

Lesson 6

God Passes Over the Land

Theme: Faith—Knowing God keeps His promises

Sunday Morning Lesson

Pre-Class Activity

Bible Facts: High Five for Bible Facts

Memory Verse: Use the text on pages 63-64 to copy the Memory Verse on paper, one for each student. Cut apart the words of each verse and put the pieces in a Ziploc® bag. Give each student a bag of words to put together correctly at his or her desk. Briefly talk about the meaning of the verse and how it relates to the quarter's study. Return the word pieces in the Ziploc® bags.

Prayer

Teaching Today's Lesson

1. For non-reading students, read Exodus 12:30-32. Have reading students find and mark Exodus 12:30 in the classroom Bibles.
2. Ask students to bring the Bibles and move to the Bible story area.
3. Establish the setting of the lesson by asking a student to point to the place on the time line when today's events took place.
4. Further establish the setting by asking a student to show Egypt's location on a map.
5. Introduce Lesson Graphics using "Gimme A Hand" Suitcase or "Hands-Up/Hang-It-Up."
6. Tell the story and teach the lesson emphasizing the following scenes and points, tailored to your age group:
 - Pharaoh's heart had been hard, and he would not let God's people leave Egypt. God would bring one more plague that would make Pharaoh let the people go. This would be the death of the firstborn.
 - Define firstborn as the first son born into a family, in this case of people and cattle. Once again, God would make a difference between the firstborn of Egypt and the firstborn of Israel.
 - God provided the Passover meal to help Israelites remember how He delivered them from Egypt with His mighty hand. When God saw the blood around the door, He passed over the house and the firstborn did not die.



- Finally, Pharaoh said “Go” to the Israelites instead of “No.”
7. Talk about how only the Israelites who obeyed God were safe from the final plague. They needed to follow God’s exact instructions to be saved.
 8. Mix up the following scenes from the story. Have the students put them in the correct order:
 - a. The people were to kill a perfect lamb or goat and put the blood around their door.
 - b. The people were to cook and eat of the animal that night; and if any meat was left-over, they were to burn it.
 - c. The people were to eat quickly and to go to bed with their clothes and sandals on.
 - d. From then on the people celebrated a feast called Passover to help them remember what happened that night.
 9. Read Exodus 12:30-32.

Ten Plagues Song

(to the tune of “When I see the blood)

Water to blood,
Frogs everywhere.
Lice and then flies,
Dead cows everywhere.
Sores on the people,
Hail from the sky.
Locusts and darkness,
Firstborn to die.

When I see the blood,
when I see the blood.
When I see the blood,
I will pass, I will pass over you.

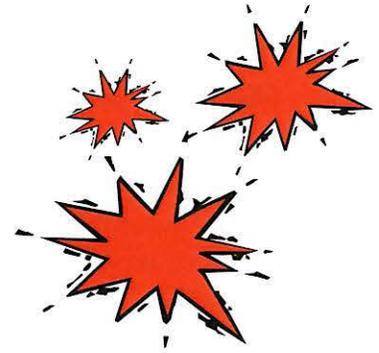
Things to Get or Do for Sunday Morning

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Lesson 6

God Passes Over the Land

Theme: Faith—Knowing God keeps His promises



Wednesday Night Lesson

Pre-Class Activity

Bible Facts: High Five for Bible Facts

Memory Verse: Use the text on page 63 to copy the Memory Verse on paper, one for each student. Cut apart the words of each verse and put the pieces in a Ziploc® bag. Give each student a bag of words to put together correctly at his or her desk. Briefly talk about the meaning of the verse and how it relates to the quarter's study. Return the word pieces to the Ziploc® bags.

Prayer

Starter

Imagine you are an Egyptian during the days of Moses and Israel. You had to dig around for water to drink because all other sources of water contained blood. You stepped out of your house one day to find frogs everywhere, and before long they were in your house, on your table, and in your bed. The frogs finally died, and boy, did they stink! You were just getting used to the awful smell when you noticed little bugs started appearing all over the place. If that wasn't enough, next came huge swarms of insects everywhere, outside and inside. But you looked over to the land where the Israelites lived, and they had no insects. Their land, houses, and air were free from bugs!

Before long, you noticed that your animals began looking sick. Your donkeys, horses, camels, and cows started dying. Once again, you looked over to the land where the Israelites lived, and you could see their animals were all okay. They were eating and sleeping, and none died. The horror had just begun. Big sores started forming on your skin. And while you were suffering from the sores, hail fell from the sky that killed plants and broke trees. Before long, the sky grew dark, so dark that you couldn't see your hands. Soon, locusts invaded the land and began chewing on anything that was left. Being an Egyptian in those days was hard and horrible. You hear that Pharaoh is causing all these terrible things to occur because he won't let Israel leave Egypt. But it will get worse before it gets better.

Briefly Review the Lesson from Sunday Morning and Read Exodus 12:30-32.

Illustrations and Applications

1. *Objective: Teach who is the firstborn and reinforce how terrible was the tenth plague*

Help the students determine in each of their families who is the firstborn. Make a list on the board of all the “firstborn” sons in the class. Discuss how the tenth plague would be on all people and animals and how terrible it would be to wake up and find your brother dead.

 2. *Objective: Demonstrate what the Israelites were to do to protect themselves from the tenth plague*

Before class, prepare the outside of the doorway to the class room for painting blood on it. Attach several layers of paper around the sides and top of the door. Discuss with the students what the Israelites had to do by faith when God would pass over the land. Take the class outside the doorway and allow the students to brush red tempera paint or ketchup on the paper around the door.

 3. *Objective: Demonstrate and discuss the Passover feast and its meaning*

Represent the elements of the Passover with cut outs or items that resemble lamb, bitter herbs, and unleavened bread. Discuss the meaning of each item (Exodus 12:1-13). Have a Passover Feast in the classroom. Have the students ask what all this means and provide the answer as fathers in Israel were to do (Exodus 13:14-15). Discuss how Jesus is our Passover today (1 Corinthians 5:7-8). He was sacrificed as the Lamb of God. Talk to the students about Christians observing the Lord’s Supper today instead of the Passover. Talk to the students about why they do not take the Lord’s Supper, but that one day they will.

**Things to Get or Do
for Wednesday Night**

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