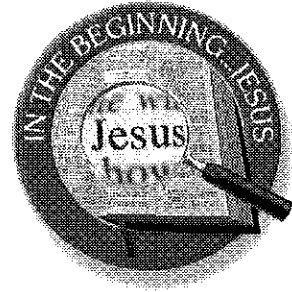


In the Beginning...Jesus



Lesson 14

The LORD Chooses Moses to Be His Prophet

Themes:

- God prospered His people in Egypt during the time of Joseph.
- Israel became enslaved by the Egyptians.
- God chose Moses to be His prophet, through whom He would deliver His people.
- God's name points to His uniqueness.

Scripture:

Genesis 49:9-10; Exodus 1:1-14; 2:23-25; 3:1-17

Memory Verse:

Isaiah 53:10a (and review verses 3-9)

Visuals for Lesson:

- Bible.
- *In the Beginning...Jesus* poster.
- Resource Packet:
 - GOD'S PROMISES TO ABRAHAM (from previous lessons).
 - GOD MEANT IT FOR GOOD (from Lesson 13).
 - EGYPT and ISRAEL A-B (larger and smaller).
 - CHAIN.
 - MYSTERY PERSON.
 - SECRET CODE A-B.
 - CODE DETECTOR KEY SET A-B.
 - AND A-B.
 - JESUS IS THE KEY visual (previous lessons).
 - Bible Clue Card #16 and #17.
- Magnifying glass (for use in reading clue cards).
- Map of the Middle East (one that shows the ancient lands, if possible).
- Tape.
- 2 markers

Lesson

Display GOD'S PROMISES TO ABRAHAM. Remind the children that in our last lesson it seemed as though God's plan to make Israel into a great nation might fail. Why was that? [Joseph was sold as a slave to Egypt by his own brothers. There was a famine in the land of Canaan that threatened to starve Jacob and his family.] Was this all an accident? **Display GOD MEANT IT FOR GOOD.**

These events were not an accident—they were all part of God's plan to preserve His people and do good to them. Not only did God save His people through these events, He actually made the people of Israel more numerous and wealthy while they were in Egypt.

Have the children turn to **Genesis 49**. Explain that by this time, Jacob was a very old man. He knew that he was about to die. Before this happened, he had something very important to do. He called all his sons together to bless them and tell them what would happen to them and their offspring in the future. Chapter 49 records the words that Jacob spoke to his 12 sons. Also, hidden in these verses is a very special clue to one of his sons. Who was it? What was the special clue?

Display Bible Clue Card #16 and choose a child to insert it under the red paper of the **JESUS IS THE KEY** visual to reveal:

*Scripture: Genesis 49:9-10
Clue under Window # 14*

Choose two children to read **Genesis 49:9-10**:

***Judah is a lion's cub; from the prey, my son you have gone up.
He stooped down; he crouched as a lion and as a lioness; who dares
rouse him? The scepter shall not depart from Judah, nor the ruler's staff
from between his feet, until tribute comes to him, and to him shall be the
obedience of all peoples.***

*What son of Jacob is mentioned here? [Judah.] What animal is Judah
being compared to? [A lion.] What kinds of things come to mind when you
think of a lion? [Strong, fierce, beautiful, ruler, etc.]*

*What will not depart from Judah? What is a scepter? [A staff that kings
have.] Is this Ruler someone that just a few people will obey? [No—all
peoples will obey him.]*

Open Window #14 to reveal: **LION OF JUDAH.**

Point out that Jacob's sons did not fully understand this clue and how it would some day change the whole world. This clue was telling Israel about how God was going to

fulfill His promise that He had made to Abraham. But for now, Israel could only wonder what it meant.

After Jacob finished blessing all 12 sons, he made his sons promise him something: he made them promise that after he died, they would bury his body in the land of Canaan because Jacob believed God's promise that the land of Canaan was the land God had promised to Abraham, Isaac, himself, and his sons, the nation of Israel.

Display a map of the Middle East and point to the location of Egypt and Canaan. Explain that after Jacob's sons buried him in Canaan, they returned to Egypt. **Display EGYPT** and tape the smaller **ISRAEL** within **EGYPT**. Explain that that is where the next part of Israel's history begins.

Have the children turn to **Exodus 1:5-7**. Quickly read verses 5-6 and choose a child to read verse 7:

All the descendants of Jacob were seventy persons; Joseph was already in Egypt. Then Joseph died, and all his brothers and all that generation.

But the people of Israel were fruitful and increased greatly; they multiplied and grew exceedingly strong, so that the land was filled with them.

Display the larger **ISRAEL** and tape it within **EGYPT**, partially covering up the word "EGYPT."

How do you think the Egyptians felt about having Israel become greater and greater?

Choose children to read **Exodus 1:8-10**:

Now there arose a new king over Egypt who did not know Joseph. And he said to his people, "Behold, the people of Israel are too many and too mighty for us. Come, let us deal shrewdly with them, lest they multiply, and, if war breaks out, they join our enemies and fight against us and escape from the land."

What did the Egyptians think of having God's people living in their land? Did they see God's people as a blessing? [No.] What were they afraid the Israelites might do? What did the Egyptians do to try to stop this from happening?

Display the **CHAIN** and tape it around **ISRAEL**. Point out that the Egyptians decided to make the Israelites their slaves and treat them harshly and make them do hard work. By doing this, they thought that they would stop the Israelites from becoming a great and mighty nation. Would this work?

Read **Exodus 1:12**:

But the more they were oppressed, the more they multiplied and the more they spread abroad. And the Egyptians were in dread of the people of Israel.

Explain that the Egyptians tried two more ways to stop the Israelites. First they ordered the Hebrew (or Israelite) midwives to kill every Hebrew baby boy that was born. But the midwives feared God and wouldn't obey that command. So Pharaoh commanded his people to throw every Hebrew baby boy into the Nile river. Was this going to be the end of the story of God's people? What should God's people do?

Choose children to read **Exodus 2:23-25**:

During those many days the king of Egypt died, and the people of Israel groaned because of their slavery and cried out for help. Their cry for rescue from slavery came up to God. And God heard their groaning, and God remembered His covenant with Abraham, with Isaac, and with Jacob. God saw the people of Israel and God knew.

What did the Israelites do? What did God remember? What does it mean that "God knew"?

Point out that God knew exactly what was happening to His people, and He also knew exactly how He would act in order to help His people. **Display MYSTERY PERSON.** God had a plan that involved a "mystery person." Point out that you will divide the class into two groups (e.g., girls and boys) and give each group a **SECRET CODE** to solve. Each code gives two choices regarding this mystery person's identity. Each group must solve the code and then decide which choice best describes the mystery person's identity.

Tape each code to the wall at the front of the classroom. Choose one child from each group to write down the correct letters on the visual as their team solves the code. Pass out the corresponding **CODE DETECTOR KEY** to each team and give the signal to begin. When the children have finished, the correct visuals will read as follows:

Egyptian Prince
or
Shepherd

God's Prophet
or
Murderer

Who do you think this mystery person is? I will circle the letters that spell out his name. Circle the letters on the visuals in the correct order to spell out MOSES.

What about the clues describing him? Was he an Egyptian prince or a

shepherd? Was he God's prophet or a murderer?

Explain that when Moses was a baby, he was adopted by Pharaoh's daughter and became an Egyptian prince. But then, after he was older, he saw an Egyptian beating a Hebrew and he killed the Egyptian. After doing this, he ran away from Egypt and became a shepherd. But even though he was a murderer, he was the very man God chose to be His prophet, a man who would tell God's people of something very special He planned to do. **Display** both **AND** signs and tape them over the words "or" on the visuals.

Did Moses know about God's plan? Not yet. But one day as he was out tending his father-in-law's flock he saw something "impossible." What was it?

Have the children turn to **Exodus 3:2-8a, 10-14**. Tell them to carefully follow along as you quickly read the verses. Explain that you will ask them some questions after you have finished. Also, hidden in the verses you will read is another special clue that will be revealed on our poster. After reading through the text, ask the children the following brief questions:

What did God say that He had seen and heard? [The affliction of His people and their cry.]

What was God going to do? Look for a special word that begins with the letter "d" and is found in the beginning of verse 8. ["Deliver." God was going to deliver His people from Egypt.]

Who was God sending to Pharaoh? [Moses.]

Was Moses glad to be chosen to do this? [No.] Why do you think he wasn't happy about doing this? [Allow the children to give some responses.]

In verse 12, what sign did God give Moses that would prove that God had really chosen Moses for this job? [The people of Israel would come out of Egypt and serve God on this mountain.]

What question does Moses ask God in verse 13? [What is God's name?]

Why would Moses want to know God's name? [Allow the children to respond.]

Explain that in Bible times a person's name often described important things about him. For example, the name "Moses" means to "draw out," meaning that Pharaoh's daughter found baby Moses floating in a basket in the river and "drew him out" of the water. In asking what God's name is, Moses wants to know something about what God is like.

According to verse 14, what does God say that His name is?

Display Bible Clue Card #17 and choose a child to insert the card under the red paper of the **JESUS IS THE KEY** visual to reveal:

Clue under Window # 20

Open Window #20 to reveal: **I AM**. God's name, "I AM," describes something about who He is and what He is like. His name means "I AM WHO I AM" or "I WILL BE WHAT I WILL BE." Explain that God wanted Moses to understand that God is so great His name does not have a simple, easy-to-understand meaning. I AM is like nothing and no one else and the meaning of His name reflects this.

Can I AM be trusted to be with Moses as he goes to confront the mighty Pharaoh? Is I AM greater than Pharaoh? Can I AM be trusted to deliver Israel from slavery in Egypt? Can I AM, the God of Abraham, Isaac, and Jacob, be trusted to keep all of His promises? The story isn't over yet!

Application

- Review the blessing Jacob gave to Judah from **Genesis 49:9-10**. Ask: *Do you think this promise was fulfilled in Judah's lifetime? Why or why not?* Explain that Judah died along with his brothers while still living in Egypt. Ask: *Do you think that this promise has been fulfilled now? If so, how? If not, when and how do you think that it will be fulfilled?*
- Remind the children that Jacob wanted to be buried in Canaan. Read **Genesis 50:24-25**. Why was it so important to Jacob and Joseph to be buried in Canaan and not in Egypt? What would this tell other people about what they believed about God's promise? What hint is given in these verses that shows that Joseph believed God would keep His promises to Israel? What do you call the kind of belief that depends on God to always do what He says he will do? Read **Hebrews 11:22**.
- Remind the children that between the events at the end of Genesis and the beginning of the events in Exodus 2, more than 300 years had passed. How were the Israelites living before **Exodus 1:8-14**? (See verse 7.) Why might Israel have been content to stay in Egypt during this time? Have you ever been content just to be comfortable? For example, is it easier to sit and watch TV all day then it is to get up and exercise or study? Which will make you healthier and wiser? Have your parents sometimes "forced" you to do what is good for you? Did God know what was best for his people? Did He want them to stay in Egypt? What did He do to force them out of their comfort? Do you think this might have reminded them of the promise God had made to Abraham? How? How can suffering help us to remember God and His promises?
- Have the children recall the four clues describing the "Mystery Person."

Read and discuss **Hebrews 11:24-25, 27**. Did any of the events in the life of Moses “just happen” by chance? After God spoke to Moses and told him that He had chosen him to go to Pharaoh, was Moses excited about this? What was his response? (Read **Exodus 3:11**.) *Why might Moses have felt this way?* Read and discuss **Exodus 2:11-14**. Ask: *Do you ever feel small and insignificant? Do you feel that God would never choose you to do something special because of things you have done wrong or because of what other people think about you? Is this a problem for God? What did God promise Moses?* Read **Exodus 3:12a**. Emphasize that God does do special things through weak and sinful people who trust in His power and greatness. *Have you seen other examples of this? Can you think of verses that show this (e.g., **Philippians 4:13**)?*

- **WORKBOOK**—Have the children turn to Lesson 14 in their workbooks. Have them write in the missing words to complete the two clues. What is written in the box titled “GOD’S NAME”? Have the children turn to **Exodus 3:15** in their Bibles. Point out the word “LORD” in the verse. After LORD there should be a footnote. [In the ESV this is designated by the number “2”. Show the children how to find the footnote and read the explanation given: *The word LORD, when spelled with capital letters, stands for the divine name, YHWH, which is here connected with the verb hayah, “to be” in verse 14.*] Explain that the word LORD stands for the name YHWH in Hebrew. These are the letters for God’s name. (In other words: LORD=YHWH=I AM.) What does God’s name mean? Explain that part of the answer can be found in the first part of verse **14** with the words, “I AM WHO I AM.” What might this mean? [Also note footnote number 1, “I AM WHAT I AM,” or “I WILL BE WHAT I WILL BE.”] Does anyone else decide who God is or what He is like? Does God fully explain Himself? What kind of things has God revealed about Himself? Have the children look up the verses on their workbook page and fill in the missing words that describe who God is and what He is like. Finally, read and discuss **Psalms 9:10**. How does knowing and believing these things about God cause a person to trust Him?

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