



Bible Reading

Discussion

- What part of the video did you like best?
- Why?



Reading



One day Moses was taking care of Jethro's sheep. He came to Sinai, the mountain of God. There the angel of the Lord appeared to Moses in flames of fire coming out of a bush. Moses saw that the bush was on fire, but it was not burning up. So Moses said, "I will go closer to this strange thing. How can a bush continue burning without burning up?"

The Lord saw Moses was coming to look at the bush. So God called to him from the bush, "Moses, Moses!" And Moses said, "Here I am."

Then God said, "Do not come any closer. Take off your sandals. You are standing on holy ground. I am the God of your ancestors. I am the God of Abraham, the God of Isaac and the God of Jacob." Moses covered his face because he was afraid to look at God.

The Lord said, "I have seen the troubles my people have suffered in Egypt. And I have heard their cries when the Egyptian slave masters hurt them. I am concerned about their pain. I have come down to save them from the Egyptians. I will bring them out of that land. I will lead them to a good land with lots of room. This is a land where much food grows. I have heard the cries of the people of Israel. I have seen the way the Egyptians have made life hard for them. So now I am sending you to the king of Egypt. Go! Bring my people, the Israelites, out of Egypt!"

But Moses said to God, "I am not a great man! Why should I be the one to go to the king and lead the Israelites out of Egypt?"

God said, "I will be with you. This will be the proof that I am sending you: You will lead the people out of Egypt. Then all of you will worship me on this mountain.

But I know that the king of Egypt will not let you go. Only a great power will force him to let you go. So I will use my great power against Egypt. I will make miracles happen in that land. After I do this, he will let you go. And I will cause the Egyptian people to think well of the people of Israel. So when you leave, they will give gifts to your people. Ask for silver, gold and clothing. You will put those gifts on your children when you leave Egypt. In this way you will take with you the riches of the Egyptians."



Slaves Drama

God's people were having a hard time. They were being held captive in the land of Egypt and were forced to work as slaves.

Life as a slave was tough.

They had to work long, long hours - from sunrise to sunset doing difficult jobs.

They couldn't come & go as they pleased and they always had to do as they were told, and if they didn't they would get into an awful lot of trouble! (You might think its hard being at school - but this was much, much worse!)

DRAMA EXERCISE 1.

This game is a bit like the 'Pirate Game'. One person is the slave master and tells others what to do. They can call out any of the words from the list below (and any others you may think of) and the others all have to act out their orders straight away. (If you wanted to play it as a game rather than an exercise, then the last person to do the action is out).



Actions:

DIG / HAMMER / BUILD / SAW / CARRY/ EAT / SLEEP & you can make up- your own!

2.

Devide the class into groups of 5 or 6. Ask 2 of the group to be the Egyptians and the rest are their Hebrew slaves.

The Egyptians can get on with enjoying life- enjoying nice food, having hot baths, playing a game but the Hebrews have to serve them and do everything for them. Pupils have 5-10 minutes to come up with some little scenes to show this.

Then show these scenes to the rest of the class.

Discuss how it might feel to be a slave

(Imagine not being able to have any play time or free time and to have to do very hard, physical work without a choice...)



Slaves worksheet

“Then a new king began to rule Egypt.

This king said to his people, “Look! The people of Israel are too many! And they are too strong for us to handle! We must make plans against them. If we don’t, the number of their people will grow even more.

So the Egyptians made life hard for the people of Israel. They put slave masters over the Israelites. The slave masters forced the Israelites to build cities for the king. They forced the Israelites to work very hard making bricks and mortar. They also forced them to do all kinds of hard work in the fields.

The Egyptians were not merciful to them in all their hard work.”

Exodus 1:8- 14 International Children’s Bible

In 2s/3s

Look at the picture below and discuss with your partner how these slaves might be feeling then write down the best 3 words you can think of to sum up their emotions.

Our 3 emotion words are...





Hope & Faith: a class illustration

The Hebrew people were in a difficult situation, but they still had hope...
And would pray every night that one day God would rescue them.
They didn't know when... they didn't know how...
But they believed that one day things would change. They had hope.

Exercise:

Hide a sweet somewhere in the room.

Tell the class that you've done so, and that the first person to find it will get to eat it...
(Could be done with some other sort of prize).



Afterwards:

Ask the children how they felt looking when looking for the sweet.

Was there a sense of excitement? There were lots of people looking for it but still there was a chance it might be them... they had a hope that it could be them. Even though they didn't know where it was or when it would be found, they knew they had a chance. They had faith that you had hidden a sweet because you told them. They believed *you*.

Discuss:

- ✱ Why is hope important?
- ✱ What difference does it make to a difficult situation?

Dictionary definition of hope:

'to want something to happen or to be true, and usually have a good reason to think that it might'

Bible definition of faith:

'Now faith is confidence in what we hope for and assurance about what we do not see.'
Hebrews 11:1

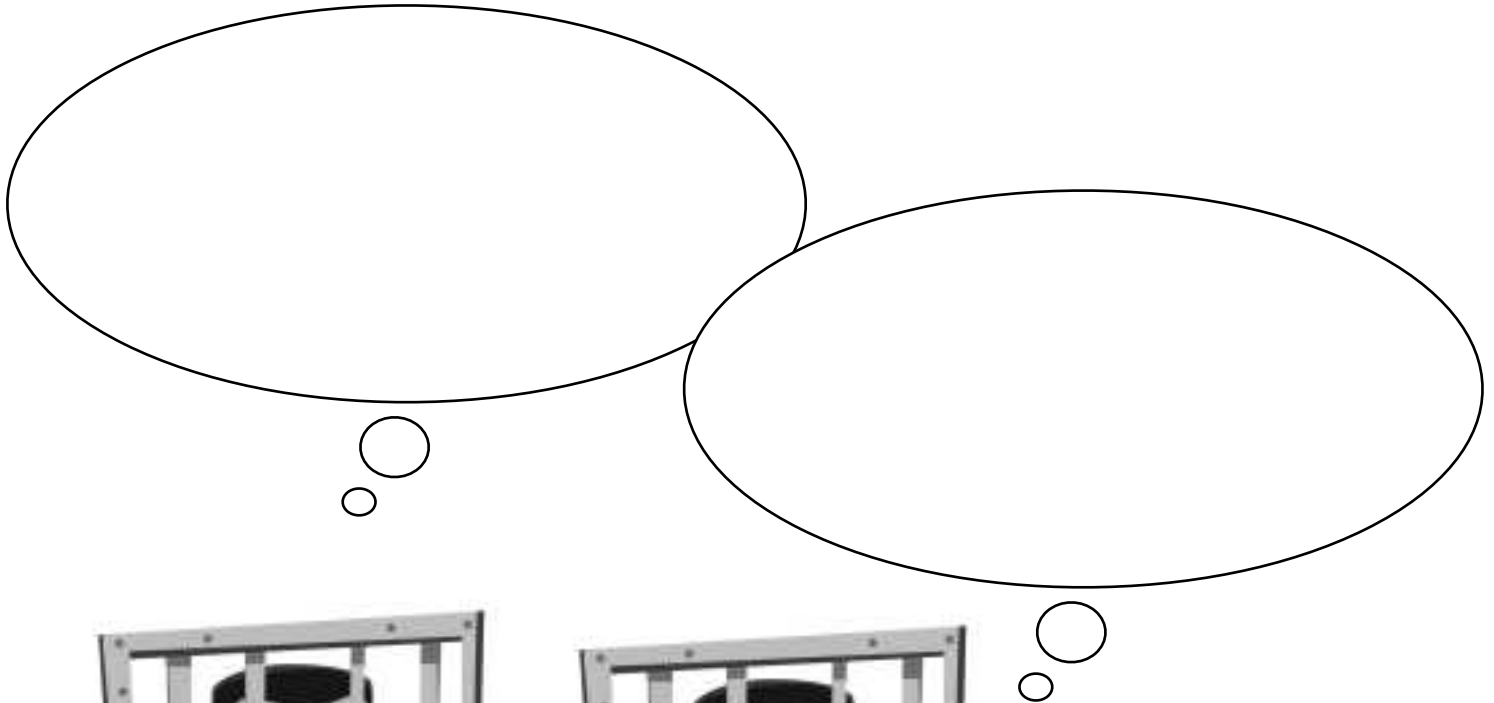


Hope Worksheet

Here's a picture of two slaves.

One believes that they are stuck there forever. The other believes that someone is on the way to rescue them.

How do they feel? Write your ideas in the thought bubbles above their heads. You can use some of the words in the box below or think of your own.



- | | | | | | |
|------------|----------|--------------|-------------|----------|-----------|
| hopeless | helpless | sad | hopeful | upset | confident |
| expectant | trapped | determined | assured | trusting | |
| encouraged | dejected | down-hearted | discouraged | cheerful | |



A day in the life of a Hebrew slave

Write a diary entry on what a day in the life of a Hebrew slave might have been like.

A large, yellow, rounded rectangular area with horizontal lines for writing a diary entry. The area is designed to look like a piece of paper with a torn edge at the bottom. It contains 20 horizontal lines for writing.



Moses

God had a plan to rescue his people... and it involved a man by the name of Moses.

This plan was a long time in the making! Moses was selected from the moment he was born for a great destiny.



The Birth of Moses Missing Words

Then Pharaoh gave this order to all his people: "Every Hebrew boy that is born you must throw into the _____, but let every girl live."

There was a man from the family of Levi. He married a woman who was also from the family of _____. She became pregnant and gave _____ to a son. She saw how wonderful the baby was, and she hid him for three months. But after three months, she was not able to _____ the baby any longer. So she got a _____ made of reeds and covered it with tar so that it would _____. She put the baby in the basket. Then she put the basket among the tall grass at the edge of the _____ Nile. The baby's sister stood a short _____ away. She wanted to see what would happen to him.

Then the daughter of the king of _____ came to the river. She was going to take a _____. Her servant girls were walking beside the river. She saw the basket in the tall _____. So she sent her slave girl to get it. The king's daughter opened the basket and saw the baby _____. He was crying, and she felt sorry for him. She said, "This is one of the Hebrew _____."

Then the baby's sister asked the king's daughter, "Would you like me to find a _____ woman to nurse the baby for you?"

The king's daughter said, "Yes, please." So the girl went and got the baby's own _____.

The king's daughter said to the woman, "Take this baby and _____ him for me. I will pay you." So the woman took her baby and nursed him. After the child had grown _____, the woman took him to the king's daughter. She _____ the baby as her own son. The king's daughter named him _____, because she had pulled him out of the river.

Exodus 1:22- 2:10 International Children's Bible

- | | | | | | | |
|----------|--------|-------|-------|---------|-------|------|
| babies | Egypt | nurse | Moses | River | birth | boy |
| basket | Hebrew | water | bath | adopted | Levi | |
| distance | hide | float | grass | mother | older | Nile |



Resilience & Keeping Going

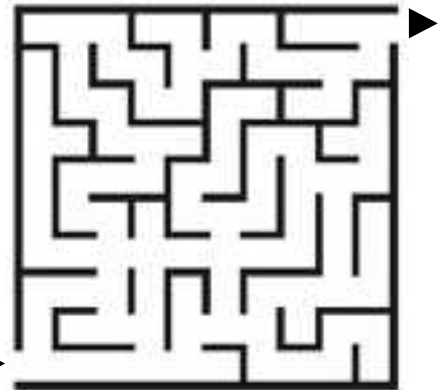
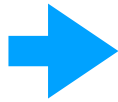
Moses had a great destiny, but things didn't go to plan straight away...

Despite his royal up-bringing when he was older, Moses got into trouble. He was thrown out of the palace and ended up spending many years wandering in the desert as a shepherd. God's plan didn't appear to be going well... But it wasn't over yet...

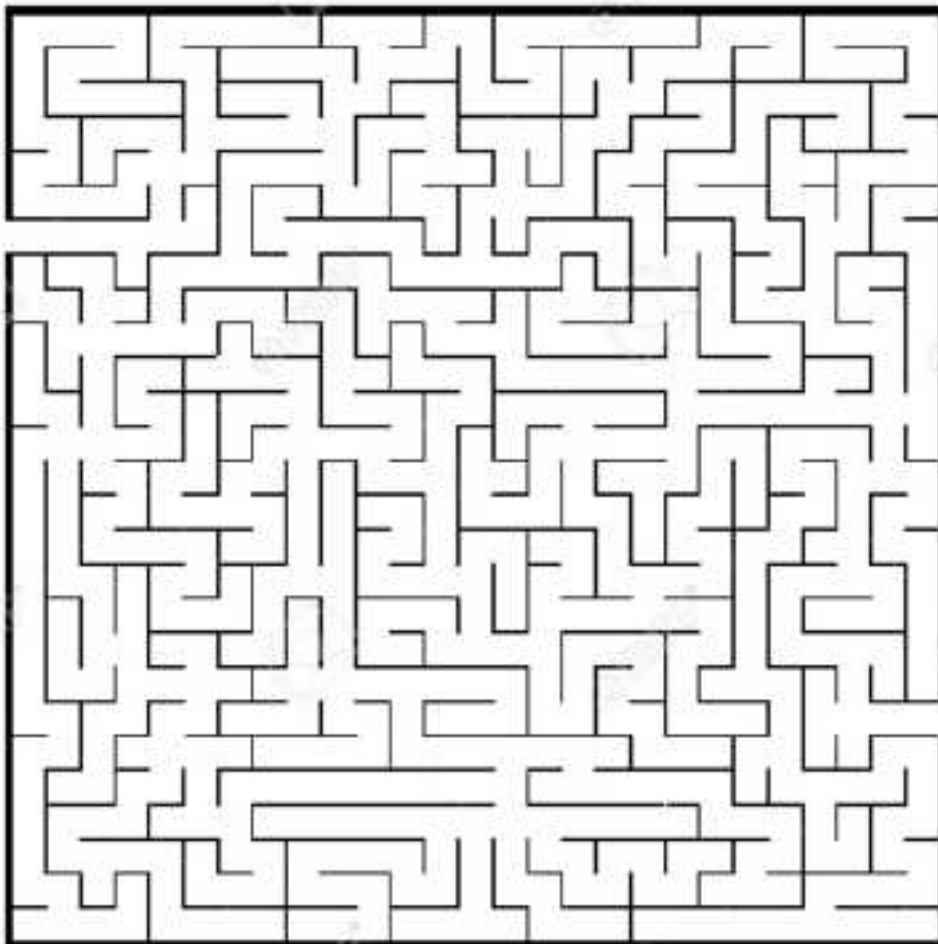
Sometimes the path of life isn't straightforward...

We meet obstacles. We make wrong choices (either by mistake or on purpose). Things don't always go to plan. The important thing though is not to get discouraged or give up.

Try doing this Maze



Did you find it easy?!
Now try the next version...



Did you get there in the end?
Did you make any wrong turnings?
If you did make a wrong turning- did you give up?
Or did you turn around and try again?

*Who was the quickest?
Actually, it doesn't really matter, because the goal of the task was simply to find the way, and everyone who did that was a success!
Some people will go quickly. Others take more time.
But the important thing is to keep going and get there in the end. Don't worry about how much progress other people are making.*



The Burning Bush

It must have been huge surprise for Moses when the bush burst into flames in front of him... and an even bigger surprise to hear the voice of God speaking from within!

It was very unusual for God to speak to people face-to-face, so it was very special for Moses. Imagine how Moses might have felt.

God told him that he had a really big job for Moses, to do something that would be a big deal & maybe really scary too. Imagine how Moses might have felt about that.



How did he feel?

Imagine that you were Moses and answer the following sentences.

1. When God first spoke to him, Moses might have felt

2. When God asked him to rescue his people, Moses might have felt

3. When God promised to be with him, Moses might have felt

Sometimes it's hard to trust... But actually we trust every day. We have to trust doctors if we're going into hospital or trust our parents to get us better. We trust drivers that they'll stop their car at red lights.

Discuss in 2s or 3s

Have you ever felt scared about doing something? How did it feel? What was the outcome?

Moses may have felt scared when God asked him to rescue his people. He didn't think he could do it. But he trusted that God would help him.



Making change

To make a change you often need to overcome many obstacles.

For Moses trying to free the Hebrews from slavery didn't go well at first!

In fact, Moses' conversation made the situation even worse - the Hebrew slaves were forced to work harder than ever before!

But Moses didn't give up. Not even after Pharaoh refused another 9 times!

The situation looked impossible but he didn't give up.

Here are some pictures of people who've changed the world. Do you know who they are? Draw a line from the picture to their name and another line to match how they're changing the world.

Greta Thunberg	Malala Yousafzai	Marcus Rashford	Boyan Slat
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HOW THEY'RE CHANGING THE WORLD

- Made an invention to remove plastic from the oceans: The Ocean Cleanup.
- A young Swedish environmental activist for stronger action on climate change.
- At the age of 11 she started blogging about the Taliban's rule in Pakistan. She advocates for a world where all girls are able to have access to education.
- A professional footballer who advocates for the UK's most vulnerable children to have access to food and led a campaign for free school meals throughout lockdown.

Choose one of the people above and write a few sentences about why it may have been hard for them to change the world. Think about what obstacles they might have faced....

How might they have overcome those obstacles to be world changers!



The Plagues

Can you remember the 10 plagues? Below are pictures of the first 9 plagues in the correct order. The names of the first nine plagues are in a box at the bottom. Match the correct plague to it's picture. One has been done for you.



1.



2.



3. gnats



4.



5.



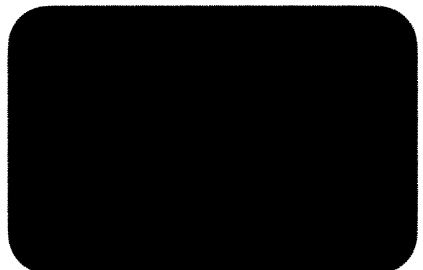
6.



7.



8.



9.

gnats- storm flies boils darkness
locusts blood sick animals frogs



The Plagues

Can you remember the 10 plagues? Below are names of the first 9 plagues in the correct order and lots of pictures. Draw a line from the correct plague picture to the correct plague. One has been done for you.



1. Water to blood
2. Frogs
3. Gnats
4. Flies
5. Sick animals
6. Boils
7. Storm/ Hail
8. Locusts
9. Darkness

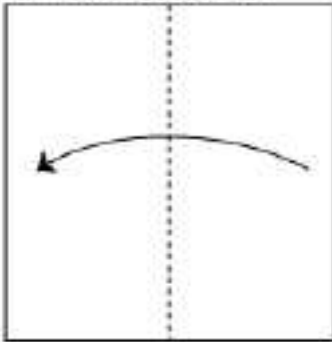




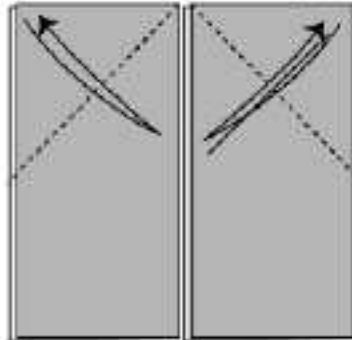
CRAFT PROJECT

How to make a jumping frog!

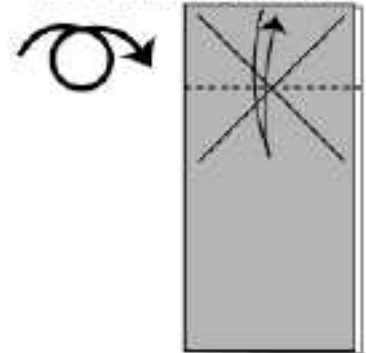
1 Fold the paper in half sideways to make a rectangle.



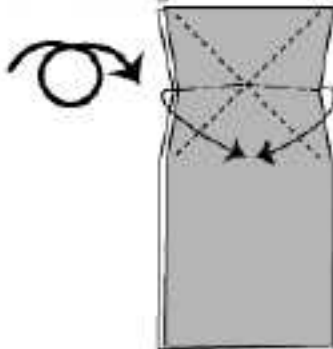
2 Fold the corners down and unfold them right away, repeating this for both top corners of your rectangle.



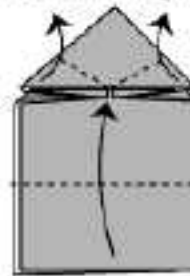
3 Flip the paper over and fold the top of the paper down at the spot where the diagonal creases meet. Unfold right away.



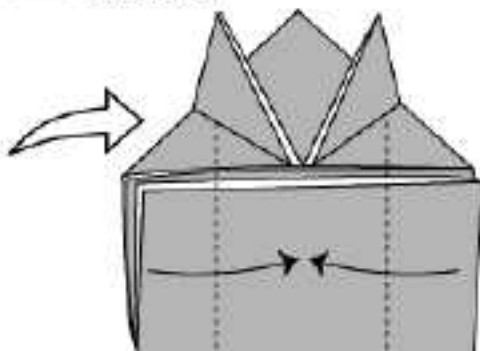
4 Flip over once again, and fold the two edges toward you so they meet each other. The top of your rectangle will fold down to form a triangle.



5 Fold the bottom of the paper up so that its edge meets the bottom of your triangle. Fold the two corners of the triangle up to form the "front legs" of the frog.



6 Fold the sides inward to meet at the center.



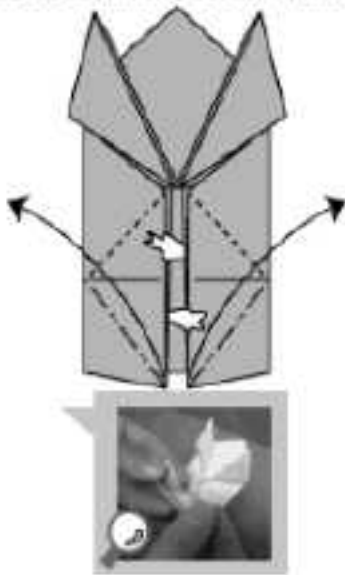
7 Fold the bottom of the paper upward so its edge touches the bottom of the "legs," and unfold right away.



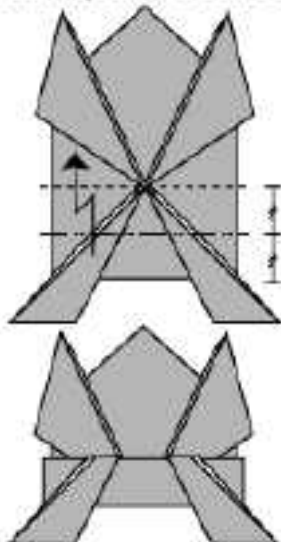
CRAFT PROJECT

How to make a jumping frog continued...

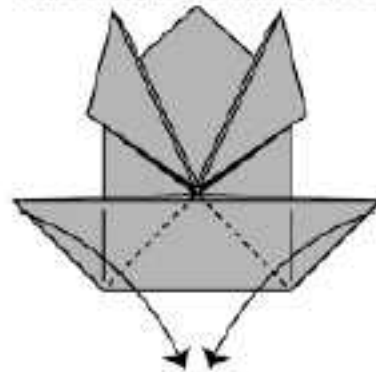
- 8** Insert your fingers into the inside of the flaps, and pull the bottom corners outward to the sides, so that the bottom edge comes up to touch the bottom of the "legs."



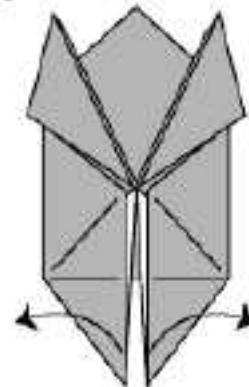
- 11** Create a zigzag fold at the bottom of the figure, folding the bottom half up and then the bottom quarter back down.



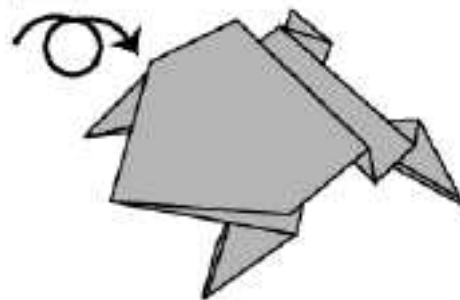
- 9** Fold the corners down so they meet at the bottom of the figure.



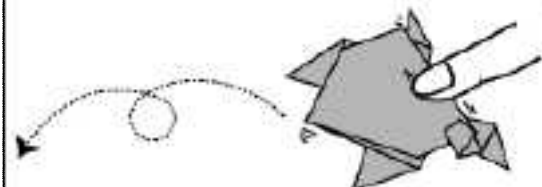
- 10** Fold the bottom corners outward to form the "back legs" of the frog.



- 12** Your frog is ready to go.



Press its back and release to make it hop!





Wordsearch

Find the words from the box below.

G I D O C R F P Z B Y C
O N O C J R N V Z O X I
D K O A L S F E A I T H
U C L D D L N L H L R Z
B Z B C O A Y K I S R S
X C E D G M R Q M E T Q
G E H P P I X K X A S Z
O R T V H N Q J N U I S
A T I Z S A M G F E B M
O P A G L K R A L Q S O
O Y F A Y C O O W O G S
F G R C W I T J A C Z E
B E O P E S S P K H D S
V W G R E D S E A X P Q
U G S T S U C O L K W L

EGYPT	PHAROAH	MOSES
FROGS	BLOOD	SICKANIMALS
GNATS	FLIES	STORM
DARKNESS	LOCUSTS	BOILS
GOD	REDSEA	FAITH



Wordsearch

Find the words from the box below.

G	K	B	H	R	D	O	M	L	A
N	M	L	T	U	A	F	D	O	N
A	R	O	I	V	R	L	G	C	Z
T	O	O	L	A	K	I	M	U	K
S	D	D	V	R	N	E	O	S	H
S	I	C	K	N	E	S	S	T	E
T	T	M	M	C	S	B	E	S	G
O	B	O	I	L	S	X	S	I	Y
R	Z	C	A	F	R	O	G	S	P
M	R	A	X	C	G	W	D	Z	T

EGYPT
BLOOD
FLIES
LOCUSTS

MOSES
SICKNESS
STORM
BOILS

FROGS
GNATS
DARKNESS



Plague Drama/ assembly performance



You will need the school hall or a large classroom space for this. Divide the class into groups of 5-6 (or divide the class into 5 groups so they take 2 plagues each).

Give each group a different plague and give them 5-7 minutes to come up with a frozen picture or tableaux for their plague. Show them to the rest of the class.

The next stage is to add sound effects but with the actors remaining completely frozen. (Quite interesting to watch if you wanted to show them to the rest of the class). Finally you can add movement too but make sure the plague sound effects stay- (although you could ask another group to do the sound effects).

Give groups their second plague to come up with and repeat the process.

Finally perform the tableaux (in whichever form worked best).

For performance/showing

In between each plague have half the class as Moses and half the class as Pharaoh and chant after each one shown...

MOSES: "Let my people go"

PHAROAH: "No!"

If pupils wanted to put a line of narration in between each plague someone could say...

NARRATOR: "So God sent a plague of _____"

For the last plague when Pharaoh's group can reply...

PHAROAH: "Go and be free!"

Then the Moses group can cheer and freeze in a celebrating position.

- | |
|-------------------------|
| 1. Water to blood |
| 2. Frogs |
| 3. Gnats |
| 4. Flies |
| 5. Sick animals |
| 6. Boils |
| 7. Storm/ Hail |
| 8. Locusts |
| 9. Darkness |
| 10. Death of first-born |



The Passover: the tenth plague



The tenth and final plague is the most drastic: the killing of the first born. When Moses knew what this tenth plague was going to be, he told the Israelites how to protect their first-born children, by marking their doors with lamb's blood so the angel of death would pass over them. This is why it's called Passover (because death passed-over the Hebrews). This tenth plague was SO severe that it finally changed Pharaoh's mind to let the Hebrew people go.

They were then freed from slavery and wandered the desert for 40 years (where Moses received the 10 commandments), before making it to the promised land.

This passage is from the book of Exodus from the Bible (Christians Holy Book) and the Torah (Jews Holy Book).

“The people must take some of the blood.
They must put it on the sides and tops of the doorframes.
These are the doorframes of the houses where they eat the lambs.
On this night they must roast the lamb over a fire.
Then they must eat it with bitter herbs and bread made without yeast.
This is the Lord's Passover.
That night I will go through the land of Egypt.
I will kill all the firstborn of animals and people in the land of Egypt.
I will punish all the gods of Egypt. I am the Lord.
But the blood will be a sign on the houses where you are.
When I see the blood, I will pass over you.
Nothing terrible will hurt you when I punish the land of Egypt.
You are always to remember this day.
Celebrate it with a feast to the Lord.
Your descendants are to honor the Lord with this feast from now on.”

Exodus 12:7-8 & 11-13 International Children's Bible

Comprehension Questions

Which two faith groups share this passage? _____

What were the people put on their doorframes? _____

What meat should they eat? _____

Should the bread have yeast in it? _____

Why is the Passover called the Passover? _____

According to the passage above, how should the people celebrate their freedom from slavery? _____



Jewish Passover

Information sheet

Did you know that Christians and Jews share a special holy book?

The Torah - in it's broadest sense - is also the Old Testament. The Old testament is the first 39 books of the Bible. There are a total of 66 books in the Bible. The Torah - in a stricter sense - can also mean just the first 5 books- sometimes called the books of the law.

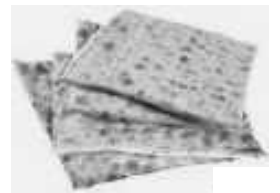


Passover Celebrations

Jewish families hold a Passover feast- known as a Seder- on the first night of Passover.

It is a religious service set around a dinner table, where participants eat, pray, drink wine, sing, discuss current social justice issues and tell stories from the Torah. The main story is about the 10th plague, where God passed-over the Hebrew people and kept them safe from the death of the first-born.

On Passover Seder tables, you may see a partitioned plate containing small amounts of symbolic food. Also placed on the table are three pieces of matzah — a cracker-like unleavened bread — that represent the bread the Israelites took with them when they fled Egypt, and salt water to represent the tears of the slaves. On the table you might also see a pillow or cushion. This is because on Passover you are supposed to recline at the table as a symbol of being free.



Here's an example of a prayer that might be said...

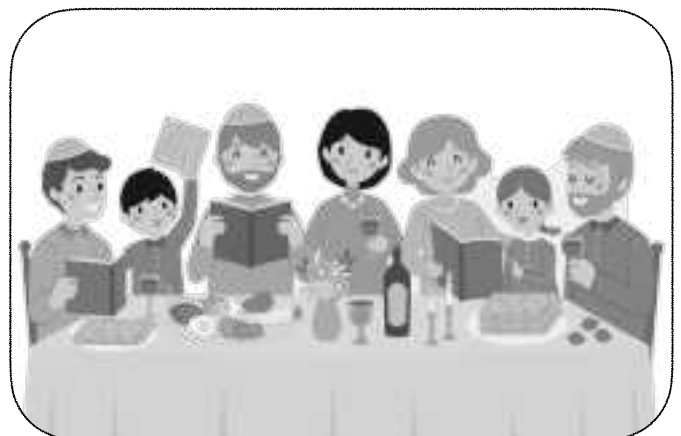
We praise God, Spirit of the Universe, whose goodness sustains the world.
You are the origin of love and compassion, the source of bread for all, food for everyone.

As it says in the Torah: When you have eaten and are satisfied we thank you for the earth and for its sustenance.

Renew our spiritual centre in our time.
May the source of peace grant peace to us, to the Jewish people, and to the entire world.
Amen.



The herb parsley is dipped into salt water during the meal to represent tears of the slaves.





The Passover Meal

The passover meal is a very special meal, called a Seder, and is eaten by jews and also by some Christians. It's a special meal with candles and stories and prayers and each food symbolises something to do with the story of the Exodus (when Moses and the Israelites left Egypt).

Draw a line from the food to the correct box to show what it symbolizes. One has been done for you. Then see if you can test each other on what each food represents.



A shank bone represents the lamb that was sacrificed so that its blood -put on the Israelites doorposts- would mark their houses, so that death would pass-over.

Apple sauce represents the mortar or cement used by the Hebrews to build in Egypt.

Bitter herbs, like horseraddish, represent the bitterness and difficulty of slavery.

Parsley symbolizes how the Israelites flourished doing really well at first in Egypt. At the meal it is dipped into salt water to represent the tears of slavery.

Matzah is a cracker like bread that represents the type of bread the Israelites took with them when they fled Egypt. The Israelites didn't have time to bake the bread to make it rise.

An egg represents spring and the circle of life. It is roasted and some say it symbolizes that the hotter it gets for the people, the tougher they get.

Greens, like lettuce, represent spring.

At a passover table you might see a cushion, to recline or rest back into, as a symbol of being free.



Your own celebration meal

At the passover meal candles are lit, special food is eaten, prayers are prayed and the story of Moses leading people out of slavery is read out.

Make up your own celebration meal. Think of something special you could celebrate. Is it a story from a special book? Is it something that you just want to celebrate?

What are you celebrating?

What kind of food would you have? Can you draw and label it here?

Is there a book you would read from? _____

Are there any prayers or thoughts you would say? If so, write one here.

Are there any other special things you would do in your celebration?





Freedom!

They'd won! After all their years of struggle. The Hebrew people were free from slavery at last! Imagine how they must have felt as they began the journey to their new lives...

Write your ideas of what they might be thinking in the thought bubbles above their heads! You can use the ideas in the box below or make up your own!



relieved angry excited nervous amazed annoyed
thankful surprised hopeful hopeless free joyful



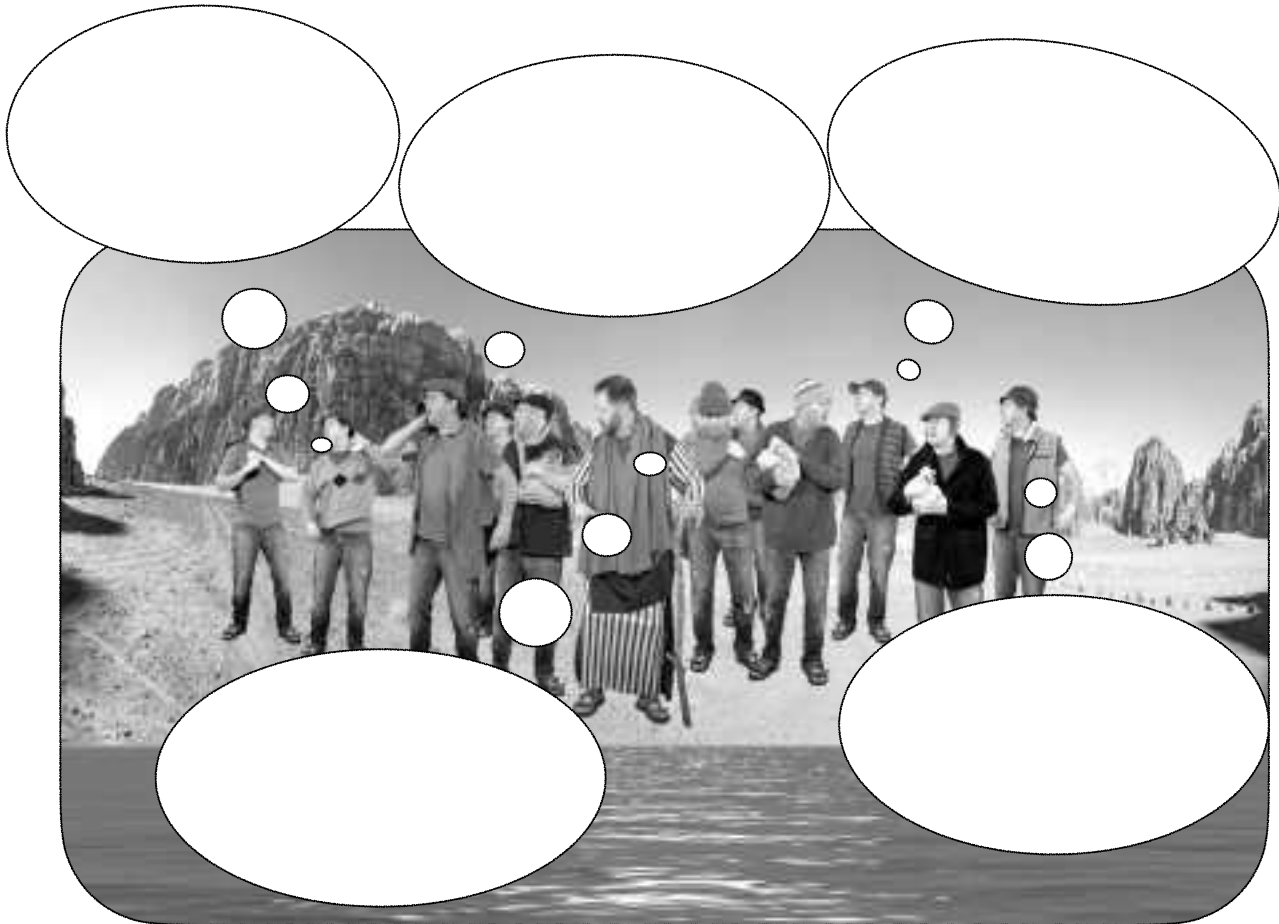
A Trouble Sandwich!

There was trouble! Pharaoh wasn't happy. He didn't like the fact that he'd lost, and so he began to give chase, determined to bring all the Hebrew people back again.

And then there was more trouble! Moses and the Hebrews ran as fast as they could. They ran... and they ran... until they arrived at the sea! There was no way across... There was nowhere to go -they were trapped! There was trouble behind them- and now there was trouble in front of them. It was a trouble sandwich!

How do you imagine that Moses and the Hebrews felt?

Write your own sentences in the thought bubbles or use the ideas in the box below to help you.



We've come the wrong way!
Have I made a mistake?
God has let us down!

Has Moses tricked us?
Was it all a trap all along?
Has God forgotten about us?

But it wasn't over yet... Something remarkable was about to happen...!



Crossing the Sea

Have a go at colouring this in and adding in the towering walls of water.



*“The wind blew...
The waves got bigger...
And the water... began to move...
The sea began to part...
The waves turned into walls...
And a pathway opened up – right across the sea.”*



Creative Writing- plagues diary

Write a diary entry about the plagues. What was it like to be there? Are you a Hebrew slave? Or are you an Egyptian? Maybe you're Moses or Pharaoh? Do you think the slaves should be let go or not? If not, which plague changed your mind? Continue on more paper if you need to.

A large, rounded rectangular area with a light yellow background and horizontal lines for writing.



Moses Quiz

Circle the correct answers



1. When Moses was growing up who looked after him?

A Hebrew doctor

An Egyptian king

An Egyptian princess

2. When Moses was younger why was he banished from Egypt?

His feet smelt

He wanted a holiday

He got into a fight with an Egyptian

2. How did God first appear to Moses?

In a bush

As a sheep

As an angel

3. What was the first plague?

boils

frogs

water to blood

4. What was the name of the sea that Moses & the Hebrew people had to cross?

The dead sea

The red sea

The Atlantic Ocean

5. How many plagues can you remember? Write down as many as you can think of!

6. Which country did Pharaoh live in?

Brazil

Egypt

Israel

7. What did the Hebrews have to paint on their doors at the Passover?

lambs blood

wine

paint

8. Which plague changed Pharaoh's mind?

water to blood

the terrible storm

death of the first-born



Faith Link

So what do we learn about Christianity from the story of Moses?

God Cares

When the Hebrew people are being held as slaves, God sees what is happening to them. He listens to their prayers, and he send someone along to help.



God Is Mighty

The story teaches that God is very powerful indeed, and has control over all of nature - the seas, storms, animals to name a few!

God Gives Everyone A Chance

God would have preferred Pharaoh to have chosen to let the Hebrew people go out of the goodness of his heart - and he certainly gave him plenty of chances to do so! It was only when all other avenues had been exhausted that he sent the most terrible plague of all.

It's Not Always Over - Even When It Seems So!

When the Hebrew people stood in front of the Red Sea, with the armies of Pharaoh close behind them, it looked as though they were trapped. There was no way they could possibly escape. But it wasn't over yet. With God on their side, there was always a way through!

