the encounter between God and Moses at the burning bush. God drew a curious Moses to Himself and then spoke: "Moses, Moses!"

God identified Himself as the God of Abraham, of Isaac, and of Jacob. He testified to His own grace: "I have observed the misery of my people ... and I know about their sufferings ... I am sending you ... so that you may lead my people, the Israelites, out of Egypt" (Ex. 3:7-10).

God revealed His name: "I AM WHO I AM." The most basic and important fact about God is that He exists; He always has and always will exist. God does not change. God revealed to Moses who He is so that the people would trust in Him.

Help the kids you teach understand that God rescued Moses to deliver His people from captivity. Emphasize how the calling of Moses points to a greater calling and rescue—the call of Jesus to come to earth to save God's people from sin.



**Vision for Grace Airways**  
**We navigate the scriptures,**  
**training up bold disciples,**  
**on our ongoing journey to Jesus!**

### Gospel—Centered Preparation:

The heart of preparation is rooted in your understanding of the gospel and your personal application of the story.

#### After your study ask yourself:

- How do the verse and Big Picture Question connect to this story?
- What am I excited to teach from this passage?
- The main point this week is: \_\_\_\_\_
- Where is the gospel in this story?

### September Focus: God's People Delivered



#### Sept 7th : Moses was Born and Called *Exodus 1-4*

**Story point:** God called Moses to deliver His people from captivity



#### Sept 14th: The Plagues and the Passover *Exodus 5-12*

**Story Point:** God delivered His people and proved that He is the one true God.



#### Sept 21st: The Red Sea Crossing *Exodus 13-15*

**Story Point:** God parted the Red Sea for His people to cross.



#### Sept 28th: Bread from Heaven *Exodus 15-17*

**Story Point:** God provided for the physical needs of His people



## Co-Pilot—Included Preparation:

On a Sunday morning, the Pilot is leading everyone in our ongoing journey to Jesus— that includes both flyers and Co-Pilots! The more consistency and continuity we have between Pilots, the better we can prepare our helpers to succeed and grow! With that consistency comes the mentorship aspect for our youth volunteers in particular, and utilizing our adult co-pilots as well: sharing activities, engaging them in the morning, and encouraging their involvement.

**As you prepare for the lesson, ask yourself:**

- **Does my planning allow for Co-Pilot participation throughout the morning?**
- **How did I prepare my Co-Pilot to help with classroom management?**
- **What specific activities will my Co-Pilot assist with today?**
- **In what ways can I encourage my Co-Pilot?**

### Engagement

- Sit with child during the story
- Playing alongside flyers
- Reengage chatty/distracted kids
- Ask to volunteer an example during discussion
- Help play to Co-Pilot's strengths

### Activities

- Attendance stickers
- Timeline
- Joining in the verse and BPQ&A
- Assigned to a specific flyer
- Helping find books in the Bible
- Leading crafts & songs

### Encouragement

- Thank you for stepping in there!
- You did a great job with \_\_\_\_\_.
- You really helped me while I was \_\_\_\_\_.
- Thank you for being \_\_\_\_\_'s buddy today.
- Your help really made this morning go smoothly.
- \_\_\_\_\_ was the right thing to do. You handled it well!
- I'm so glad you are here today!

# Sunday Morning Flight Plan



## Take Off

- Open in Prayer
- Hook
- BPQ and A & Key Passage
- Timeline & Introduce Story

10 Min

## Journey

- Attendance & Bible Sticker
- Bible Story
- God's Attributes

15 Min

## Flight Lab

- Experience of the Bible Story  
(Make connections through an activity & motion)

15 Min

## Pilot's Log

- Pray
- Calm activity during pick-up
- Give activity sheets to parents as they pick up students

5 Min

Expected Dismissal	
First Service	Second Service
9:40	11:40



10 min

# Take Off

*Celebrate being here! Introduce the morning.*

Open in Prayer

## Hook

- Prompt kids to share about a time someone gave them a job to do. Was the job easy or hard?
- Today we are going to hear about someone God asked to do a big job.

## Big Picture Question

- Before we get to the story, I want you to imagine something. Imagine you are working as a shepherd when God appears and tells you to go to the king of Egypt with a message. Thousands of people serve the king as slaves, and you are to say to him, “God says, ‘Let My people go.’” How do you think that would go? Would you be up for the task? As you hear today’s story, keep in mind our big picture question and answer: ***Is there anything God cannot do? God can do all things according to His character.***

## Key Passage

- Show the key passage poster. Lead the boys and girls to read together Hosea 13:4.
- God had a plan to bring His people out of Egypt. It was a big job, but is there anything God cannot do? God can do all things according to His character.

## Timeline/Introduce Bible Story:

- The Book of Genesis about the family of Abraham, Isaac, and Jacob. God gave Jacob another name—Israel—and the family grew into a nation, the nation of Israel. Jacob’s family—70 people in all—had left the land of Canaan because of a famine and moved to Egypt, where Jacob’s son Joseph was a powerful leader. God used Joseph to provide a way for Jacob and his family to survive the famine. As a result, God’s people ended up thriving in Egypt. But eventually a new Pharaoh came to power, and he did not like the Israelites. He was afraid they would become too powerful if their numbers kept growing. He enslaved the people, but God still had a plan. Our story this week picks up where God began to work out His plan through a man named Moses.
- Transition to Bible Story: (OPTIONAL) Show the Bible Story Video.



15 Min

# Journey

*Where we travel into God's word*

## Bible Story

Open your Bible to **Exodus 1-4** Read from the Bible or use your storytelling skills to help you tell the story.

Many times, we have seen God use hard situations to glorify Himself and bless His people. Pharaoh feared that Israel would become stronger than Egypt. Pharaoh began to make laws to hurt the Israelites and keep their families from growing. He made God's people serve as slaves and killed their children. Even through all this, God was with His people. He did not forget the promises He had made to Abraham, Isaac, and Jacob. When the Israelites cried out to God, He heard them and set the next part of His plan in motion.

God showed Moses His incredible power and reminded Moses that His plans don't rely on the power of people; God's plans rely only on God's power. God said His name is "I AM WHO I AM," which tells us that God is unchanging and always exists. **Is there anything God cannot do? God can do all things according to His character.**



*God saved Moses' life and called him to rescue the Israelites from slavery. The calling of Moses points to a greater calling and rescue—the call of Jesus to come to earth to save God's people. Jesus gave up His life to save us from slavery to sin. Moses resisted God's plan and made excuses, but Jesus willingly obeyed God's plans.*

# Age Appropriate Story

## Moses Was Born and Called

Exodus 1–4

**STORY POINT: GOD CALLED MOSES TO DELIVER HIS PEOPLE  
FROM CAPTIVITY.**

Years after Joseph brought his family to Egypt, Joseph died. His family stayed in Egypt. They were known as Israelites because they came from the family of Jacob, who was called Israel.

A new pharaoh came to power. Pharaoh made the Israelites slaves, but their families kept growing! Pharaoh ordered for all their baby boys to be killed. Around this time, a woman gave birth to a son. She hid him as long as she could, and then she put him in a basket and set it along the banks of the Nile River.

Soon Pharaoh's daughter went to the river to take a bath. She found the basket and felt sorry for the baby and wanted him to be her son. The princess named the baby Moses.

When Moses grew up, he worked as a shepherd in Midian for many years. Still the Israelite people in Egypt were miserable, and they cried out to God. God heard them, and He planned to help them.

One day, Moses saw a burning bush. God called from the bush: "Moses, Moses!"

God said, "I have seen how My people are suffering. I want you to lead them out of Egypt to a good land I have for them." Moses made excuses and said, "Please send someone else." Now God was angry, but He agreed to send Moses' brother, Aaron, with him. So Moses went to Egypt.



*Christ Connection: God saved Moses' life and called him to rescue God's people from slavery. The calling of Moses points to a greater calling and rescue—the call of Jesus to come to earth to save God's people. Jesus gave up His life to save us from slavery to sin.*



## Discussion & Bible Skills

Distribute a Bible to each kid. Help them use the table of contents and chapter numbers to find **Exodus 1–4**. Remind the kids what they have been learning about how the Bible is divided and why we divide it to organize what it teaches. Lead the group to discuss:

1. **What does it mean for God to call Himself “I AM”?** Guide the kids to discuss the idea that God has always existed and always will exist. Help them think through the idea that we cannot fully understand God, but His name reveals that He exists, His existence holds everything together, and He is unchanging.
2. **What are some things God has told us to do?** Discuss some of the commands in Scripture that are general commands to all believers. Remind the kids that loving others, telling about Jesus, and honoring their parents are all commands, not suggestions. Discuss ways we can trust God to help us obey Him out of love, such as talking to Him and reading His Word
3. **What kind of people does God use in His plans?** God often uses ordinary people as part of His plan to show His power through them. God, working through Moses, would lead His people out of Egypt. (Option: Choose a volunteer to read Acts 13:17.)
4. **Do you think God could use you in His plan? In what ways?** God can use us even in our weaknesses. Moses wasn't a strong speaker but confronted Pharaoh because God was with him. Emphasize that we can rely on God's strength through us. (read 1 Cor. 1:26-27.)

**God's attributes-** helping the children understand what God is like, shown to us in the Bible. In today's story we see that God is:

**-I Am   -With Us**

## Travel Guide:

Use the travel guide for maps, charts, etc... as useful with helping the children learn and understand today's story.



15 min

# Flight Lab

*Instill Wonder as you experience the Bible*  
**CHOOSE ONE ACTIVITY**

## Facts and Footwear

Instruct each kid to take off one shoe and pile it in the middle of the room. Guide kids to stand in a circle around the shoe pile. Explain that when you say go, each kid should grab a shoe from the pile that does not belong to him. Kids should find the person to whom the shoe belongs and find out three facts about her.

After a few minutes, calls for kids to stand in a circle. Each player should announce whose shoe he is holding and share the three facts he learned about that person. Continue around the circle until every kid has shared.

- Have you ever met someone and been asked to take off your shoes? That may sound strange, but that's what happened to Moses! Moses was working as a shepherd when God spoke to him. God said, "Remove the sandals from your feet, for the place where you are standing is holy ground." Today we will hear the beginning of Moses' story and God's plan for his life.

## Animal Identity

Before the session, write the name of animals on separate index cards. Create one per kid. (Suggestions: dolphin, lion, zebra, eagle, and so forth.)

Use masking tape to affix an animal identity index card to the back of each child. Invite kids to ask each other yes-or-no questions to help reveal their animal identity, such as "Does my animal live in the jungle?"

- In today's Bible story God identified Himself as "I AM WHO I AM" (Ex. 3:14). Isn't that a strange way to tell someone who you are? Let's find out why God said that and what He meant.

## Key Passage Activity

Instruct kids to stand in a circle. Display the key passage poster and lead kids to read it aloud together. Then give one kid a ball. Instruct him to say the first word of the key passage and then toss the ball to another player. She should say the second word, pass it to someone else who will say the third word, and so on. Continue until kids say the entire key passage. If a player drops the ball, instruct kids to start over. If kids complete the passage quickly, remove the poster and challenge them to play again and say the key passage from memory.

- Does anyone want to try to say the key passage from memory? [Allow volunteers to recite Hosea 13:4.] If you haven't memorized our key passage yet, we will have a few more opportunities to learn it.

## Create a Hero

Give each kid markers and a piece of heavyweight paper. Instruct kids to fold the paper in half and turn it so the folded edge is at the top. Invite kids to draw a person figure on one side of the paper. The figure's head should touch the top folded edge. Explain that kids should illustrate who they think of when they hear the word *hero*.

After several minutes, provide scissors and tell kids to cut out their heroes, being careful not to unfold the paper or cut across the top fold. If they wish, kids may color the other side of the paper as the backside of the hero.

Then kids can open their papers slightly and stand up their hero like a table tent. Ask volunteers to share what makes their hero powerful.

- God uses people like Moses in His plan—people like us. God uses people who aren't powerful because it shows that He is strong. God is the only One who has the power we need in every area of our lives. He has the power to free us from our sin.

**God called Moses to deliver His people from captivity**, but Moses wasn't the biggest hero in the story. The all-powerful God was! We aren't the heroes of our story either, but when we obey God and rely on Him, we show the world that He is strong.

## Baby Basket Relay

Form two teams of kids. Provide each team with a basket and a baby doll. You may use tape to mark out two "river banks" as boundaries for play. Instruct the teams to line up on one side of the room with their baby and place the basket on the other side of the room. When you say go, the first kid on each team will walk to the basket while holding the doll. She will place the doll in the basket and push it back to her team. Then the next kid in line will push the basket back to where it started, remove the doll, and carry the basket back to the team. Play will continue in this way until one team cycles each kid through the relay.

- In our story, we learned that Moses' mother hid him in a basket. It may seem strange to hide a baby, but we learned who she was hiding Moses from as well as who ended up finding him. Do you remember?



# 5 min Pilot's log

*Where we prepare to depart.*

## **Pray:**

If time, share prayer requests and allow kids to record in the **prayer journal section of their *Travel Guide*.**

## **ALWAYS CLOSE THE MORNING WITH PRAYER.**

*This is how we model incorporating prayer into their lives.*

## **Waiting for parents/Activity Page:**

Tie back into the lesson, remind them of the Big Picture Question/verse, etc...

Be sure to **re-set expectations on what their choices are while waiting for mom and dad:**

- Activity page
- Key Passage Activity (See next page for list of options)
- Coloring page
- Gospel Kit Activities
- Anything quiet at the tables you are ok with (*origami, free draw on blank paper, hangman game at white board, putting Book of the Bible cards in order, etc....*)

**Be sure that the Co-Pilots hand out the Activity sheet to each child or to parents so they can go home with families.**

## Key Passage Review Extra Ideas:

Invite kids to sit around tables. Give each kid a pencil. Show the key passage poster and lead them to read it aloud.

Give a piece of paper to one kid at each table. Instruct him to write down the first word of the key passage and pass the paper to the person on his right. That person will write down the second word, pass the paper to her right, and so on. Kids will pass the paper around the table, writing one word at a time until they finish the key passage. When kids finish, invite groups one at a time to say the key passage together.

\*\*\*

Display the key passage poster. Lead the kids to read it aloud. Then challenge them to read it in various ways: whispering, shouting, quickly, slowly, and so on.

\*\*\*

Form two groups of kids. Call on the first group to say the key passage together. Then call on the second group to say it.

Prompt the first group to say the passage a few phrases at a time, pausing for the second group to echo. When kids finish saying the key passage, lead the second group to begin and the first group to echo.

\*\*\*

Instruct kids to sit or stand in a circle. Choose one kid to begin by saying the first word of the key passage. Guide kids to say the key passage, one word at a time, moving around the circle.

*Allow kids to look at the key passage poster if they need help remembering the words.* Continue around the circle a few times. Consider shouting, "Switch!" and letting kids move to another place in the circle before playing again. *Or toss the ball to different kids rather than go in order.*

\*\*\*

Before the session, write out the key passage on a chalkboard or dry erase board in eight separate phrases. Display the phrases where kids can see them. Give each kid a marker and eight craft sticks. Instruct kids to copy from the board, writing each phrase on a separate stick. Then instruct kids to mix up their sticks and then quickly rearrange the phrases in the correct order. Kids may work individually or in pairs. Provide rubber bands for kids to bundle their sticks and keep them as a method of practicing the key passage during the week.

## Prayer Extra Ideas:

**Prayer Chain**—In small groups, ask children/co-pilot to write prayer requests on a few paper strips. Connect paper strips into a chain and display our growing conversation to the Lord. Feel free to revisit older requests as well.

\*\*\*

**Painted Rocks**—Have each child choose a painted rock to write on. Write a word of encouragement, a word about Jesus, a name, etc. The goal is to take it with them and place it somewhere near their typical living space— a neighbor's house, a store, a playground, etc. Then pray over the place or the people who are there.

\*\*\*

**Pointing to a Map**—Choose one or two kiddos to spin/close their eyes/ find a certain color (you can be creative and have fun) and point to a country on the map. Place a pin in the place(s) and pray over it as a group. Even if you don't know anything about the country, we can lift up the people, pray for Jesus' light to shine there, the Gospel to be active there, and churches to grow, etc.

\*\*\*

**Looking out the Window**—Grab a dry erase marker, have the kids gather at the windows, and look outside. Ask the children to look for 3 things they can see out of the window to pray over. Using the dry erase marker, write those things on the window (PreK & K may draw things) and then pray over those things. Feel free to leave them on the window, so whenever we look through, those things are brought to our mind to pray for again.

\*\*\*

**Head Shoulders Knees and Toes**—Pray through the song.

- Head (mind, imagination, thoughts, creativity)
- Shoulders (physical strength, things we might be dealing with)
- Knees (dancing, playing, jumping, etc.)
- Toes (walking and following after Jesus, standing strong in our faith)
- Eyes, ears, mouth & nose (seeing goodness, listening to Him, speaking truthful words, our senses, etc.)

\*\*\*

**Preschool Carpet Bag Prayers**— Choose an item(s) out of the carpet bag. Discuss the item and different people/things the item could represent (car—driving safely, mechanics, trips, first responders, etc) Encourage kids to “think outside the bag” and help them make connections. Pray over the people, places, and things that were discussed.