

Elementary

Echoes™

## SAMPLE LESSON

Includes links to related resources

# Teacher's Commentary

[Escaping Egypt](#) | [God Delivers Us](#) | [Following God with Courage](#)



# ECHOES

ECHOES  
*Elementary Teacher's  
Commentary*

A self-contained teaching program for use with *Elementary Creative Teaching Aids, Elementary Kid Crafts, and My Bible Book Take-Home Paper.*

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## Elementary Teacher's Commentary

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## Introduction to the Quarter

# In the Army for the Lord

There has been a never-ending battle between good and evil since the beginning of time. There is the internal struggle, as well as the outward struggle, between right and wrong. If we choose the high road, we choose to do the right thing. If we choose the low road, we choose to do wrong.

Internally, some of us are torn between doing the right thing and being willing participants in a world that constantly challenges our faith. When we are on the battlefield for the Lord, we will be tested and taunted by evil simply because we are striving to take the high road and choosing to do the right thing.

This quarter's lessons will help your students understand that conflict through Moses. They will see His internal struggle as God reveals His plan for Moses to lead His people out of Egypt, and Moses' hesitance to believe he was the right candidate for the job in spite of what God revealed to him. They'll also see how Moses dealt with the outward struggle of trying to convince the pharaoh to obey God and let His people go.

Being in the army of the Lord requires trust, obedience, faith, and patience. The rewards of being in the Lord's army are hope, strength, and everlasting life.

### Unit 13

#### Escaping Egypt

Your students will learn about Moses' battle with the Egyptian pharaoh to free the Israelites from bondage. They will learn that trusting God to fight their battles, no matter the circumstances, will always end in victory. Sometimes we may lose battles, but if we learn from our defeat, we are victorious. True victory is fulfilling the will of God.

### Unit 14

#### God Delivers Us

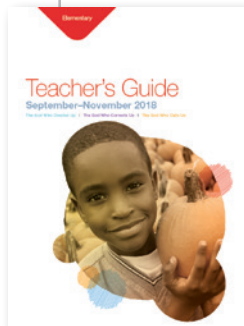
This unit focuses on why we celebrate and praise God's goodness. Your students will also see how whining and complaining displeases Him. They will look at God's rules, the Ten Commandments, and why they are necessary. They'll also learn that God wants to be their personal friend.

### Unit 15

#### Following God with Courage

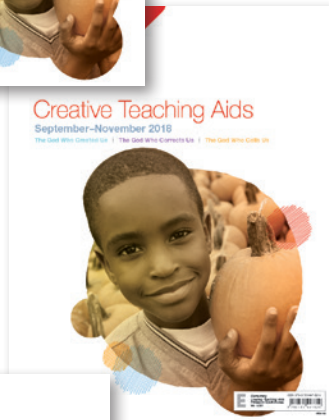
This unit examines how Christian beliefs strengthen us as well as how trusting in God helps us with difficult decisions. Your students will know that God is always there each and every day. As we seek and obey Him, He will fight our battles and lead us to victory.

# Resources for your Elementary Class



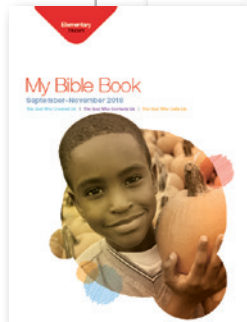
## Elementary Teacher's Commentary

New features, paired with traditional commentary excellence, include increased Bible background with black biblical heritage highlights, streamlined lessons for seven and eight-year-old readers, and easy step-by-step directions for preparing and teaching each lesson. One per class.



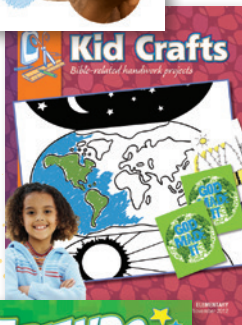
## Elementary Creative Teaching Aids

Attention-grabbing Bible art posters, movable flannel figures, and music make Bible lessons understandable and memorable to early readers of the Bible. A Diskit CD is also included. One per class.



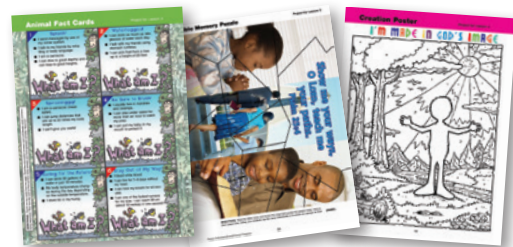
## My Bible Book

This [student book](#) contains four pages for each lesson including Bible study pages and activities. As a bonus, the cover includes the quarter's memory verses and an activity to encourage Bible memory and lesson review. One per student.



## Kid Crafts

A craft booklet used during the lesson allows students to explore what they have just learned in the Bible story. One per student.



## Friends

Students use it as a [take-home paper](#) to reinforce what was learned in class. The Bible story, a contemporary story, activities, and a family section are all included in this easy-to-use leaflet format. This product doesn't directly correlate with the outline. One per student.



# Open God's Resounding Word to Kids

The step-by-step format ensures that students learn Bible truths and how to apply them to their lives.

With extra information for teachers, and detailed activities and lessons, students will leave class with a deeper understanding of God's Word.

1

## LIFE NEED

**Step 1** helps the children personalize the Bible Truth by connecting it to their own experiences. It will include a brief activity or demonstration, followed by small group discussion where students can share their own ideas, opinions, and experiences.

2

## BIBLE LEARNING

In **Step 2**, your students hear and study the Bible story, check for understanding with review questions and activity, and learn the memory verse. It lets the children know what the Bible says regarding the Bible Truth.

3

## BIBLE APPLICATION

Each week, **Step 3** allows your children to explore the Lesson Aim and the Bible Story they just learned through hands-on activities. They can begin seeing how the Bible truth works in their own lives.

4

## LIFE RESPONSE

**Step 4** gives each child the opportunity to make a plan of action to apply the Lesson Aim to his or her daily life. It helps the children take what they've learned out of the classroom and into their own world.

# Supply List

## Needed for Every Lesson

- ✓ *Elementary Teacher Commentary*
- ✓ *My Bible Book* (student book)
- ✓ *Elementary Creative Teaching Aids*
- ✓ *Elementary Kid Crafts* (craft book)
- ✓ *Friends* (take-home papers)
- ✓ Bibles

## Standard Classroom Supplies

- ✓ CD Player
- ✓ Whiteboard and markers
- ✓ Paper
- ✓ Roll of butcher paper
- ✓ Crayons and colored markers
- ✓ Index cards
- ✓ Glue or glue sticks
- ✓ Paper clips
- ✓ Pencils with erasers
- ✓ Paper fasteners
- ✓ Clear tape, masking tape
- ✓ Poster board
- ✓ Scissors
- ✓ Yarn, glitter, confetti

# Extra supplies

## Lesson 1

- 📌 25–50 piece puzzle

## Optional

- 📌 baby doll, basket, tiara, triangle shape, bottle of water, trench coat, magnifying glass

## Lesson 2

- 📌 timer
- 📌 envelopes

## Lesson 3

- 📌 no additional materials

## Lesson 4

- 📌 prepared sheets of paper for Memory Work

## Lesson 5

- 📌 no additional materials

## Lesson 6

- 📌 stick, stuffed animal bird, white paper “flakes”

## Lesson 7

- 📌 buttons or small rocks
- 📌 coin

## Lesson 8

- 📌 colored glue in squeezable bottles
- 📌 page protectors or large plastic freezer bags

## Lesson 9

- 📌 ice cubes, play dough, marbles, packing peanuts, a ball of yarn, blindfolds (one for each student), bags, 2"x4"x8' board, three 12-inch strands of string or other cord that braid well for each student

## Lesson 10

- 📌 ribbon

## Lesson 11

- 📌 a list of directions, printed before class, one for each student

## Lesson 12

- 📌 10 precut slips of paper for each student

## Lesson 13

- 📌 slips of paper, prepared before class, one for each pair of students

## highlights in black history

# Dr. Herbert C. Smitherman

## The 'Jackie Robinson of P&G'

by Victoria McAfee



© The Family of Dr. Herbert C. Smitherman

**G**eorge Washington Carver began each day praying that God would reveal secrets to him about plants and vegetables. God responded, "Little man, you're not big enough to know the secrets of My universe, but I'll show you the secret of the peanut." The outcome of this conversation with God resulted in Carver spending a lifetime discovering hundreds of products from the seemingly insignificant peanut. Many African-American scientists and inventors have followed in Carver's footsteps. Add to the list Dr. Herbert C. Smitherman.

Dr. Herbert C. Smitherman was born March 23, 1937, to Rev. Otis C. Smitherman and his wife Alberta. An only child, he grew up in Birmingham, Alabama. Opposers burned down his father's church twice during the voting registration and rights movement.

Regardless of the obstacles, the Smithermans encouraged their son to get as much education as possible. Smitherman recalled a time his father took him out to a construction site and showed him a worker with a jackhammer breaking up concrete. Rev. Smitherman said to his son, "If you don't get an education this is where you will end up." Herbert jokingly replied, "I've been reading books since that day."

Although the family was poor, Smitherman went on to fulfill his parents' dreams. He attended Tuskegee Institute obtaining both his B.S. and M.S. in chemistry. He taught at Southern University of Texas. He then served in the army for two years as a commissioned officer. After his military service, he completed his doctoral degree at Howard University in 1966.

Dr. Smitherman became the first African American with a Ph.D. to be hired by Procter and Gamble (P&G) as a physical organic chemist. Dr. Smitherman worked at P&G for the next 29 years. He was part of development teams that improved several products. His name is associated with Crest toothpaste, Business stain remover, Folgers coffee, Bounce fabric softener, Safeguard soap, Crush soda and many others. Smitherman's new formulations and inventions led the company to increased profits and fame.

One of Dr. Smitherman's sons nicknamed him the "Jackie Robinson of P&G" because he used his position to open the door for so many other African Americans. Smitherman saw himself as a bridge builder, assisting other minorities to make progress in this field. While employed by P&G, he pioneered a recruiting program for minority undergraduate and graduate students pursuing degrees in science, chemistry, and chemical engineering. He founded the Black Technical Ph.D. Group and The National Organization for Black Chemists and Chemical Engineers (NOBCHE). These organizations allowed black scientists and engineers to receive a paycheck for their work along with promotions, awards, and scholarships.

After retiring from P&G, he joined the staff of a historically black college, Wilberforce University, serving as assistant vice president of academic affairs and as a professor of chemistry. After Wilberforce, Dr. Smitherman desired to influence young people in math and science. He started a high school, Western Hills Design Technology, and was the principal there for nine years. He also developed a weekend program for inner city middle schoolers. Scientists and mathematicians in the local area volunteered to tutor the students.

Dr. Smitherman and his wife Barbara were married 51 years. From this union, God blessed them with six children. Despite his busy career, Dr. Smitherman found the time to actively be involved with his children. He served as a Boy Scout leader, a Little League baseball coach, an officer of the Walnut Hills High School Parent Board, and as a member of the North Avondale Neighborhood Association (NANA) and Stepping Stones. In addition, he tutored at several schools. He completed OSHA requirement training to become a safety manager to assist his son who owns a construction company.

Dr. Smitherman and his family were members of Bellarmine Chapel in Cincinnati from 1968 to 2010. His funeral services were held there after his passing on October 9, 2010.

*But there is a God in heaven who reveals mysteries.*

—Daniel 2:28

Lesson

2

# God Helps Us Do What He Asks

## BIBLE BASIS

At the burning bush, Moses acts to obey God, even though he doesn't want to at first (Exodus 3:1—4:20).

## BIBLE TRUTH

If God asks us to do things that seem hard, He can give us someone to help.

## MEMORY VERSE

Carry each other's burdens. Galatians 6:2

## LESSON AIM

That your students will seek someone's help in trying to do hard things that God would want them to do.

2

1

### LIFE NEED (5–10 MINUTES)

**Students will learn that people sometimes need others to help them do hard things.**



Materials: Timer

2

### BIBLE LEARNING (15–20 MINUTES)

**Bible Words:** Introduce grown-up Moses, his brother Aaron, and the hard situation they faced.

■ Materials: "[God's People in the Land of the Pharaohs](#)," "[Journey to Freedom](#)," and [Bible Overview Chart](#) Teaching Aids, [My Bible Book](#) pp. 7, 10, Bibles

**Bible Story:** Hear the story of how God asked Moses to do something hard, but also gave him someone to help.

■ Materials: Bibles

**Bible Review:** Choose pictures that answer questions about the Bible story.

■ Materials: [My Bible Book](#) p. 8, pencils **Memory Work:** Learn Galatians 6:2.

■ Materials: Bibles

3

### BIBLE APPLICATION (5–10 MINUTES)

**Memory Work:** Identify Bible verses and people who can help bear another's burden.

■ Materials: [My Bible Book](#) pp.9–10, pencils, whiteboard, and marker

4

### LIFE RESPONSE (5–15 MINUTES)

**Play a matching game and learn who can give help for a hard job.**



Materials: "Wisdom from God" *Elementary Kid Crafts*

Lesson 2, envelopes, [Friends for Lesson 2](#)



This symbol means extra preparation or supplies are needed.



# Understanding the Bible

**Overview of This Quarter:** This fall quarter begins with a unit on how God is with us in times of trouble. We learned how God worked through Miriam to save Moses. This week we'll see how God, at the burning bush, gave Moses a difficult task and a promise to provide help.

**This Week's Bible Story:** Today's story takes place about 80 years after Moses was rescued from the Nile by the pharaoh's daughter.

After killing an Egyptian who was beating a Hebrew slave, Moses fled to Midian for safety. He married, began raising a family, and helped take care of his father-in-law's sheep.

Moses was tending sheep near Mount Sinai (Mount Horeb, Exod. 3:1) when he saw the burning bush. This was the same area where God would later give Moses the Ten Commandments.

Moses watched the burning bush and saw that it was not burning up. Removing his sandals was a sign of respect for a superior. God spoke to him from the

burning bush. God told Moses to return to Egypt and free the Hebrew people. Moses was reluctant to go, but he trusted God's promise to help and returned to Egypt.

God's pronouncement, "I AM who I AM," was an explanation of His name, Yahweh. He was declaring Himself the God whose existence depended on nothing outside of Himself. No god of the Egyptians could possibly be compared with Him.

Moses' reluctance to do as he had been commanded did not please God (4:14). But God still provided Moses with the help he needed. God sent Aaron, Moses' brother, to be his spokesman and performed the miraculous signs needed to convince the pharaoh to free the Hebrew people.

God gave Moses a difficult task. But He didn't leave Moses on his own to complete that task. Sometimes God gives us difficult tasks too. When He does, we can trust Him to help us accomplish them.

## Understanding Your Students

Try to recall how you viewed the world as an elementary child. There were many scary, mysterious, and incomprehensible facets to life. Your students are experiencing that now. A child's life today is more complex than just a couple of years ago. Your encouragement can make a noticeable difference to your students. Rather than back away from challenging situations, ask God to help you know how He wants you to help each of your students. Tell your students that God's help is constantly available to them.

## Classroom Tips

Here are some tips for encouraging your students.

- Some children may come from homes where family life is unstable. They can be dealing with divorce, separation, or abusive situations. Be sensitive to those children who need to know that God is always near to help.
- Remind children that God gives us people who can help us during hard times.
- New situations such as moving, attending a new school, or making new friends are scary to elementary children. Assure them that God is always with them.
- Allow children to talk about something hard they are facing during classroom discussions. Encourage them to seek out adults who can help them.
- Always let your students know you are available to talk with them about hard situations they are facing.

# Pre-session Activities

Choose from the following activities.

- As students enter, make sure each child marks his attendance on the "Journey to Freedom" Attendance Chart with an X or a sticker.  
**Materials:** Attendance chart, stickers or markers
- Ancient Egyptians used hieroglyphics, or picture words, as part of their writing. Write all the consonants of the alphabet on the board leaving space between the letters. Have children create a simple picture symbol for each consonant, writing

each symbol next to its letter. Then let students write their names using the symbols.

**Materials:** Whiteboard and marker, paper, pencils

- Select one of your favorite songs to sing as your students arrive, or sing one of the songs from the DisKit CD found in the quarter's Creative Teaching Aid packet.

**Materials:** DisKit CD, CD player



2

1

## Life Need 5-10 minutes

**Objective:** That your students will work together to accomplish a goal.

This activity will help prepare the children to think about their experiences of needing help and understanding the fact that with God's help we can do more than we think.

Begin class with one or more of these activities to give the children a concrete example of needing to work with others to achieve a particular goal. If you have a large class, you might have two or three of these activities available so several children can try these at the same time.

Explain to the entire group what is to be accomplished in each situation. Divide the class into groups to work on the activities you have chosen. You may want to set a timer or tell the children that you will give them two or three minutes to complete the activity for their particular group.

### Activity choice 1

Working as a group, have the children carry a table across the room.

### Activity choice 2

In groups of two have them play tic-tac-toe.

### Activity choice 3

Have the students pair up, sit down back-to-back, and link arms. At your signal, have them stand up together.

When finished, gather the children back into one large group for a time of discussion. Have them talk about how the tasks would have been harder without help. For example, the table would have scraped the floor if dragged, the game couldn't be played, and one person can't stand if the partner remains seated.

**There are lots of things that we can do by ourselves. But there are some things that we do better with help.**

- **What are some other things that you couldn't do unless you had help?** (*Let all the children have a chance to give their ideas. Some of the answers may include: get transportation to some places, figure out certain problems, get money, find courage or comfort, etc.*)

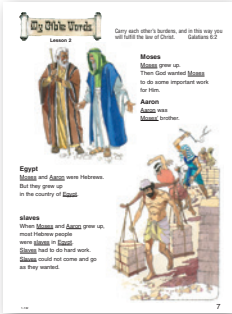
- **When you have to do something hard, who do you ask for help?** (*Let all of the students respond. They may suggest their parents, grandparents, teacher, older brother or sister, a friend, etc.*)

**Sometimes we're asked to do things that we think we really could never do. Moses was asked to do something that was hard for him. Let's see how he did it.**

# 2

# Bible Learning 15–20 minutes

**Objective:** That your students will describe how God helped Moses do something hard.



[My Bible Book, page 7](#)

■ **What happened in last week's Bible story?** (*Pharaoh wanted to kill baby Moses and other Hebrew boy babies. Moses' mother and his sister Miriam helped to keep him safe by putting him in a little basket, then putting the basket in the Nile River.*

*Pharaoh's daughter, the princess,*

*saw the basket. Moses was kept safe. His mother was able to take care of him.)*

**Today's story takes place when baby Moses is all grown up.**

Distribute *My Bible Book* and have your students turn to page 7 to learn about this week's Bible words. Read the description for Moses, then show "God's People in the Land of the Pharaohs" Teaching Aid. Read text under number 2 and have students answer the question.

**This week we'll meet someone else from Moses' family.** Introduce Aaron.

**Let's find out about the place where Moses and Aaron grew up.** Have students look at the bottom scene in *My Bible Book* while you read about "Egypt" and "slaves." Talk about the kinds of work



["God's People in the Land of the Pharaohs" Teaching Aid](#)

slaves did, such as making bricks.

Refer to scene 2 on the "Journey to Freedom" Teaching Aid. **Mount Horeb is the place where God told Moses to do**



["Journey to Freedom" Teaching Aid](#)

**something hard. This is where our Bible story today takes place.** Ask two students to place the Hebrew figures in the slits for scene 2.



[Bible Overview Chart Teaching Aid](#)

Ask a volunteer to find the Old Testament on the Bible Overview Chart Teaching Aid. Ask

another to find the Book of Exodus. Talk about how God's special people, the Israelites, are in trouble.

Have the children find the Book of Exodus in their Bibles. Talk through the method of finding a Bible verse shown on page 10 of *My Bible Book*. Have the children put a bookmark in Exodus 3:15 to use later in the lesson.



[My Bible Book, page 10](#)

Now open your Bible to Exodus 3:10, 20. **The Bible tells about a time when God gave Moses something hard to do. Listen carefully because I want you to tell me two things at the end of the story: (1) What did God want Moses to do? (2) How did God promise to help Moses do it?**

## BIBLE STORY

Moses grew older and lived in the Egyptian palace. The princess made Moses her son, but Moses knew he was really a Hebrew.

Other Hebrew people were slaves. They worked very hard without earning money. They made bricks and built big buildings for the Egyptian people. The Egyptians often beat their Hebrew slaves. Moses didn't like what he saw and one day he killed an Egyptian who was beating a Hebrew slave. Because of what he did, Moses left Egypt. He went to another country, Midian, for safety. Years passed. He married, raised a family, and tended sheep. Moses often thought about God while he watched the sheep. He remembered many things that his mother had taught him about God when he was a little boy in Egypt. Moses also thought about his people.

"What is happening in Egypt now?" he wondered. "Are my people still slaves of the Egyptians?"

One day as Moses watched his sheep, he saw a bush

on fire. The fire seemed to come up out of the middle of the bush, but the bush didn't burn up! It just kept burning and burning.

"I don't understand," Moses said to himself. "Why doesn't the bush burn up?"

As he went nearer to the bush, a voice called, "Moses! Moses!"

"Here I am," said Moses, even more surprised.

"Do not come any closer," the voice said. "Take off your shoes. This is holy ground. I am God."

Moses did what the Lord told him to do.

"I know all the trouble My people are having in Egypt," God said. "I want you to ask Pharaoh to let My people leave Egypt and go to a new land I have for them."

"Oh, no," cried Moses. "I can't do that! I am nobody. How can I talk to Pharaoh?"

God said, "I will go with you, Moses."

"But what will I tell the people?" Moses asked.

*Have the students read Exodus 3:15 aloud together.*

*Talk about what Moses was to tell the Hebrew people.*

"But I can't speak well," Moses said.

"I will help you," said God. "I will tell Aaron, your brother, to help too. I will tell you what to say. Aaron will help you say it."

Moses didn't understand all that God wanted him to do. He thought it was too hard for him, but God had promised to help him. So Moses obeyed God and began the long trip back to Egypt to help his people.

## BIBLE REVIEW

- **What was special about the bush Moses saw?** *(The bush didn't burn up; it was holy ground; God spoke to Moses from the bush.)*
- **God asked Moses to do something hard. What was it?** *(God asked Moses to go back to Egypt and tell the king to let the Hebrew people leave. God also said that Moses would lead the people to a new land that God had for them.)*
- **Why did God want Pharaoh to let the Hebrew people go?** *(The Hebrew people were slaves to the Egyptian people; God didn't want His people to be slaves.)*
- **God gave Moses a hard job, but God promised to help him. How?** *(Point to Aaron on page 7 if a*

*clue is needed. God promised to go with Moses and to send his brother, Aaron, to help him.)*

**Let's think some more about the story we just heard.**

Have students turn to page 8 in *My Bible Book*. **I'm going**

**to read three questions on this page. I want you to put**

**an X in the box by the picture that shows the right answer to each question.**

Discuss each set of pictures as students mark them. Note that while one picture in each set is the wrong answer, it does have something to do with the story. Students may tell about how the picture fits in the story. Then they may describe what is happening in the correct picture.

**God never expects us to do anything that's too hard for us. He'll always give us the help we need to do what He asks.**

## MEMORY WORK

Have your students find Galatians 6:2 in their Bibles. Have them refer to page 10 in *My Bible Book* if they need help looking up verses. Read the verse aloud together.

- **Have any of you ever helped your parents bring the groceries in from the car?** *(Allow for a show of hands.)*

**You were helping to carry a heavy load. We might call it helping to carry someone else's burden. A burden is anything that someone has to carry, or do, or worry about. When we help someone else carry a burden, we might carry half of what they are carrying, or we might work with them to complete a job, or we might pray with them to help them not worry so much. There are lots of ways we can carry burdens for other people. This week's Bible verse says that we should do this.** Read the verse aloud again together.



*My Bible Book*, page 8

# 3

## Bible Application 5-10 minutes

**Objective:** That your students will identify ways that God helps people today.

The Egyptians, at the time of Moses, didn't write with letters like we do. They used *hieroglyphics*. Hieroglyphics are pictures and symbols that stand for words. It's almost like a code.



My Bible Book, page 9

Have students turn to page 9 in *My Bible Book*. These children and their tour guide are at a museum. Have students use the hieroglyphic-like code to find the memory verse reference. Then they should look up the verses in their Bibles and match the verse to the problem it helps.

Keep a copy of page 10 from *My Bible Book* available to the children throughout the quarter to help them find Bible verses.

Help students with the hieroglyphics if needed.



My Bible Book, page 10

God asked Moses to do a hard job, but He also sent Aaron to help Moses. Aaron was a good helper for Moses. People today can be good helpers too. In fact, the Bible tells us that we should be helpers for one another.

Moses was grown up when God asked him to go back to Egypt to help free the Hebrew people. But God can also send people to help children do things for Him.

■ **Who are some people who help you?** (*List the names of people mentioned on the whiteboard.*)



# 4

## Life Response 5–15 minutes

**Objective:** That your students will learn that God sends people to help them do things that seem difficult.

We've seen how God gave Moses someone to help him do a hard job. And we've seen how God can give children and adults people to help them do hard jobs today. Sometimes we need a reminder that God will give us someone to help us with hard jobs. Let's play a memory match game to help us see how we can do a hard job—with God's help and someone else's help!

Have your students punch out the cards from "Wisdom from God" Kid Crafts, Lesson 2. There are two pages for this game.



Kid Crafts, Lesson 2

Use the floor or table to lay the cards face down in three rows of four cards each. Find a friend to play with you. Take turns flipping over two cards. If the cards match, keep the cards. Keep playing until all the cards are matched. Cards match when the Scripture verse gives wisdom for how

to relate to the person pictured on the card. Some Scripture verse cards may match more than one person card. After the cards have been matched, have the pairs talk about how the verses match the pictures and how the people can help them. Have students take home their game cards in envelopes.

Gather the students back together. **God asks each of us to do things for Him. Sometimes God wants us to do everyday kinds of things like obeying our parents and teachers or doing our best work. Sometimes God wants us to do special things like praying or learning to share. Whatever we do, things usually go better when people help one another.**

### CLOSING ACTIVITY

■ **What are some things that are hard for you that you would like God's help with?** *(Let the students know that their answers could be something ongoing or a one-time situation or task they're facing this week. Let all of the children have a chance to share something that they need God's help with. If they don't want to share aloud the situation or task that they need help with, let them consider it silently. But assure them that God will help them if they ask Him.)*

Let's close our time together with a prayer. But I need your help to complete this prayer. I need you to repeat the phrase "You always help us, Lord" after each sentence I pray.

Dear Lord, thank You for letting Aaron help Moses.

(You always help us, Lord.)

We know that there are things You want us to do, even though they're hard.

(You always help us, Lord.)

We know we can count on Your help with hard jobs.

(You always help us, Lord.)

Thank You for helping us. In Jesus' name. Amen.

Encourage students to work hard for God and ask for help when needed.

Make sure your students have *My Bible Book*, pages 7-10, and their Kid Crafts "Wisdom from God" cards to take home.