

Upper Elementary

Echoes™

SAMPLE LESSON

Includes links to related resources

Teacher's Commentary

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



ECHOES

UPPER ELEMENTARY TEACHER'S COMMENTARY

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ECHOES
*Upper Elementary Teacher's
Commentary*

A self-contained teaching
program for use with
*Upper Elementary Creative
Teaching Aids and
Bible Adventures.*

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To equip the Church with Christ-centered resources for making and teaching disciples who obediently transform today's generations . . . David C Cook is a nonprofit organization dedicated to international Christian education.

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Echoes
BY DAVID C COOK

Introduction to the Quarter

Courage to Follow God's Plan

It takes courage to faithfully follow Jesus in today's mostly anti-Christian world. It takes courage to stand for your convictions when the world calls good evil and evil good; to follow God's plan when it doesn't seem logical; and to defend righteousness. Some of your upper-elementary students are facing adversity now and others will in the future. They may be dealing with family problems, social issues, and a violent neighborhood. They need strength to make the right choices and to fulfill God's calling for their lives. You have the opportunity to help prepare them for difficult times ahead. You can teach them to follow God's plan with courage and perseverance.

How do you instill courage in someone? Help your students find the source of strength and courage. Let them know that God will always be there when they are at their weakest and their strongest. Your encouragement may give a child the determination to keep going when many would give up. The lessons this quarter will give your class examples of some courageous leaders: Moses, Joshua, and Caleb.

Be courageous in your faith and shine as an example for your upper-elementary students. You can teach a new generation to be modern-day Joshuas and Calebs.

Unit 13

Escaping Egypt

Your students will learn, through Moses' experience, that it is always best to follow God's plan. In studying these lessons about Moses and the Israelites, upper-elementary students can learn to follow God even when it seems difficult; to persist when the going gets tough; and to follow all of God's directions.

Unit 14

God Delivers Us

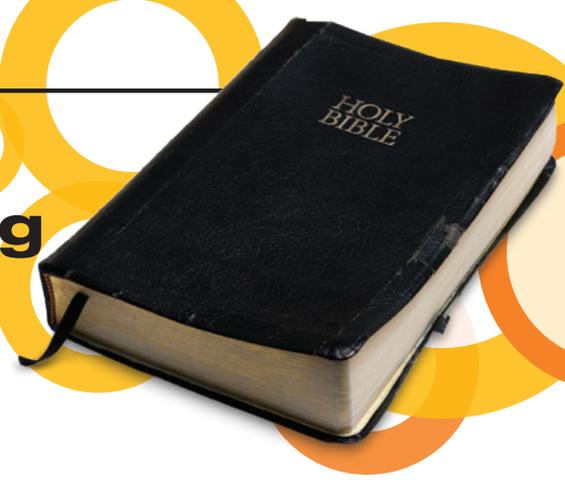
This unit will help your students learn that God often uses trials in our lives to help us walk closer to Him. These lessons are about Moses and the Israelites facing times of testing and trials in the wilderness.

Unit 15

Following God with Courage

In this unit about Joshua, Caleb, and Achan, your students can learn to trust God and follow Him regardless of what their peers say and do. These lessons focus on trusting God and turning to Him for help in difficult situations.

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.

Teacher Pages

Each lesson begins with extra information to help you, the teacher, understand the Bible lesson and the unique needs of your students. Through reading each lesson's introduction, you'll be fully prepared to lead your students in the day's Bible story.



STEP 1 Life Need

Step 1 will include a brief activity or demonstration, followed by small group discussion where students will

share their own ideas, opinions, and experiences. This step motivates and gets the students thinking about the Bible Truth.

STEP 2 Bible Learning

In Step 2 your teens hear and study what God has to say about the Bible Truth. You will check briefly for basic understanding.

STEP 3 Bible Application

Step 3 gives your students an opportunity to interact with the concepts they're learning.

STEP 4 Life Response

In Step 4 your students will create a personal response

to what they've learned. This is the "so what?" step, where teens decide how they will allow this new information to affect their lives. Your role as the teacher is to act as a resource and encourager.



Supply List

Needed for Every Lesson

- Upper Elementary Teacher Commentary*
- Bible Adventures* (Student Book)
- Upper Elementary Creative Teaching Aids*
- Pix*
- Bibles
- DisKit CD

Standard Classroom Supplies

- Bibles
- CD Player
- Construction paper, scrap paper
- Scissors
- Glue or glue sticks
- Crayons and colored markers
- Pens or pencils
- Whiteboard and markers
- Clear tape, masking tape
- Cotton balls
- Toothpicks
- Poster board

Extra Supplies Recipe for Play Dough

- 2 c. flour
- 1 c. salt
- 4 T. cream of tartar
- 1 pkg. unsweetened dry drink mix for scent and color
- 2 c. warm water
- 2 T. cooking oil

Stir over medium heat until mixture pulls away from sides to form a ball. Store in airtight container. (For eight to ten children.)

Lesson 1

- Copies of quiz

Lesson 2

- No additional materials

Lesson 3

- Wide rubber bands
- Permanent fine-point markers

Lesson 4

- Paper cups
- Candy-coated chocolate pieces
- Soft foam balls or balloons
- Passover plate
- Hard-boiled egg
- Horseradish
- Charoset paste
- Onion or boiled potato
- Romaine lettuce
- Matzah
- Grape juice
- Paper cups
- Napkins

Optional

- Haggadah, children's books about Passover

Lesson 5

- Blank CD cases
- Permanent markers
- CD

Lesson 6

- Candies or small gifts
- Multi-colored index cards, white index cards
- Aluminum foil
- Strips of white paper

Lesson 7

- Light gray construction paper
- Modeling clay or play dough

Lesson 8

- A large string or jump rope
- Several large boxes
- Tables/desks
- 3 large bed sheets
- Broom or a mop

Lesson 9

- Envelopes
- Slips of paper
- 1 can of peas (or other yucky kid food) inside a brown paper bag (no can opener necessary)
- Small treats for the class

Lesson 10

- One-dollar or five-dollar bill and/or coins

Lesson 11

- Old road map
- Yarn or string

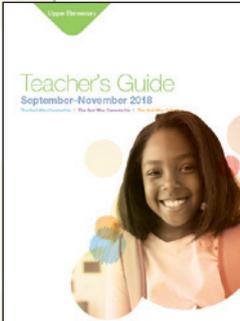
Lesson 12

- Several "Want Ads" sections of newspapers

Lesson 13

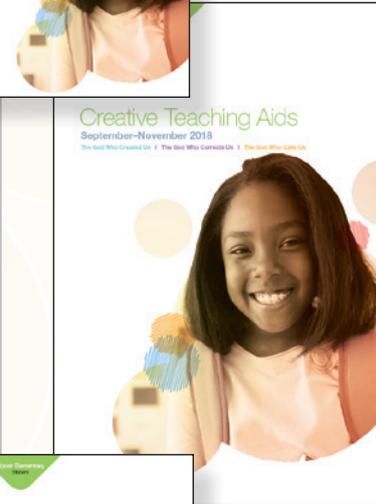
- Worship music

Materials for your Upper-Elementary Class



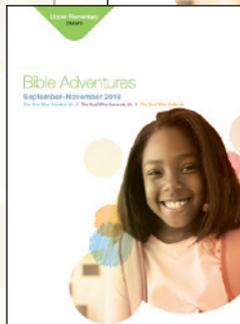
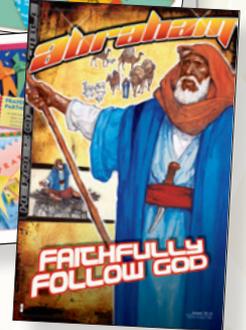
Upper Elementary Teacher Commentary

Each teacher commentary contains step-by-step instructions for sharing the lesson with your students. Biblical lessons, exciting activities, and relevant cultural content will help your students learn and apply the Bible lesson to their lives.



Upper Elementary Creative Teaching Aids

This packet contains visual aids and activities to help enhance lessons. The wide variety of activities include, but are not limited to, posters, time lines, puppets, games, stand-up figures, and information cards. Also inside the packet is a [DisKit: a CD of songs](#) relating to the quarter's lessons. Also includes [lyric sheets and song sheets](#). Need one per class.



Bible Adventures

This [student book](#) contains four pages for each lesson including Bible study pages and activities. The art integrates modern-day and Bible art, as well as providing multicultural depictions of characters. Students are often encouraged to memorize a Scripture and to apply that Scripture to their lives. Need one per class.



Pix

Send home this time-honored [eight-page booklet](#) to reinforce lessons with all new *Action Bible* art. *Pix* includes stories, comics, crafts, and more as well as Faith Forward, meaningful, lesson-related activities for students and their families. While *Pix* is not distinctly Echoes, it is an outstanding resource for both classroom and home.



Free! [Downloadable Options for Steps 1 and 4](#)

- This week's movies.
- News that just happened.
- Relevant subjects from today's world that are rarely talked about in Sunday school!

RealLifeDownloaded.com



Online Teacher Training! To learn more about teaching and using the resources in a lesson, visit EchoesCurriculum.com

Highlights in Black History

© The Family of Dr. Herbert C. Smitherman



Dr. Herbert C. Smitherman

The 'Jackie Robinson of P&G'

by Victoria McAfee

George 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 Proctor 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

Preparing for a Difficult Assignment

STEP 1 **Life Need** (5–10 minutes)

- Identify reasons why it is easier to do some tasks than others.
 - [Bible Adventures](#) p. 1, pencils, masking tape

STEP 2 **Bible Learning** (15–20 minutes)

- **Bible Study:** Talk about the assurance God gave Moses after giving him a difficult task.
 - [Bible Adventures](#) pp. 2-3, Bibles, “[God Sets His People Free](#),” “[The Long March Home](#),” and “[Bible Map Figures](#)” Teaching Aids, glue stick or tape
- **Bible Review:** Review how God prepared Moses for the task ahead.
 - “[The Long March Home](#)” and “[Bible Map Figures](#)” Teaching Aids

STEP 3 **Bible Application** (5–10 minutes)

- **Memory Work:** Discuss ways God helps His followers tackle hard jobs.
 - [Bible Adventures](#) p. 4, pencils

STEP 4 **Life Response** (about 5 minutes)

- Students agree to tackle a task for God.
 - [Bible Adventures](#) p. 1

Memory Verse

[The LORD said], “I will help you speak and will teach you what to say.”

—Exodus 4:12

indicates items you will need to prepare before class

Bible Basis:

Moses is willing to face his enemies (Exodus 3:1 – 4:20).

Bible Truth:

God provides those who are willing to follow His ways with the means to carry them out.

Lesson Aim:

That your students will have the desire to tackle difficult things for God.

Understanding the Bible

The first unit of this quarter tells how God’s power makes the difference in times of trouble. We looked at how Moses tried and failed to help the Hebrew people escape the miseries of slavery. This week we’ll see how God called Moses to follow His plan in leading the Hebrews out of Egypt.

In last week’s lesson Moses had fled from Egypt after killing an Egyptian. He arrived at Midian and soon married Zipporah (zih-POH-rah), one of the daughters of Jethro, a priest of Midian. Today’s lesson takes place 40 years later when Moses was tending a flock of sheep that belonged to his father-in-law. Here in the wilderness, God spoke to him through a burning bush.

The incident of the burning bush took place near Mount Sinai (also called Mount Horeb, Exod. 3:1), the same place where God would later give Moses the Ten Commandments. After approaching the bush, Moses was told to remove his sandals because the ground was made holy by the presence of the Lord. Removing one’s shoes was also a custom that Egyptian priests observed. Even today, this is a way to show reverence in the East.

God’s pronouncement, “I AM WHO I AM” (vs. 14), was

—continued on next page

Understanding the Bible —cont'd.

an explanation of His name, Yahweh. He was proclaiming His self-existence. The name expressed God's character and declared Him to be the God above all (supposed) gods, not to be compared with any god the Egyptians might have worshiped.

Moses' reluctance to do what God requested and the excuses he gave didn't please God (4:14). Yet God promised to provide the help Moses needed through miraculous signs and through Moses' brother, Aaron. Aaron was to be Moses' spokesman to the people.

Sometimes God gives us difficult tasks, but we can always be sure that He will give us the help we need to accomplish them.

Classroom Tips

How can you encourage reluctant students to work at difficult tasks?

- Suggest that students work in pairs or groups to help each other in their assignments.
- Allow students to talk together about the problems and successes they experienced during the week. Students this age approach many things more readily and confidently as members of a group rather than as individuals.
- Some students may fear that they will be forced to do something they don't want to do. Be sure to remind your students of God's mercy and the help that God offers.

Understanding Your Students

It is human nature to turn aside from unpleasant, difficult tasks. Yet putting things off is a habit that can keep us from achieving all of our potential.

Upper-elementary students need to learn the importance of facing difficult jobs head-on and determining to do them. In homes with only one parent, it is often more difficult for the parent to keep up with a student's

assignments and help him or her through it.

As their teacher, you have an opportunity to motivate your students. As your students look at the story of Moses, they'll see the importance of tackling difficulties and the strength God gives to do them.



PRESESSION ACTIVITIES

Choose from the following activities for the students to do as others are arriving.

■ Have your students list expectations or tasks that they feel God may want them to handle. Quite often students' expectations are based on fear or on a lack of understanding. Keep the list on the board and help ease fears throughout the lesson.

Materials: whiteboard and marker

■ Have available magazine pictures of people working at different occupations. Discuss with your students what makes some tasks more difficult than others.

Materials: magazine pictures

■ For Worship Time: Use the DiskKit CD from the Creative Teaching Aids packet with songs for this quarter.

Materials: DiskKit CD, CD player



- Help your students divide tasks that appear overwhelming into smaller, manageable chunks.
- Be ready to tell of a time from your own life when you faced a difficult task and how you handled the situation.

STEP 1 

Life Need
(5–10 minutes)

Lesson Aim:

That your students will have the desire to tackle difficult things for God.



Objective: That your students will rank difficult tasks that they might try to do for God.

Materials:

- [Bible Adventures](#) p. 1, pencils
- masking tape
- whiteboard and marker

Today's lesson from Exodus 3 and 4 describes the tough assignment God gave to Moses at the start of Moses' leadership within the nation of Israel. To introduce the topic of hard tasks preteens have faced, they will rate a variety of tasks a fourth or fifth grader might be given. **Young people your age are asked to do different kinds of jobs. Some of the work might seem easy to you, but other times it can be harder or just plain tough. Let's find out how you rate different kinds of jobs.**

Ask a volunteer to hand out Lesson 2 of *Bible Adventures*, along with pencils. Draw students' attention to page 1, "Help Wanted." Ask another class member to read aloud the directions at the top of the page, and then tell students they have a couple of minutes to do the activity. While they work, lay out on the floor a line of masking tape (at least five feet long).

After everyone has finished, show the students the tape line on the floor. Designate one end "1 = easy" and the other "6 = hard." Explain that everyone will get to see how they all rated the jobs on the page. Assure them that there are no wrong or right answers, just different opinions about the tasks described.

Read the first job description under the garbage can illustration and ask students to find a place on the tape continuum that corresponds with the degree of difficulty they assigned to that task. It should be obvious how hard or easy the students felt that job would be for them. Expect a fair amount of prodding, bumping, giggling, etc. That's OK; this activity will give the students a chance to work out some physical energy before you sit down for discussion. Do the other five job descriptions the same way, so that everyone can see how their classmates rated the tasks.

Next, ask the students to break into small groups (three to five per group). Write these on the board and ask students to discuss them in their groups.

-  **What made the hard jobs hard?**
-  **What made the easy jobs seem easy?**
-  **Would you rather do the easier or the harder types of jobs? Why?**

After several minutes in the small groups, call everyone back together and share some of their responses. Then ask:

-  **Tell about a time you had to do a really hard job, and how you handled it.**
(Give opportunity to all who wish to answer. The idea is for everyone to think of times they've had tough things to do, whether or not they did them or were successful. If the sharing is going slowly, you should tell about a time you had a difficult assignment, and what you did.)

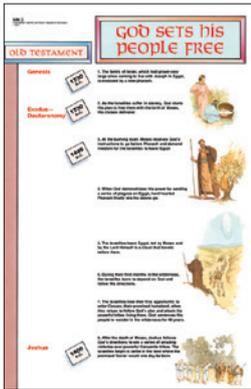
We're usually more willing to attempt to do things we feel comfortable doing, aren't we? But what about those tasks where we might fail? Moses had tried to help God's people and failed miserably. Now God had a new and difficult task for him. Do you think Moses will try again?

STEP 2

Bible Learning
(15–20 minutes)

Bible Basis:

Moses is willing to face his enemies (Exodus 3:1–4:20).



Objective: That your students will discuss how God answered Moses' excuses after calling him to complete a difficult task.

Materials:

- Bible Adventures* p. 2-3, Bibles
- "God Sets His People Free" Teaching Aid
- "The Long March Home" and "Bible Map Figures" Teaching Aids
- glue stick or tape

Review with your students. Moses had been born around the time that Pharaoh ordered the deaths of all male babies. Moses' mother and sister Miriam hid Moses; then they placed him in the Nile, where he was rescued by the daughter of Pharaoh. This daughter of Pharaoh raised Moses as her own son. When Moses was about 40 years old, he tried to help the Hebrew people by killing an Egyptian. He had to run away from Egypt, because Pharaoh wanted to kill him.

Call your students' attention to Side 2 of the time line "God Sets His People Free." Read statement 3 aloud. Explain that about 40 years have passed since Moses tried to help his people by killing the Egyptian.

After Moses' failure, he fled from Egypt. But God hadn't forgotten about the Hebrews or Moses. This was all part of God's master plan in which Moses was to play an important part.

Bible Study

Have students find Exodus 3 in their Bibles. Then ask them to open *Bible Adventures* to pages 2 and 3 and read the introduction to themselves. Display the teaching aid map "The Long March Home" which will show the relative locations of the places mentioned in the lesson. Ask students to find Egypt on the map, then have a volunteer place Figure 2A (from "Bible Map Figures" Teaching Aid) near Midian. Point out the distance traveled by Moses when he ran away. Finally, ask another student to locate Mount Sinai, where much of today's Bible story takes place, and have a student place Figure 2B (from "Bible Map Figures" Teaching Aid) there. Ask another student to read Exodus 3:2-3.

BIBLE STUDY FROM EXODUS 3:1–4:20

¹Also named Mount Sinai, the highest mountain in the land between Egypt and Arabia.

I CAN'T DO IT ALONE

Moses lived in the land of Midian. One day Moses went into the desert near Mount Horeb¹ while watching the sheep of his father-in-law.²

Read Exodus 3:2-3. Who appeared to Moses?

What was strange about the bush?

What did God want Moses to do? How did Moses answer God? How did God answer Moses?

Then God told Moses to go to Egypt and gather the elders.³ Moses was to tell them that the Lord⁴ was ready to take them out of Egypt. But Moses worried that the people wouldn't believe him. So God showed Moses three miracles that would prove to the people Moses had God's message.

Scripture Spotlight
Exodus 3:7, 10-12a; 4:10-15

The LORD said, "I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt."

But Moses said to God, "Who am

I, that I should go to Pharaoh and bring the Israelites out of Egypt?"

And God said, "I will be with you. And this will be the sign to you that it is I who have sent you."

"The elders were older men who had the authority to make decisions for the Hebrew people."

▶ **Who appeared to Moses?** (*An angel of the Lord.*)

▶ **What was strange about the bush?** (*It was on fire but it didn't burn up.*)

Ask for a volunteer to read the first Scripture Spotlight section (Exod. 3:7, 10-12a) from *Bible Adventures*.

▶ **What did God want Moses to do?** (*To go to Pharaoh and bring the Israelites out of Egypt.*)

▶ **How did Moses answer God?** (*He said he wasn't good enough to do what God asked.*)

▶ **How did God answer Moses?** (*God said He would go with Moses and help him.*)

Ask a student to read aloud the next paragraph from *Bible Adventures*.

Ask for another volunteer to read the second Scripture Spotlight (Exod. 4:10-15) from *Bible Adventures*.

Moses said to the Lord, "Pardon your servant, Lord. I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue."

The Lord said to him, "Who gave human beings their mouths? Who makes them deaf or mute? Who gives them sight or makes them blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."

But Moses said, "Pardon your servant, Lord. Please send someone else." Then the Lord's anger burned

against Moses and he said, "What about your brother, Aaron the Levite? I know he can speak well. He is already on his way to meet you, and he will be glad to see you. You shall speak to him and put words in his mouth; I will help both of you speak and will teach you what to do."

How did God offer to help Moses? How did Moses answer God? Why do you think Moses didn't want to do what God wanted him to do?

*The Hebrew term is Yahweh (YAH-way) which means "He who is."




3

- ▶ **How did God offer to help Moses?** (*God would help Moses speak and teach him what to say.*)
- ▶ **How did Moses answer God?** (*He tried to get God to send someone else.*)
- ▶ **Why do you think Moses didn't want to do what God wanted him to do?** (*He was afraid, embarrassed, didn't speak well, wasn't very confident.*)

Bible Review

Use Side 1 of "The Long March Home" for this week's lesson. Point to Figure 2A (showing Moses as a shepherd) on the map near Midian, and Figure 2B (showing the burning bush) at Mount Horeb.

We can see that God was ready to provide for Moses' needs by sending Aaron along with Moses, and by showing Moses how powerful He is. That knocked down every excuse that Moses had. Now, let's take a look at some other ways that God prepared Moses for the assignment.

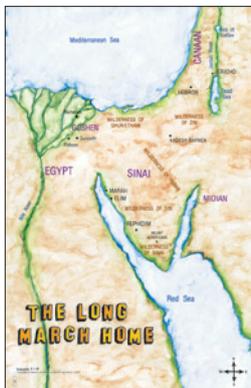
Have students point out the places where Moses was in last week's Bible story. (In Goshen, the Nile River, Midian.) Point out how the Lord used the years Moses lived in Midian to prepare him to carry out God's plan of salvation.

- ▶ **What kinds of things do you think Moses had to learn in order to be able to care for sheep in the wilderness?** (*He probably had to learn how to find grass and water; how to protect the sheep from wild animals; how to find his way around and hunt for food.*)

- ▶ **How would knowing these things help Moses lead God's people out of Egypt and into Canaan?** (*Moses would be able to take care of the Hebrew people in the wilderness like he did the sheep. God also used that time to prepare the Hebrews as a nation—the nation of Israel.*)

Lead a discussion on the progression of Moses' thinking.

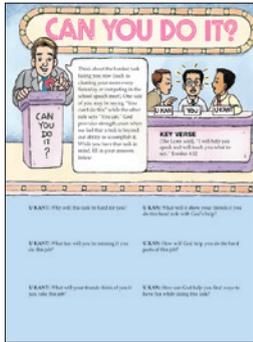
- ▶ **How do you think Moses felt when God told him that He was going to rescue the Hebrews from the Egyptians?** (*Relieved, thankful, happy.*)
- ▶ **How do you think Moses felt when told that he was the chosen leader and had to face Pharaoh and the Israelites again?** (*Frightened, worried, upset, unhappy.*)
- ▶ **Did God promise that Moses' job would be easy or trouble free?** (*No.*)
- ▶ **What promises did God give Moses?** (*God promised to be with Moses, and assured Moses of this by miraculous signs. He also promised to help Moses speak and to send Aaron with him.*)
- ▶ **What do you think would be a comparable assignment in today's world?** (*Allow some time for your students to think about an answer. Then suggest one of the following: demand freedom of worship for people living under religious persecution or rid our cities of drugs.*)



STEP 3

Bible Application

(5–10 minutes)



Objective: That your students will describe ways the Lord strengthens His followers so they can tackle difficult tasks.

Materials:

□ [Bible Adventures](#) p. 4, pencils

When we are faced with hard tasks, it isn't always easy to accept the challenge, is it? The Bible study today was about someone who had a really tough assignment. We saw how reluctant Moses was to do what God told him to do. But God didn't just cross His arms and wait for Moses to muddle through the job alone. He gave Moses the help He promised, and Moses was able to complete the work.

In our own lives, each of us has to face hard jobs. But we aren't on our own—we have God's help, even when we think we can't do the work. In what tough assignment can you really use some help from God?

Let some students share their thoughts on specific tasks they know they have to face. Accept the ideas the students offer, as long as they are real-life situations that they will deal with in the next short while. Some ideas you might hear: doing a hard school assignment or taking a test, finishing a project, playing in an athletic event, making friends in a new environment, doing some assigned task at home.

As your young people share their thoughts, show that you care about what they're saying by listening carefully and giving each student your full attention. Set a good, caring atmosphere for others to listen: discourage whispering, creating distractions, or goofing off.

Point out page 4 of *Bible Adventures* and read aloud the Key Verse. Give students a few minutes to write their responses to the questions, completing both the sides of U Kan and U Kan.

Memory Work

Have the class read this week's Key Verse together from *Bible Adventures*. Then discuss these questions:

- ▶ How did God help Moses do what God told him to do?
- ▶ How can Moses' experience help you in tough situations?

STEP 4

Life Response
(5–10 minutes)

Bible Truth:

God provides those who are willing to follow His ways with the means to carry them out.



Objective: That your students will agree to tackle a difficult task for God.

Materials:

□ [Bible Adventures](#) p. 1

Have students turn to page 1 in *Bible Adventures*.

▶ **What does the word “volunteer” mean?** (*Offer or choose to do something without being asked.*)

It means we have a choice to do something willingly—without being forced to do it.

▶ **Why do we volunteer to do certain things?** (*Because we want to be helpful to others; we like to get involved with certain things; we please God when we serve Him.*)

▶ **How do you feel when you’ve finished a task that was hard—one you never thought you’d finish?** (*Allow for responses. Some possible answers are “I felt relieved”; “I felt great”; “I had more confidence in my abilities.”*)

In what ways will you accept the challenge to serve God? Suggest that students select one of the tasks listed on page 1 in *Bible Adventures* or pick one of the following: Clean your room or do some other chore for a whole week without being asked and without grumbling. Cheerfully help a younger brother or sister with homework or a chore. Make up your mind not to talk back to your parents. Share the good news of Jesus’ death and resurrection with a person you don’t know very well. Make friends with an enemy. Break a bad habit or help a friend do so. You could also refer back to the tasks listed on the board during the pre-session activities.

Allow time for students to choose a specific task and write it down. **Remember, God will provide you with the help you need to complete the task, just as He promised to help Moses!**



Closing Activity

Close the session by praying for your students and for yourself as you tackle the tasks God gives you this week.