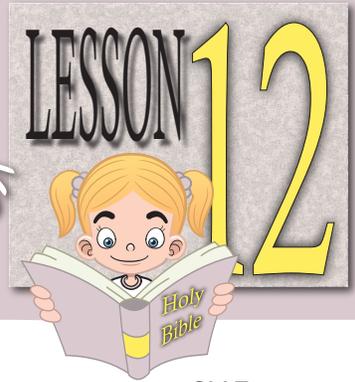


Moses Needs Help

Exodus 17:8-18:27



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 17:8-18:27; Deuteronomy 25:17-19

MEMORY WORK:

YOUNGER CHILDREN: "My help comes from the Lord, Who made heaven and Earth" (Psalm 121:2).

OLDER CHILDREN: "From where does my help come? My help comes from the Lord, Who made heaven and Earth" (Psalm 121:1a-2).

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.

- "[Helping Child](#)" (will need a picture of a child as described in fingerplay)
- "[A Good Helper](#)"
- "[Little Feet Be Careful](#)"
- "[A Helper I Will Be](#)"
- "[Helping Hands](#)"
- "[Israel Defeats Amalek](#)"
- "[Jethro's Advice](#)"

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)
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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- [Map showing Israelites' journey from Egypt to Canaan](#) (provided in map section of curriculum Web site)
- Pictures of children and adults helping others



PERSONAL APPLICATION:

I can help other people, offering to do things without being asked or expecting anything in return.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned how God gave the children of Israel water when they were thirsty, and meat and a special bread called manna when they were hungry. Moses was a special leader from God, and the Israelites came to him to ask questions and get good advice. In this lesson, we will learn how some special men helped Moses with difficult jobs.

INTRODUCTION: (OLDER CHILDREN)

God gave Moses a big job: to lead the Israelites out of Egypt. The Israelites knew that Moses had been chosen by God to be their leader, and they came to him for advice with their questions and problems. In this lesson, we will learn how some special men helped Moses with difficult jobs.

POINTS TO EMPHASIZE:

[NOTE: Teachers of children up to 3rd grade may want to teach the story of the victory over the Amalekites on Wednesday night, to allow more time for discussion about Jethro's advice to Moses.]

1. While the Israelites were camped at Rephidim, an army of idol-worshipping people called the **Amalekites** came to fight them. The Israelites did not have an army, and they did not have the kind of weapons that they needed to go up against a powerful army. But they had God on their side! Moses told Joshua to choose strong men who would make good soldiers for the Israelites and get ready to fight the Amalekites. Moses said that he would sit on the top of a nearby hill, with his staff in his hand (This is the same rod he threw down that become a snake, and the same rod that he held out over the Red Sea so that the Israelites could cross over on dry land).



HISTORICAL NOTE: The **Amalekites** were descendants of Esau (Genesis 36:12), who lived in the desert region between the Sinai peninsula and the southern part of Canaan/Palestine. They were always enemies of Israel. They are last mentioned in 1 Chronicles 4:42-43, during the reign of Hezekiah.

2. The next day Moses, Aaron, and Hur went to the top of the hill, and Joshua led the untrained Israelites out to fight the powerful Amalekites. As long as Moses held his arms up, the Israelites were winning the battle. But when he got tired and his arms went down, the Israelites started to lose. Aaron and Hur found a rock for Moses to sit on because he was so tired. Then Aaron and Hur held up Moses' arms the rest of the day, one on each side, so that his arms remained steady until the Sun went down. With God's help and the leadership from Moses and Joshua, the Amalekites were defeated.
3. Sometime later, Moses' father-in-law, Jethro (or Reuel), came from Midian to visit his daughter Zipporah and son-in-law Moses. Everyday many of the Israelites would come to Moses for advice and help in settling personal disagreements. Besides talking to God on their behalf,

Moses tried to help them in any way he could. Jethro could see that Moses was doing too much of that job by himself, that he was getting very tired. So he suggested that Moses choose certain men to help him settle disagreements and work with the people.

4. Moses thought Jethro’s advice was good and did what he said. He chose wise men to be leaders (over groups of thousands, hundreds, fifties, and tens) to settle arguments and disagreements between the Israelites. They gave Moses the help he badly needed, and he was a better leader.
5. There are many people in the Church who do special jobs. God appointed elders and deacons to be our leaders, but they can’t do all the work themselves. Your parents have a very special job as leaders in your home, but they need your help to do their job well. It is important to think about how you can help other people—at home, at school, in the Church—without being asked and without expecting some kind of reward. How can you help your mom (with dishes or supper or cleaning)? How can you help your teacher with different jobs at school? What can you do for an older neighbor or older person at church? What kinds of jobs can you do that no one else wants to do?



RECOMMENDED READING FOR TEACHERS: See the article “[How Humble Could Moses Have Been?](#)” by Kyle Butt on the Apologetics Press Web site for a response to the allegation that Moses could not have been very humble if he said that he was the humblest man.

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:

- “[Moses Needs Help Coloring Sheet](#)” (provided in activity sheets)
- “[I Have Helping Hands](#)” Activity (two and three year olds): For each child provide a sheet of paper labeled, “I Have Helping Hands.” On the papers, trace each child’s hands. Talk to each child about ways they help others.
- “[Moses Chronology Activity](#)” (four and five year olds): Make picture cards about the previous lessons for the children to put in chronological order with your help. Use pictures such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses leaves Egypt (provided in activity sheets).

1st-2nd Graders:

- “[Moses Chronology Activity](#)”: Make several sets of word cards for the children to put in chronological order. Use words such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses is a shepherd. Make several sets of cards. Divide class into pairs and let them “race” to put the cards in correct order (provided in activity sheets).
- “[Moses Needs Help](#)” crossword puzzle (provided in activity sheets)
- Bible Alphabet Soup: Divide the class into teams or pairs. Give each team a bag of identical letters (either die-cut or plastic). Ask the children a review question. The team that spells the correct answer with the letters first, wins the round.

3rd-4th Graders:

- “[Moses Chronology Activity](#)”: Make several sets of word cards for the children to put in chronological order. Use words such as: burning bush, river to blood, death of firstborn, manna and quail, birth of Moses, Moses is a shepherd. Make several sets of cards. Divide class into pairs and let them “race” to put the cards in correct order (provided in activity sheets).
- “[Moses Needs Help](#)” crossword puzzle (provided in activity sheets)
- Bible Alphabet Soup: Divide the class into teams or pairs. Give each team a bag of identical letters (either die-cut or plastic). Ask the children a review question. The team that spells the correct answer with the plastic letters first, wins the round.
- Write the following places with corresponding scriptures on the board. Ask the students to find out what happened at each place.
 - Mount Horeb—Exodus 3:1-2
 - Marah—Exodus 15:23
 - Elim—Exodus 15:27
 - Wilderness of Sin—Exodus 16:1-4
 - Rephidim—Exodus 17:8
- Have the children read the following:
 - Exodus 18, as well as chapter 17 if they did not do so last week
 - *Moses and the Long Walk*, Arch books, Bader

FINGERPLAYS:

“HELPING CHILD”

This little child has happy feet (point to feet),
Helping to keep his home neat.
This little child has happy hands (hold up hands).
He helps with work whenever he can.

He hangs his shirt, his coat, his cap (point to each),
In the places prepared for them (pretend to hang items up).
And at night when he kneels to pray (fold hands),
He thanks the Lord, for all the day.

“A GOOD HELPER”

When I grow up big and tall (*stand on tiptoe and stretch arms high*),
A good helper I will be.
A helper to Daddy (*point to thumb*),
Who is kind and good.
I’ll do for my Mother (*first finger*),
The things I should.
A helper to Sister (*second finger*),
To Brother, too. (*third finger*).
A helper to all my friends so true (*fourth finger*),
And God’s helper I’ll try to be,

By loving others as He loves me (*hands folded*).
I want to be a helper of all (*wide sweep with arms*),
When I grow up, big and tall (*stretch arms and tiptoe*).

SONGS:

“LITTLE FEET BE CAREFUL” ([Click to Hear](#))

Author: J.H. Rosecrans

I washed my hands this morning,
So very clean and bright,
And lent them both to Jesus,
To work for Him ‘til night.

CHORUS:

Little feet, be careful,
Where you take me to;
Anything for Jesus,
Only let me do.

I told my ears to listen,
Quite closely all day through,
For any act of kindness,
Such little hands can do.

(CHORUS)

My eyes are set to watch them,
About their work or play,
To keep them out of mischief,
For Jesus’ sake all day!

(CHORUS)

“A HELPER I WILL BE” ([Click to Hear](#))

Author Unknown*

(Tune: “Farmer in the Dell”)

A helper I will be.
A helper I will be.
There’s work to do, there’s work to do,
In our family.

A helper I will be.
A helper I will be.
There’s help to give, there’s help to give,
To those who are in need.

“HELPING HANDS” ([Click to Hear](#))

Author: Unknown*

(Tune: “A Worker I Will Be”)

My brother’s hands are busy.
My father’s hands are strong.
My teacher’s hands are patient.
They teach me right from wrong.

My mother’s hands are gentle.
My sister’s hands are small.
But when my hands are helping hands,
They are the nicest hands of all.

“ISRAEL DEFEATS AMALEK”

Author: Jewel Kendrick

(Tune: “Little Feet Be Careful”)

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

“JETHRO’S ADVICE”

Author: Jewel Kendrick

(Tune: “I Want to be a Worker”)

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

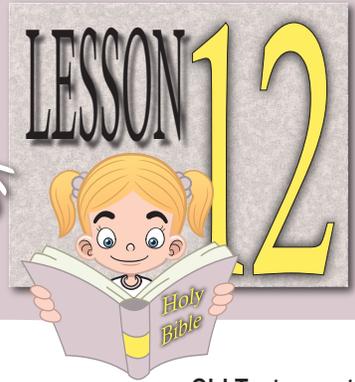
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



Moses Needs Help

Exodus 17:8-18:27



Old Testament 3
Part 2: Moses

WEDNESDAY EVENING

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PERSONAL APPLICATION:

I can help other people, offering to do things without being asked or expecting anything in return.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Talk more about helping, especially community helpers; they each have a job to do and must do it well. Firemen, policemen, doctors and nurses, etc., use their talents to help other people. God has given each of us talents that we can use, too. [Encourage the children to think about talents they have and ways they can help.]

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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