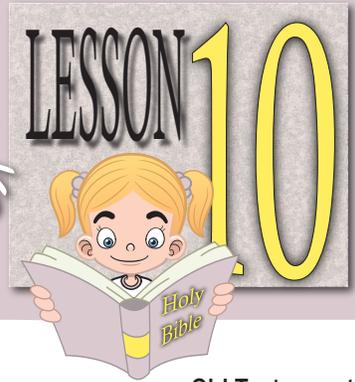


The First Passover and the Exodus

Exodus 11-15



Old Testament 3
Part 2: Moses

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Exodus 11-15; Hebrews 11:28-29

MEMORY WORK:

“In God I have put my trust; I will not fear” (Psalm 56:4b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Books of the Old Testament”](#)
- [“The Ten Plagues”](#)
- [“M-O-S-E-S”](#)
- [“God is So Good”](#)
- [“Crossing the Red Sea”](#)
- [“The Passover”](#)
- [“Pharaoh Lets Israel Go”](#)
- [“The Exodus”](#)
- [“The Red Sea Deliverance”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Cut strips of poster board and tape them to the classroom doorframe. Using thin tempera or acrylic paint, paint “blood” around the door, or draw a picture of a door on a transparency and color in “blood” with a red transparency marker.



- **Draw a simple pyramid on poster board. Cut the pyramid into sections. On each section write one or two important words from the story. Put magnetic tape on each section. “Build” the pyramid on a magnetic board as you tell the story.**
- **Large figure of Moses**
- **Suitcase (or traveling bundle) packed with items to remind the children of things in this lesson and previous ones, such as: a crown, chain, plastic frogs, plastic flies, small bottle of water with red food coloring (“blood”), picture of door painted with blood, lamb, jewelry, unleavened bread**
- **Eat the Passover meal and talk with the children about how they would need to prepare for a long journey.**
- **Ten Plagues Numbers visual aid (<https://store.bibleclassworkshop.com/products/133-ten-plagues-numbers/>)**
- **Ten Plagues Poster (<https://store.bibleclassworkshop.com/products/141-ten-plagues-poster/>)**
- **Ten Plagues Take-home (<https://store.bibleclassworkshop.com/products/149-ten-plagues-take-home/>)**

PERSONAL APPLICATION:

I can trust God to take care of me, even when I’m afraid or don’t understand things that are going on around me.

LESSON STARTS HERE

INTRODUCTION:

Do you remember how God showed His power to the Egyptians with the ten plagues we talked about last week? Who can tell me some of the plagues God sent on the Egyptians? In our Bible lesson today, we will see how God kept His promise to the Israelites to free them from Egyptian slavery.

POINTS TO EMPHASIZE:

1. God wanted Pharaoh to let the Israelites leave Egypt, but Pharaoh refused over and over again, in spite of the terrible plagues God sent. The plagues proved that God is the one true God, all-powerful and in control of everything. But Pharaoh still thought he had more power than God.
2. The tenth and final plague was also the most terrible, because it took away from the Egyptians their firstborn (oldest) children. God warned the Israelites ahead of time that the oldest child in every home in Egypt would die. He told the Israelites that no one in their homes would die if they would follow His instructions exactly.
3. God told the Israelites (through Moses) to kill a lamb (on the fourteenth day of that month) and put some of the blood of that lamb on the doorposts and the crosspiece over the top of the door (the lintel) of their houses. After putting the blood around their doors, the Israelites were not to go outside until the next morning. God said that the blood would be a sign to Him that no one in those houses should be harmed; it was a sign of the Israelites’ obedience and faith.

4. Moses told the Israelites to cook the lamb that night and eat it with unleavened bread (flat bread similar to a tortilla). Any part of the animal that they did not eat was to be burned before morning. They were to eat the meal fully clothed and with their shoes on so that they could be ready to leave quickly.
5. God also told the Israelites that from that time on, they should eat the same meal every year, on the 14th day of that month (Abib) to help them remember how God punished the Egyptians but saved all the Israelites. They were to teach their children the meaning of the **Passover** for all the generations to come.



Passover: the name of a Jewish feast to help remind the Israelites that God “passed over” the houses of all who obeyed Him (by putting lamb blood on the doorposts and lintel), and only killed the firstborn children of those houses that disobeyed Him—namely, the Egyptians. In the New Testament era, Christ is described as our Passover (1 Corinthians 5:7). Those who obey God by accessing the blood of Christ (Ephesians 1:7; Colossians 1:20; 1 Peter 1:19; Revelation 1:5) in baptism (Romans 6:3-4) will be passed over on judgment day, not receiving the punishment due all those who reject the Gospel (2 Thessalonians 1:7-9).

6. At midnight, just as God said, every firstborn child and animal in every household of Egypt died. When Pharaoh realized that even his oldest son was dead, he sent for Moses and Aaron and told them to take all the Israelites and get out of his country right away! The rest of the Egyptians also wanted the Israelites to leave quickly. They even gave the Israelites gold, silver, and clothing to encourage them to leave.
7. No longer slaves, about 600,000 Israelite men left Egypt. This number did not include women and children. The total number of Israelites leaving Egypt has been estimated between two and three million!
8. They left in a hurry (traveling southeastward from Ramses to Succoth) taking along large herds and flocks of livestock, all their belongings, and the gifts from the Egyptians. They were finally leaving the country where they had been slaves for so long!
9. They also took with them the bones of Joseph, who had died many years before, to bury in the land God had promised to give all the Israelites—just as Joseph requested (Genesis 50).
10. The Lord guided His people with a huge cloud by day. Exodus 14:19 tells us that the angel of the Lord was in this pillar of cloud. This pillar of cloud became a pillar of fire by night so that the people could have light in the desert and travel by night if necessary. The cloud did not lead them in a straight line from Egypt to the Promised Land, “the land flowing with milk and honey.” God knew that when the Israelites went to Canaan, they would have to fight the people already living there. However, He did not want them to have to fight any major battles yet, which would have likely happened if they traveled in a straight line to Canaan. The people needed time to learn to work together and trust Him.
11. After the Israelites had been traveling for several days, Pharaoh decided he had made a mistake by letting all the Israelite slaves leave his country. He decided to go after them and bring them back. His mighty army caught up with the Israelites as they were camped by the Red Sea. When the Israelites saw the huge army approaching, they were very, very scared. The Egyptians had weapons and chariots, and they were famous for their cruelty. The Israelites thought they were trapped between the Sea and the Egyptians. They saw no way to escape and accused Moses of bringing them out into the wilderness just to die. They had already forgotten the power of God that they had seen in the ten plagues!

12. But Moses knew what great things God could do. He told the people, “The Lord will fight for you, and you shall hold your peace.” God told Moses to take the people forward—into the sea! He told Moses to stretch out his staff over the water. God sent a very strong east wind to blow across the Red Sea and divide the waters. All night long, the Israelites walked to the other side of the sea—on dry ground (Hebrews 11:29)—with a wall of water on their right and their left!
13. God moved the huge cloud that had been guiding the Israelites between them and the Egyptian army. The huge cloud stayed there all night long, keeping the Egyptians from coming any closer.
14. In the morning, the Egyptians saw that the Israelites had crossed to the other side, and they decided they would do the same. The army started across, but the Lord made the dry ground muddy. Their chariot wheels stuck in the mud, and they could not go backward or forward. (Exodus 14:25, NKJV, says, “He took off their chariot wheels.”) When the whole army was in the middle of the sea, Moses held out his staff again. A strong west wind blew, and the waters came together, drowning all the Egyptian soldiers.
15. Within just a few days, God had saved His people from slavery and from the Egyptian army. Through the ten plagues and dividing the waters of the Red Sea, He showed them over and over that He was all-powerful. But the people had to learn to trust God and to obey Him, even when they were afraid and did not understand everything that was going on around them.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“The Passover Coloring Sheet”](#) (provided in activity sheets)
- Cut poster board or cardstock into large cards. On each card, glue clipart or old curriculum illustrations to remind the children of previous lessons. Lay the pictures on the table, and ask your students to point to pictures about previous lessons as you ask questions or give them hints.
- Make the “Red Sea” with blue plastic on the floor. Give children a construction paper suitcase or towel they can roll up as their bedrolls as you tell the story.
- Bring unleavened bread to class, along with milk, grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast.
- Recipe for unleavened bread:
Mix together 3 cups flour, 1/2 cup + 1 tablespoon shortening, and 1/2 teaspoon salt. Divide dough into 1-cup measurements. Add 3 to 4 tablespoons water. Knead and roll out on flat surface. Puncture gently with meat tenderizer mallet or fork. Cut into squares with pizza cutter. Lay dough on a cookie sheet or on the bottom of an inverted metal pan. Bake at 275 degrees for 45 minutes.
- [“The Passover Maze”](#) (provided in activity sheets)

1st-2nd Graders:

- Let the children “build the pyramid,” as described in “Recommended Visuals,” repeating information they remember about the story.
- [“The Passover Word Search”](#) (provided in activity sheets)

- “[The Passover Crossword Puzzle](#)” (provided in activity sheets) Copy the puzzle onto a transparency, project it onto a dry erase board, and complete it as a group activity.
- “[The Passover Maze](#)” (provided in activity sheets)
- Bring unleavened bread to class, along with milk and/or grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast. [See above recipe for unleavened bread.]

3rd-4th Graders:

- “[The Passover Crossword Puzzle](#)” (provided in activity sheets) Copy the puzzle onto a transparency, project it onto a dry erase board, and complete it as a group activity.
- “[The Passover Word Search](#)” (provided in activity sheets)
- “[The Passover Maze](#)” (provided in activity sheets)
- Bring unleavened bread to class, along with milk and/or grape juice, grapes, olives, onions, olive oil, dates, and other things to imitate the Passover feast. [See above recipe for unleavened bread.]
- Advanced Bible Reader: Have the children read Exodus chapters 13-15, as well as chapters 11-12 if they have not done so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 11-15 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read:
 - *Discovery Magazine* articles (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Passing Over the Israelites” ([June, 2003](#)); “The Passover: A Time to Remember” ([November, 2013](#))
 - *Moses’ Dry Feet* Arch book, by Joan Curren (DISCLAIMER: skip the note to parents)
 - *Moses and the People of God*, Contemporary Bible Series, Contemporary English Version, Scandinavia books (DISCLAIMER: p. 38—change “destroy” to “humble”)

SONGS:

“THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller
(Tune: See “[Kids Prep](#)” CD)

“THE TEN PLAGUES”

Author: Jeff Miller
(Tune: See “[Kids Prep](#)” CD)

Water to blood, frogs, lice, flies;
Death of livestock, boils, and hail;
Locusts and darkness three days;
Death of all Egypt’s firstborn.

“M-O-S-E-S” ([Click to Hear](#))

Author: Rhonda Thompson
(Tune: “B-I-N-G-O”)

There was a shepherd in Midian,
And Moses was his name, Oh!
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S
And Moses was his name, Oh!

God spoke to him from a burning bush
And Moses was his name, Oh!
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S
And Moses was his name, Oh!

God said “Go” but he said, “NO”
And Moses was his name, Oh!
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S
And Moses was his name, Oh!

He gained strength, gained strength from God
And Moses was his name, Oh!
M-O-S-E-S, M-O-S-E-S, M-O-S-E-S
And Moses was his name, Oh!

“GOD IS SO GOOD” ([Click to Hear](#))

Author: Traditional

God is so good,
God is so good,
God is so good,
He’s so good to me!

He cares for me,
He cares for me,
He cares for me,
He’s so good to me!

I love Him so,
I love Him so,
I love Him so,
He’s so good to me!

I praise His Name,
I praise His Name,
I praise His Name,
He’s so good to me!

“CROSSING THE RED SEA” ([Click to Hear](#))

Author: Lora Laycook

(Tune: Chorus of “Blessed Be the Name”)

They came to the sea (REPEAT),
They came to the sea on that day.

They came to the sea (REPEAT),
Crossing on dry land on that day.

Moses obeyed God (REPEAT),
Moses obeyed God on that day.
Moses obeyed God (REPEAT),
Moses obeyed God on that day.

We must obey God (REPEAT),
We must obey God every day.
We must obey God (REPEAT),
We must obey God every day.

“THE PASSOVER”

Author: Jewel Kendrick

(Tune: “Pass Me Not”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“PHARAOH LETS ISRAEL GO”

Author: Jewel Kendrick

(Tune: “Throw Out the Lifeline”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“THE EXODUS”

Author: Jewel Kendrick

(Tune: “We Are Going Down the Valley”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“THE RED SEA DELIVERANCE”

Author: Jewel Kendrick

(Tune: “Sing a Song of Sixpence”)

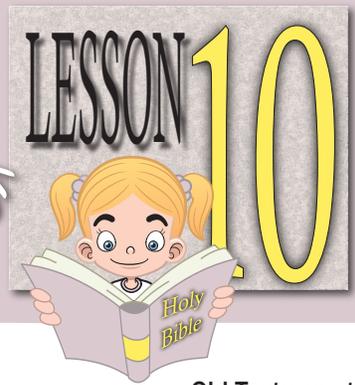
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



The First Passover and the Exodus

Exodus 11-15



Old Testament 3
Part 2: Moses

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Exodus 11-15; Hebrews 11:28-29

MEMORY WORK:

“In God I have put my trust; I will not fear” (Psalm 56:4b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- See Sunday morning's lesson for other ideas



PERSONAL APPLICATION:

I can trust God to take care of me, even when I'm afraid or don't understand things that are going on around me.

INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)

Review the Ten Plagues.

POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Let younger children role play the story. Use a blue plastic tablecloth on the floor. Give each child a construction paper suitcase or a towel that they can use as a bedroll. Make a "campfire" out of sticks, a tent with a blanket over the table, etc., and encourage the children to talk about what it would have been like seeing the big cloud of fire every day to guide them, how they were going to get across the sea, etc.
3. Use as much of the following information about redemption as you think the older children can understand:
 - a. The Passover feast was to be a yearly reminder for the Israelites of the great things God had done for them. They were to celebrate this feast for seven days, eating only unleavened bread with their meals during that week. The blood around their doors and the special food they were to eat were reminders of how God saved the Israelites from slavery so they could go to the Promised Land. Jews still eat this special meal every year as a reminder of how God saved them so long ago.
 - b. Christians do not celebrate the Passover. The only special day we celebrate is the first day of the week, Sunday, because that is the day that Jesus was resurrected from the dead. The special meal we eat on Sunday is the Lord's Supper; it reminds us of how Jesus shed His blood on the cross to save us from our sins. He is our "passover" (1 Corinthians 5:7b). He died so that we can be saved and live forever with God in the Promised Land called heaven (Hebrews 9:11-14, 10:10, 13:12; 1 Peter 1:18-19; 1 John 1:7).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson

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