

TEACHER
RESOURCE

UNIT 2

From Jacob to the 12 Spies

LEVEL ONE

SON SEEKERS

AGES 5-6

Jacob wrestles with
the Angel



LET MY
PEOPLE
GO!



Name: _____

Joshua and Caleb

Spying out the land...

Teacher Resource

Contents

Teaching Sonseekers 1

A teacher's guide 2

Unit 2 (Lessons 17-32):

17. *Jacob becomes Israel*..... 4

18. *Joseph the favourite son* . 10

19. *Joseph goes to Egypt* 14

20. *Joseph interprets dreams* 18

21. *Joseph's brothers* 22

22. *Israel in Egypt* 26

23. *Israelite slaves, Moses
born*..... 32

24. *Moses returns to Egypt*... 38

25. *"Let My people go"* 42

26. *The first Passover, Israel
delivered* 48

27. *Crossing the Red Sea*..... 52

28. *Manna, water from rock* . 56

29. *Sinai and the ten
commandments* 60

30. *Moses and the tabernacle*64

31. *The golden calf* 70

32. *Twelve spies, 40 years
wandering* 74

Unit 2 Awards..... 79

Curriculum Outline 80



Teaching Sonseekers ...

Dear Teacher

Teaching young people about God's Word is a great honour and privilege. We note God chose Abraham, a man of faith because he "would teach his children and his household after him, to know the Way of The Lord" (Gen 18:19)

One who undertakes such a task will understand they have accepted a responsibility to become a witness of God's great love and faithfulness. As an example of Christian faith and integrity they have a wonderful opportunity to share their love for God's Word. The tremendous blessing for those who commit themselves to this task is that the Holy Spirit will strengthen and equip you to shine as a light to your class.

Recent trends away from Sunday School structures towards child minding activities have, we believe, been unfortunate as they fail to recognise the impact and effect the message of God's love through Christ has on young people.

Children are the Church's future. As such they are precious and well worth any investment in quality resources and dedicated teachers.

The 'Sonseekers' curriculum offers children Sunday School material that gives them a sound background in Biblical events, people and places. Secondly it offers a pastoral approach for the children to know God is able to help them and change their lives.

Structurally, any program will operate effectively if those teaching are faithful, zealous and committed to a team approach that might include:

- regular prayer and discussion in relation to curriculum issues, student needs and upcoming events and presentations;
- organisation and management of resources;
- training and development needs of teaching staff.

Teaching Sunday School is a rich and rewarding task. May God bless and guide you as you serve in this way.

Yours in Christ

The Sonseekers Team

A teacher's guide to using the Sonseekers materials . . .

Timeline

4000BC	Creation Adam and Eve The Fall
2500BC	Noah The Flood Tower of Babel
2000BC	Abraham
1900BC	Isaac
1800BC	Esau and Jacob
1750BC	Joseph
1360BC	Moses
1280BC	Exodus from Egypt and Journeys
1240BC	Joshua Entry into and Conquest of Land
1220BC	Judges
1100BC	Gideon
1070BC	Samson
1063BC	Samuel
1020BC	Saul as King
980BC	David as King
940BC	Solomon as King
900BC	Kingdom Divided
839BC	Elijah Emerges; Mt Carmel Jehoshaphat
814BC	Elisha's Ministry
749BC	Jonah
662BC	Hezekiah; Isaiah
576BC	Josiah
540BC	Daniel taken to Babylon
527BC	Exile into Babylon
457BC	Restoration from Babylon
4BC	Birth of Jesus
26AD	Baptism of Jesus Call of Disciples
28AD	Feeding of 5000 Parables
29AD	Miracles; Transfiguration
30AD	Raising of Lazarus Parables Palm Sunday Jesus' Crucifixion and Resurrection Day of Pentecost Peter's Ministry
33AD	Conversion of Paul
45AD	Paul's Missionary Journeys
60AD	Paul as Prisoner to Rome

What are the Sonseekers materials?

The Sonseekers Sunday School materials are a four year course of 128 Bible lessons. The lessons are written with the twin aims of teaching the students an accurate chronology of Biblical events and also drawing from each lesson pastoral points relevant to the age and stage of each child. They are written at four levels to cover from Prep to Year 6 age groups. The 128 lessons are organised into 8 units, each of sixteen lessons. The table below indicates the suitable age group for each level:

Sonseekers Level	Student Age	School Level
Level One	5 - 6	Prep, Year 1
Level Two	7 - 10	Year 2, Year 3, Year 4
Level Three	11 - 12+	Year 5, Year 6

The Sonseekers materials comprise two related elements:

- **Teacher Resource** – including lesson plans & activity masters which can be photocopied;
- **Student Handbooks** – including homework activities;

There is also a Bible timeline showing chronology of major events, with the dates of the current unit's lessons highlighted, included in each Teacher Resource.

What's in my Sonseekers

Level One Teacher Resource?

Each Level One Teacher Resource contains sixteen lesson plans for the relevant age of your students. Each lesson plan comprises:

- a summary of the Bible passage for the lesson;
- two alternative pastoral messages to be drawn out of each lesson; each pastoral message includes a theme, key thought, aim and a memory verse;
- a suggested teaching approach, which although only a guide, outlines a possible way of putting the lesson together;
- two alternative class activities - the first activity (A) is written in a more practical hands-on style and the second activity (B) is of a written nature.

Note: The photocopy masters for each activity are included with the lessons in the Teacher Resource.

.../cont'd

♦ ♦ ♦ teacher's guide ♦ ♦ ♦

How do I best use my Teacher Resource?

The art of serving as an effective Sunday School teacher is linked to the degree of diligence in preparing for each lesson. The Sonseekers materials are only designed to assist the teacher in this process. They do not take away from the teacher his or her responsibility to prayerfully consider the needs of the children in the class and to seek God's revelation and wisdom in presenting each Bible lesson. The following suggestions are then made with regard to using this resource.

Prior to the lesson

- ♦ Prayerfully read the Bible passage for the lesson. The reference is provided in the header on the first page of the lesson plan. All Scripture references are taken from the New King James Version (1983 edition).
- ♦ Read through the lesson plan and decide which activities will be most appropriate for the students in your class. Generally, aim for a variety of activities over a unit.
- ♦ Think about how you will combine the various elements of your lesson. Refer to the suggested teaching approach for ideas if necessary. Link the activity to the story so that the significance of the activity is clear to the students.
- ♦ Prepare all activities thoroughly prior to the lesson. Rehearse any planned activity at home to make sure:
 - that you know how to do it yourself;
 - that you have all the relevant materials in the quantities you will need;
 - that you know the length of time that the children will need for the activity.

During the lesson

- ♦ Hear the students' memory verses from the previous lesson. Also check on the completion of the homework activity page.
- ♦ Make sure all students clearly indicate in their Student's Handbook which memory verse they are to learn.
- ♦ Revise the previous lesson before going on to a new story. You may like to use the timeline to help you do this.
- ♦ Encourage students to go over the story themselves during the week and to read ahead for the next lesson.

Jacob becomes Israel

Genesis 32 & 33

Storyline

Jacob was returning to meet Esau. He heard that Esau was coming with 400 soldiers and was afraid. Jacob asked God to protect his family because he thought Esau may attack them. Jacob sent a gift to Esau to show his brother that he was coming in peace. That night Jacob wrestled with a Man (the Angel of the Lord), until morning. He would not let Him go until He blessed him. The Lord changed Jacob's name to Israel, which means 'a prince of God'. When the brothers met, Esau had forgiven Jacob and he welcomed him home.

Suggested Teaching Approach

Review the story of Jacob's life, pointing out what sort of person he was, and what he had become.

Tell chosen sections of the story using the help of simple finger puppets to bring the story to 'life'.

On a blackboard or large sheet of paper write words and draw pictures comparing Jacob's early character traits with the person God changed him to be. Also discuss his relationship with Esau and how God made their reconciliation possible.

Do chosen activity.

Theme One

"Meeting with God"

Jacob had known God's presence many times in his life but there was to be a very special meeting with God for him. It was as he wrestled with the Angel of the Lord that he experienced a change from the conniving, fleshly ways of the past to a new way of faith in God. Likewise in our lives. We need always to be confident of the presence of God and yet there are very special times (sometimes pleasant, sometimes not so) when we meet with God in a very special way. If during these times we look to the Lord in faith, we can be confident that a significant change will occur in our lives.

Key Thought

We must meet God in a very real way.

Aim

For the children to realise that God so orders circumstances in our lives that we are given the opportunity to meet with Him in very special, life-changing ways.

Memory Verse

"I will meet with you." (Exodus 25:22).

Theme Two

"Ask for forgiveness"

It is not good for people to hate one another as Esau and Jacob did. Jacob was afraid of Esau because he had cheated him. Jacob knew that he was responsible for Esau's anger. He went to meet his brother to apologise and make things right. It is important for us to say sorry and ask for forgiveness from others when we hurt them.

Key Thought

God forgives everyone who comes to Him and asks for forgiveness. He expects us to ask for forgiveness when we wrong others. He also expects us to forgive those who wrong us

Aim

To encourage the children to ask for forgiveness when they sin so that they can know the security and joy that comes with knowing they have been forgiven.

Memory Verse

"And forgive us our sins." (Luke 11:4).

Activity A - Rivers

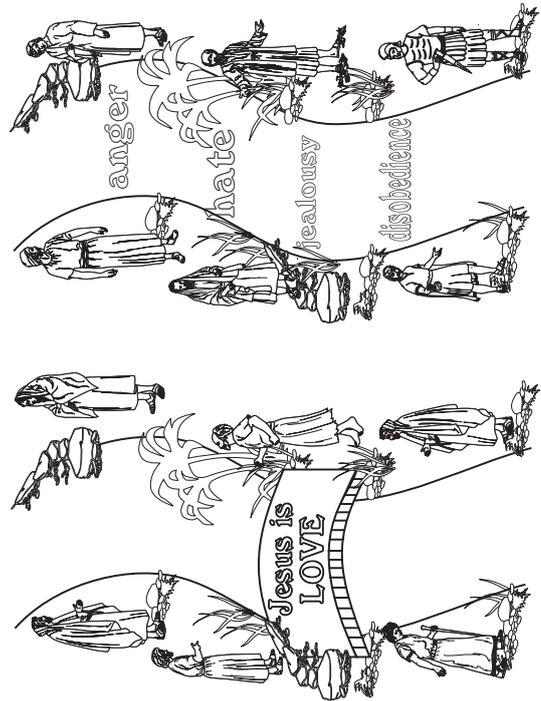
Materials

- 1 of each 2 Activity Sheets per child.
- Scissors.
- Glue.
- Colouring pencils/felt pens.

Steps

- The children cut out the rivers with the words on them.
- They then place these rivers over the top of the rivers on the other sheet, with the people on it.
- Glue them in place.
- Colour the picture.

Note: The thought with children is that as we know Jesus and His love, only then can our attitudes (eg. anger, hate, jealousy) be changed and we can show love.

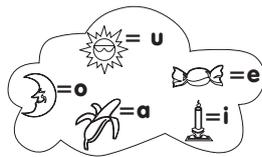


Activity B - Find the Missing Words

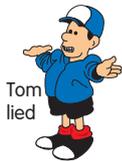
This is Jacob.

He was a liar and a cheat.

God still loved him.



These children are Christians, but they have all made mistakes and have done wrong.



Tom lied



Jane disobeyed mum and dad



Ann forgot to pray



Bill was nasty

Does God still love them? yes yes/no
Have you ever done something wrong? _____ yes/no

If you are sorry and tell Jesus, He will forgive you and help you.

Materials

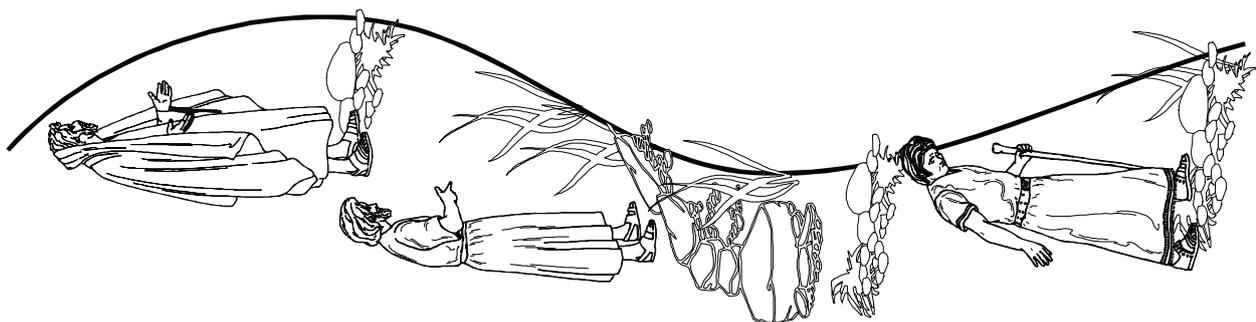
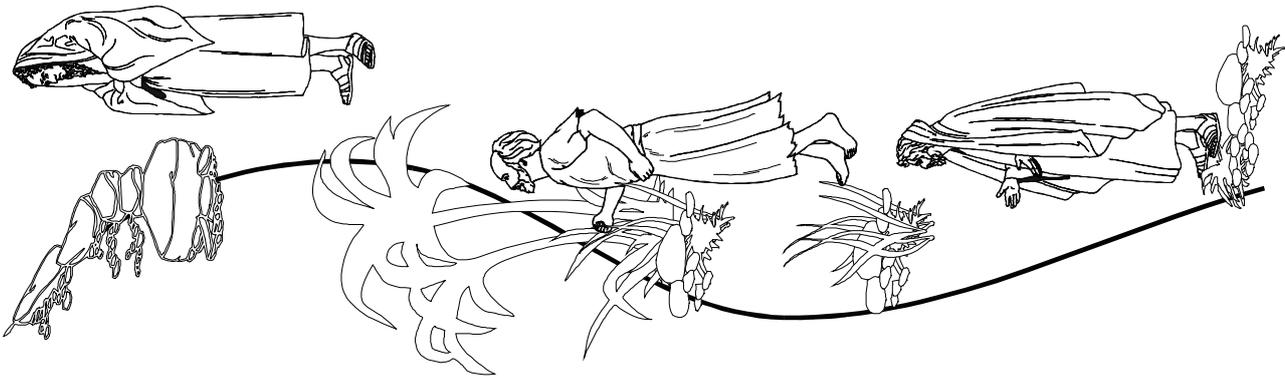
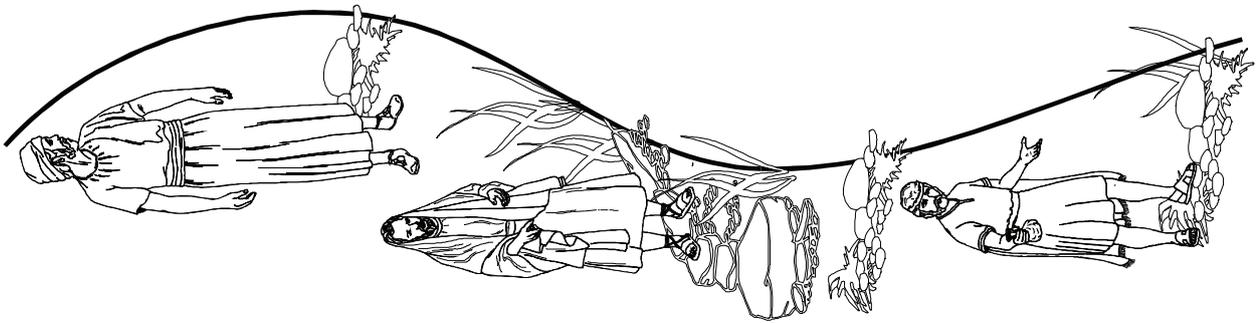
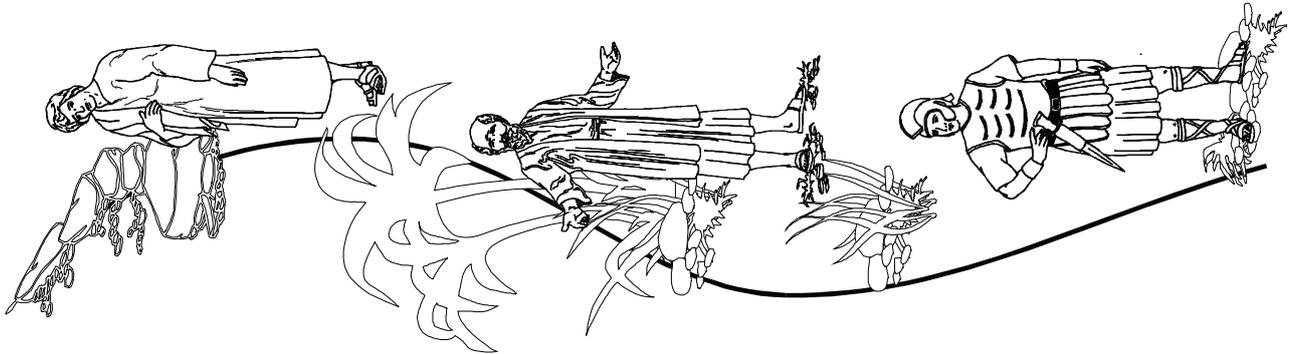
- 1 Activity Sheet per child.
- Colouring pencils/pens.
- Writing pencils.

Steps

- Have the missing words written on a blackboard or large sheet of paper in a random order.
- Explain that the children have to fill in the spaces with the missing letters.
- Read the whole words in the first line and discuss possible answers with the children.
- The children find the correct answer on the blackboard and write the missing letters onto the answer sheet.
- Continue in this way until the first section is completed.
- Discuss the second section, drawing the children's attention to the different ways we can fall into sin and need to ask for forgiveness.
- Complete the questions as above.
- Colour the drawings.
- On the back of the sheet the children can draw a picture of Esau and Jacob if time permits.

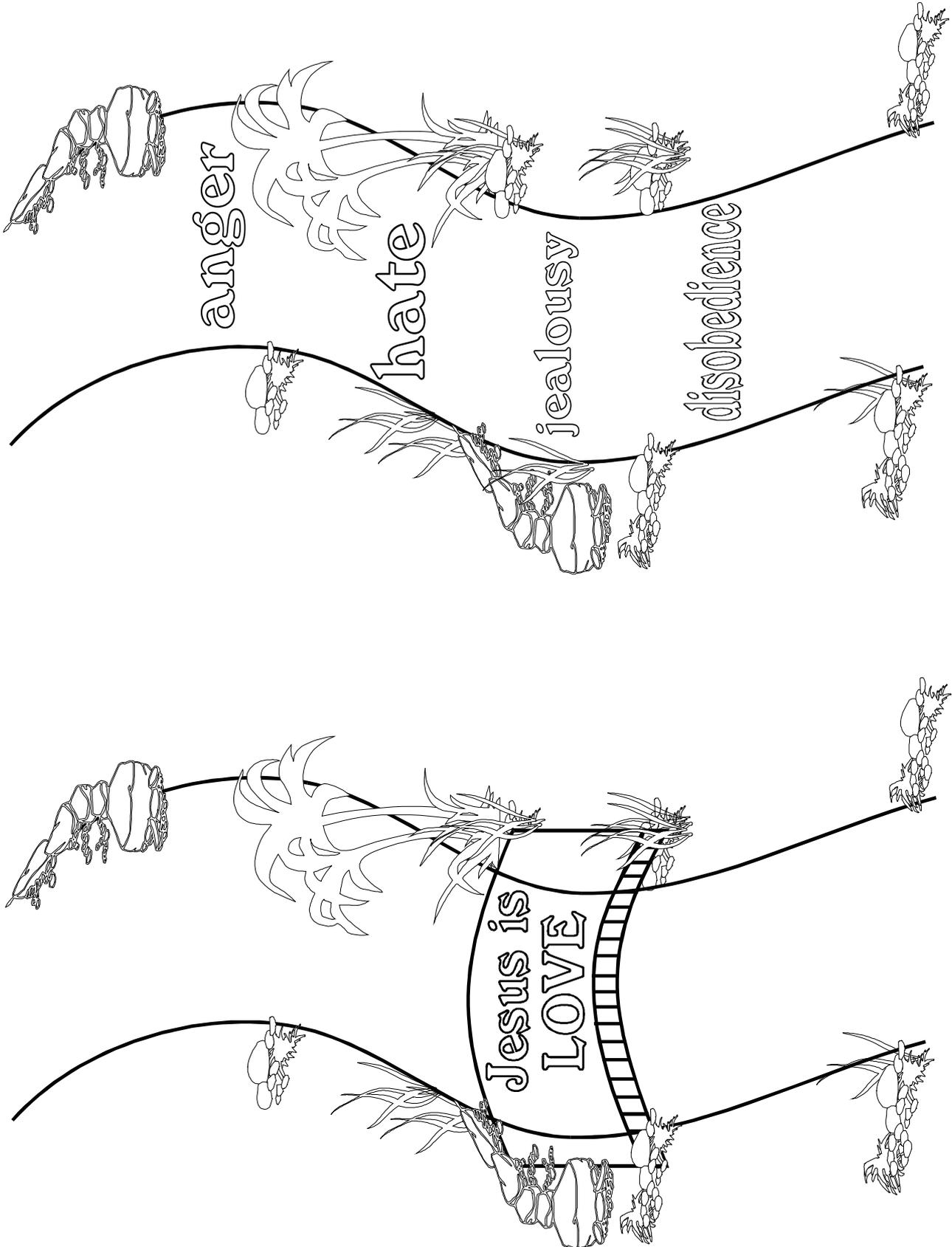
Jacob becomes Israel

Activity A - Rivers



Jacob becomes Israel

Activity A - Rivers



Jacob becomes Israel

Activity B - Find the Missing Words

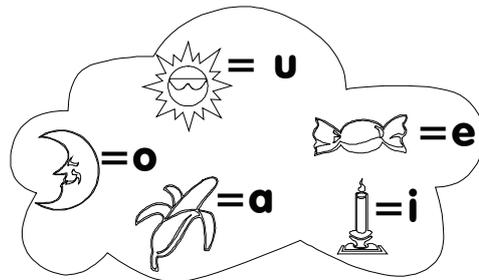
This is J _ c _ b.



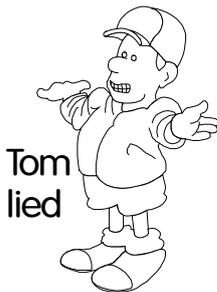
He was a l _ _ r and a ch _ _ _ t.



G _ _ d still loved him.



These children are Christians, but they have all made mistakes and have done wrong.



Tom lied



Jane disobeyed mum and dad



Ann forgot to pray



Bill was nasty

Does God still love them? _____ yes/no

Have you ever done something wrong? _____ yes/no

If you are sorry and tell Jesus, He will

f _ r g _ v _ _ y _ _ and h _ lp y _ _ .



This page is intentionally blank

Joseph, the favourite son

Genesis 37:1-24

Storyline

Joseph was Jacob's favourite son because he had been born to him in his old age. When Joseph was seventeen, Jacob made him a beautiful coat. His ten older brothers were jealous and hated Joseph. Joseph had two dreams. In both dreams, Joseph was treated as an important person and his family seemed to bow down to him. His father kept the matter in mind, but his brothers hated him even more. One day, Joseph's brothers were away caring for the sheep. Jacob sent Joseph to see if they were alright. His brothers saw him coming and plotted to kill him, throw him into a well and tell their father he had been eaten by a wild animal. Reuben was the only one who did not want him hurt.

Suggested Teaching Approach

Tell the story. If the gluing activity has been chosen, do this early to allow the glue to dry in the sun before the coat is stapled. While waiting for the glue to dry, have a discussion about jealousy. Ask the children, if they have felt jealous of a brother or sister because their parents seemed to pay more attention to them or give them better presents. Have they been in a class where the teacher favoured one student over others? What did they do? How would they treat others if the teacher seemed to favour them? Relate this back to the chosen theme.

Theme One

"God is in control"

Although Joseph's brothers hated him and devised evil against him and it appeared their plan succeeded, God was at every point watching over Joseph and allowed no harm to come to him as He had a great plan and purpose for Joseph's life. God also has a plan and purpose for us and His deliverance goes far beyond our limited vision. Despite what may happen, we need to remember that God is in complete control of all our circumstances.

Key Thought

God is our protector, therefore our confidence need not be shaken by strained circumstances which can occur in our Christian walk..

Aim

To show that no matter how adverse our circumstances, God is in control. We must learn to trust Him even when we feel betrayed by family or friends because God sees the end from the beginning.

Memory Verse

"The Lord is on my side." (Psalm 118:6).

Theme Two

"The impact of jealousy"

The ten brothers were jealous because Joseph was their father's favourite. They could not say one kind word to Joseph. They hated him so much, they wanted to kill him. It is important that we do not allow ourselves to become jealous of our brothers or sisters or friends, even if things don't seem fair. Jealousy can lead us into further sin. With God's help, we can love others even when things appear to be unfair. God is not interested in what is fair/unfair. He is interested in our heart's response that would trust Him no matter what.

Key Thought

The brothers' jealousy of Joseph led them further into sin. We should beware that we don't become jealous as this may lead us to commit other sins.

Aim

For children to feel confident in their God-given place in their family, and in the body of Christ and not to envy others in different positions.

Memory Verse

"Love does not envy." (1 Corinthians 13:4).

Activity A - Gluing/Sewing

Materials

- Pattern on Activity Sheet.
- Enough plain coloured material to cut one coat for each child.
- Small pieces of different coloured material.
- Scissors.
- Glue/stapler or, for older, students needle/cotton.

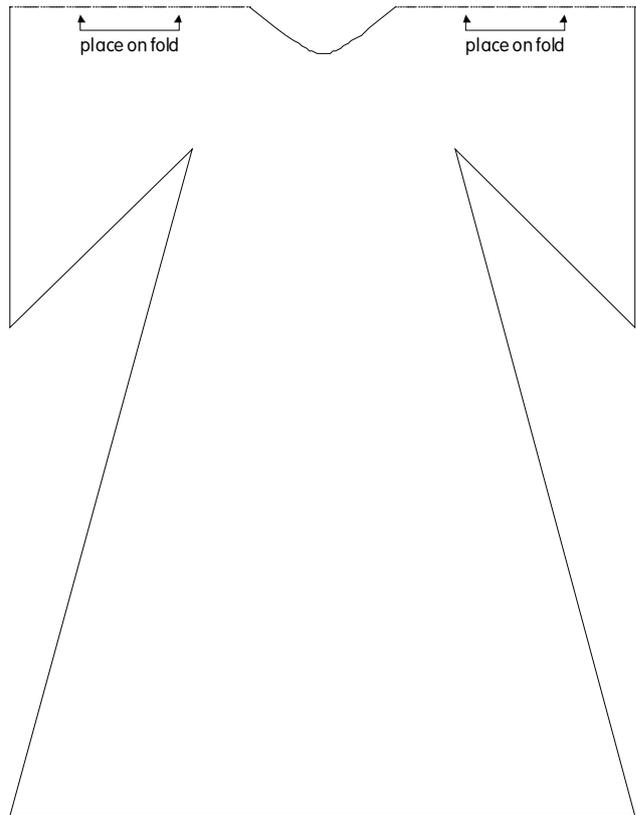
Steps

At Home

- Using the pattern, cut out one coat for each child, making sure the material is folded at the top before cutting out.

In Class

- The children cut out pieces of material and glue all over the coat. Staple the sides of the coat to join front to back.
- The older children could sew the cut out material to the coat using large running stitches and pre-threaded and pre-knotted needle and thread. The sides could then be sewn up.
- If time will be short, use colourful material for the coat and omit adding further cut out pieces.



Activity B - Drawing/Collage



Materials

- 1 Activity Sheet per child.
- Colouring pencils/felt pens.
- 11 star stickers for each child (optional).
- 12 small grass seed stalks for each child to represent sheaves (optional).
- Sticky tape.

Steps

Before Class

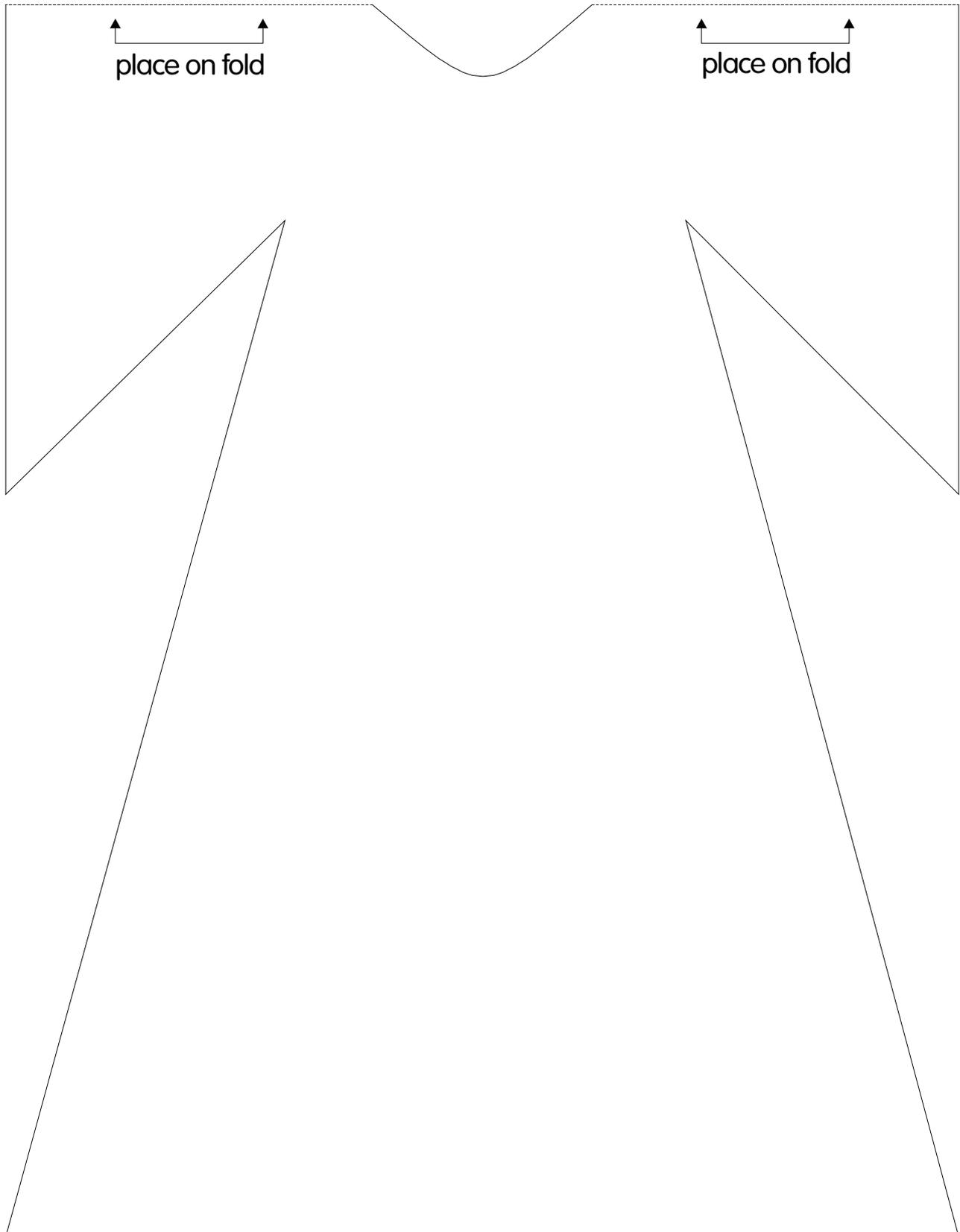
- If using grass seed stalks, depending on available facilities, pre-cut sticky tape to save time.

In Class

- If using grass seed stalks, sticky tape one upright grass seed stalk in the first section of the page and the remaining eleven horizontal to represent the brother's sheaves bowing to Joseph's sheave. If grass stalks are unavailable, ask the children to draw the scene.
- For the second dream, ask the children to draw Joseph, and the sun, moon and stars bowing down to him. If using star stickers, place the stickers at the ground around Joseph's feet.

Joseph, the favourite son

Activity A - Gluing/Sewing



Joseph, the favourite son

Activity B - Drawing/Collage

Joseph's dream about
the sheaves in the field.

Joseph's dream about
the sun, moon and stars.



Joseph goes to Egypt

Genesis 37:25-36; 39

Storyline

Reuben did not want Joseph killed, so the brothers took Joseph's coat and threw him into a pit. Reuben planned to rescue Joseph later. While Reuben was away, his brothers sold Joseph for 20 shekels of silver, to some Ishmaelites travelling to Egypt. The brothers deceived their father by dipping Joseph's coat in goat's blood. When Jacob saw it he assumed Joseph had been eaten by a wild animal. Jacob mourned deeply for Joseph. Joseph was sold to Potiphar, the captain of Pharaoh's guard. The Lord was with Joseph. He was successful in all things becoming overseer of all Potiphar's affairs. The Lord blessed Potiphar's house for Joseph's sake. Potiphar's wife told lies about Joseph which Potiphar believed. Joseph was put in prison. Again the Lord showed kindness. Joseph found favour with the prison warder. Soon Joseph was in charge of all prisoners.

Suggested Teaching Approach

Have an informal question and answer session to review last week's lesson.

Tell the story.

If selecting Theme One, have a discussion about unfair things from the children's experiences and how they reacted. Recall how Joseph reacted to unfair things that happened to him. Have your own suggestions if children have none of their own, eg. having to clean your room after a young visitor has messed it up.

If selecting Theme Two, have a discussion around the thought that God has a plan for our life, and that He is in control.

Select either Activity

Theme One

"God is with us through trials"

Many of the things that happened to Joseph could have seemed unfair. He did nothing to deserve these apparent disasters, but the Lord allowed them to come to his life to test if he would stay true to God. Joseph continued to believe God and trust that the vision he had been given in his dreams would come true. Sometimes God allows us to have problems in our lives just to test our faithfulness to Him in the hard times.

Key Thought

Despite many difficult times allowed by the Lord, Joseph continued to trust God. God has not promised that our lives will be free from difficulty. We need to trust Him when we face difficulties.

Aim

For the children to understand that God can allow problems to come to our lives. Will we trust that the Lord is with us?

Memory Verse

"I am with you always." (Matthew 28:20).

Theme Two

"God's plan is sure"

God had a plan and purpose for Joseph's life. Even though Joseph's brothers were planning to kill him, Joseph was in God's hand and nothing could harm him because God turned everything to good for Joseph. God directed his path and he found favour with those he came in contact with. God has a plan for our lives, too, and will watch over us as we commit our way to Him.

Key Thought

God is in control and we need not fear contrary circumstances. No matter what man may plan, God will have His way.

Aim

To show the children that no matter what man may plan, God will have His way.

Memory Verse

"His way is perfect." (Psalm 18:30).

Activity A - Colour and Cut



Materials

- 1 Activity Sheet per child.
- Colouring pencils/felts/crayons.
- Scissors.
- Stapler.

Steps

At Home

Pre-crease each Activity Sheet as follows:

- Fold A to B and C to D to make a vertical crease (beside Joseph). Unfold.
- Fold bottom of paper behind the top section so that the back of C meets the back of A and the back of D meets the back of B making a horizontal fold through Joseph making it possible for the children to see the lines of the prison bars along which they are to cut. Unfold.

In Class

- The children colour Joseph.
- Fold page along the crease through Joseph.
- Cut along lines to make prison bars. (Depending on the skill of the children and the time available, this step could also be done at home.) Unfold.
- Fold along the vertical crease next to Joseph to put the prison bars over Joseph.
- Staple along the edge.

Activity B - Quiz

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Ask the children to circle the letter beside the correct answer.
- For children whose reading skills are still developing, this activity should be done as a group with the teacher reading the questions and the possible answers and the children raising their hands to tell the right answer.

Answers

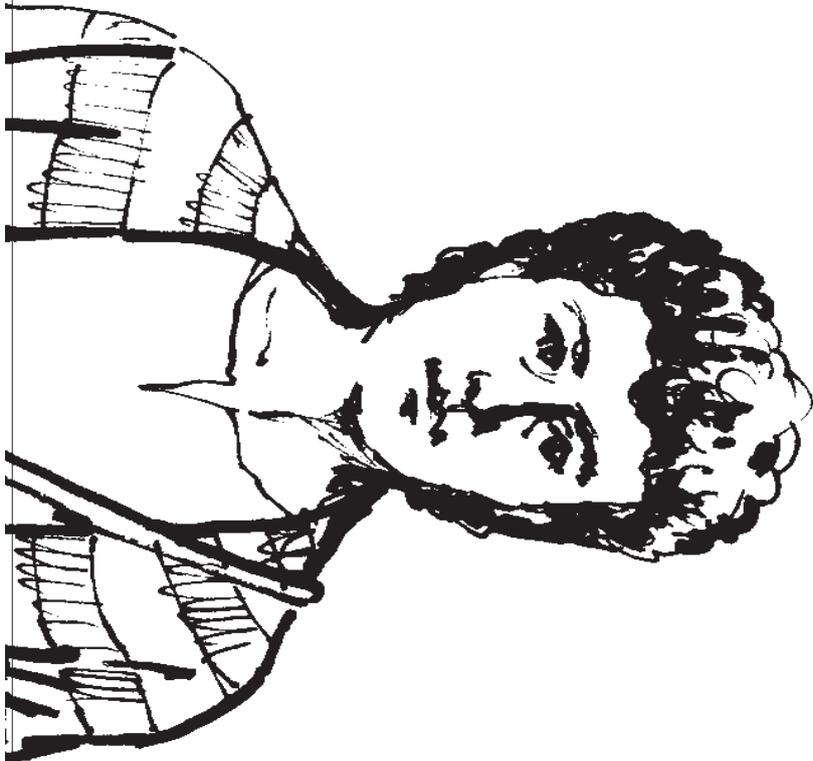
B
A
B
C
A
B
C
A

Circle the letter beside the correct answer.

- Joseph's brothers threw him into
(a) a swimming pool
(b) a pit
(c) jail
- The Midianite traders took Joseph to
(a) Egypt
(b) the circus
(c) his father
- Joseph's brothers showed their father
(a) their flocks on their return
(b) Joseph's blood stained tunic
(c) spices they had brought from some Midianite traders
- Potiphar was
(a) the Pharaoh
(b) Joseph's uncle
(c) the captain of the guard
- Potiphar bought
(a) a slave called Joseph
(b) a new camel
(c) grain for the winter
- Potiphar's wife
(a) went on a holiday
(b) told lies about Joseph
(c) bought a new slave
- When he heard his wife's lies, Potiphar
(a) sent Joseph home
(b) sent Joseph to Pharaoh
(c) sent Joseph to jail
- The prison keeper
(a) put Joseph in charge of the other prisoners
(b) played cards with Joseph
(c) let Joseph go free

Joseph goes to Egypt

Activity A - Colour and Cut

C  **A**

Fold

Cut on solid lines

when paper is folded

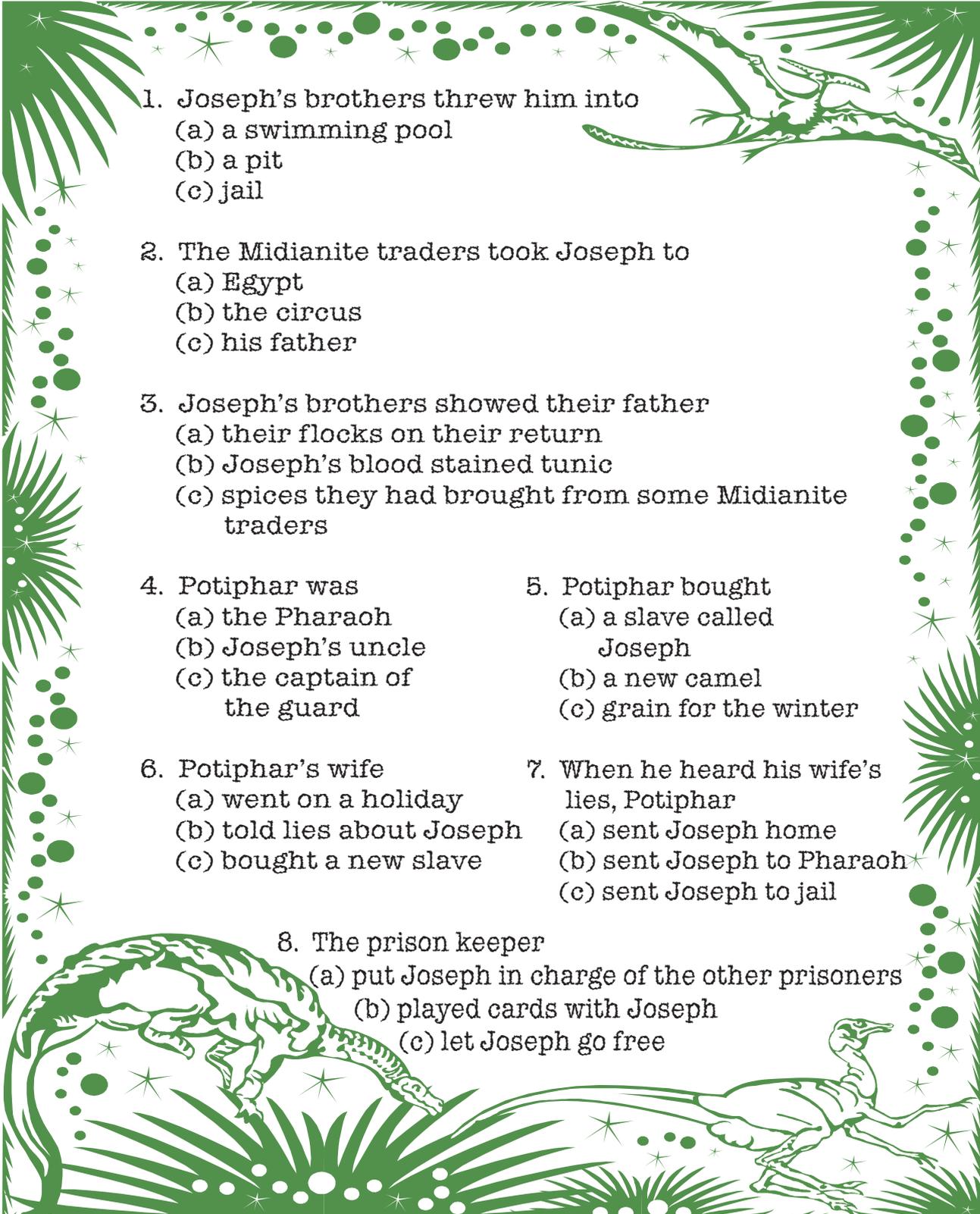
length ways.

D **B**

Joseph goes to Egypt

Activity B - Multiple Choice Quiz

Circle the letter beside the correct answer.

- 
1. Joseph's brothers threw him into
 - (a) a swimming pool
 - (b) a pit
 - (c) jail
 2. The Midianite traders took Joseph to
 - (a) Egypt
 - (b) the circus
 - (c) his father
 3. Joseph's brothers showed their father
 - (a) their flocks on their return
 - (b) Joseph's blood stained tunic
 - (c) spices they had brought from some Midianite traders
 4. Potiphar was
 - (a) the Pharaoh
 - (b) Joseph's uncle
 - (c) the captain of the guard
 5. Potiphar bought
 - (a) a slave called Joseph
 - (b) a new camel
 - (c) grain for the winter
 6. Potiphar's wife
 - (a) went on a holiday
 - (b) told lies about Joseph
 - (c) bought a new slave
 7. When he heard his wife's lies, Potiphar
 - (a) sent Joseph home
 - (b) sent Joseph to Pharaoh
 - (c) sent Joseph to jail
 8. The prison keeper
 - (a) put Joseph in charge of the other prisoners
 - (b) played cards with Joseph
 - (c) let Joseph go free

Joseph interprets the dreams

Genesis 40 & 41

Storyline

Pharaoh's butler and baker were put in the same prison as Joseph. They had dreams, the meaning of which Joseph explained. He told the baker he would be executed. Joseph told the butler that he would be restored to office and requested him to ask Pharaoh to release him. The butler forgot Joseph until two years later, when Pharaoh had dreams which no one could interpret. The butler told Pharaoh how Joseph had accurately interpreted his dream. Joseph was quickly brought to Pharaoh. Joseph told Pharaoh that it was God, not he who had the power to interpret dreams. He explained that Egypt would have seven years of plenty followed by seven years of famine. Joseph was put in charge of his plan to store food for the coming famine as Pharaoh recognized his wisdom.

Suggested Teaching Approach

Tell the story. Explain the role of the butler, ie the person who tasted everything the Pharaoh ate and drank to see if it had been poisoned.

If using Theme Two, play any skipping game using two people to turn a five metre (approx.) length of rope. Talk about the need for timing to be right to be able to skip. God's time is always right. Alternatively, play "Snakes", ie two people holding the ends shake the rope back and forth on the ground. The children jump over the moving rope trying not to touch it or to get 'bitten' by the snake. Again, this requires timing.

Theme One

"God helps us"

God had given Joseph the gift of interpreting dreams. Joseph was willing to serve to help the butler and the baker. Again, when using his gift to interpret Pharaoh's dreams, he gave glory to God as the one who had the power to interpret dreams.

Key Thought

God helped Joseph to interpret dreams and Joseph was thankful. God will help us to serve Him at school and at home.

Aim

For the children to know that God as God helped Joseph to serve, so too will He help us.

Memory Verse

"The Lord is my helper." (Hebrews 13:6).

Theme Two

"God always looks after us"

Joseph had hoped that when the butler was returned to his position as the Pharaoh's cupbearer, he would speak to Pharaoh who would release him from prison. However it was God's timing that this was to happen two years later. During those two years, Joseph continued to serve in the prison doing the work he had been called to do.

Key Thought

Joseph faced difficulties, yet he trusted the Lord. He served faithfully knowing that God's timing was perfect for his life. We can be sure that God is looking after us.

Aim

For the children to know that God is caring for them and they can know God wherever they are.

Memory Verse

"He cares for you." (1 Peter 5:7).

Activity A - Add To, Delete From the Picture

Materials

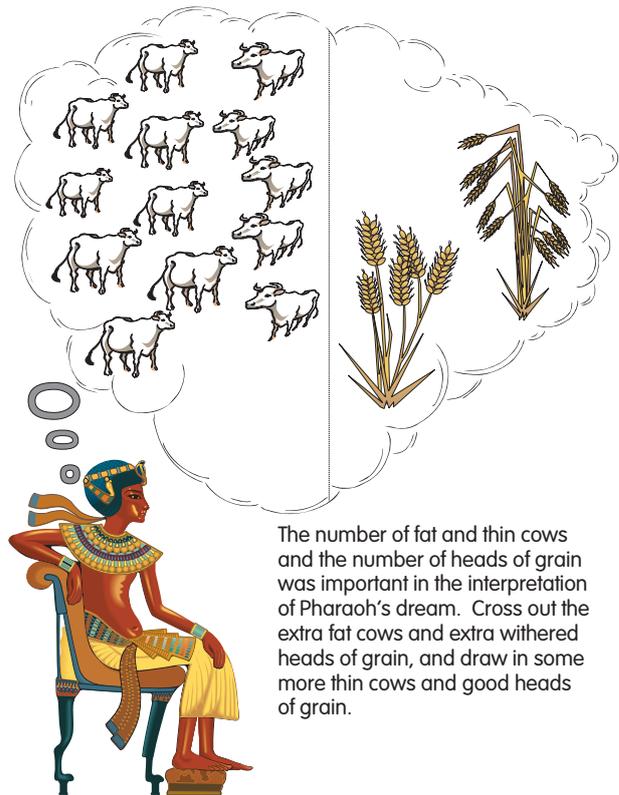
- 1 Activity Sheet per child.
- Colouring pencils/felt pens/crayons.

Steps

- Read the instructions on the Activity Sheet to the class.
- Ask how many cows and how many heads of grain should be in the picture.
- Work out within the group what needs to be done to make the picture correct.
- Children correct their own picture.

Answer

- Cross out one fat cow.
- Draw in two thin cows.
- Draw in two fat heads of grain.
- Cross out four thin heads of grain.



The number of fat and thin cows and the number of heads of grain was important in the interpretation of Pharaoh's dream. Cross out the extra fat cows and extra withered heads of grain, and draw in some more thin cows and good heads of grain.

Activity B - Word Puzzle

Choose the correct answers from the list below and write it in on the lines provided.

1. The butler and the baker were put in the same prison as J_____.
2. On the same night both the butler and the baker each had a d_____.
3. Joseph asked the butler to make mention of him to P_____.
4. The morning after he had his dreams, Pharaoh was t_____.
5. After seven years of plenty would come seven years of f_____.
6. Joseph told Pharaoh to select a wise man and set him over the land of E_____.
7. All countries came to Joseph in Egypt to buy g_____.

Word list:
famine Pharaoh Joseph troubled dream grain Egypt

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

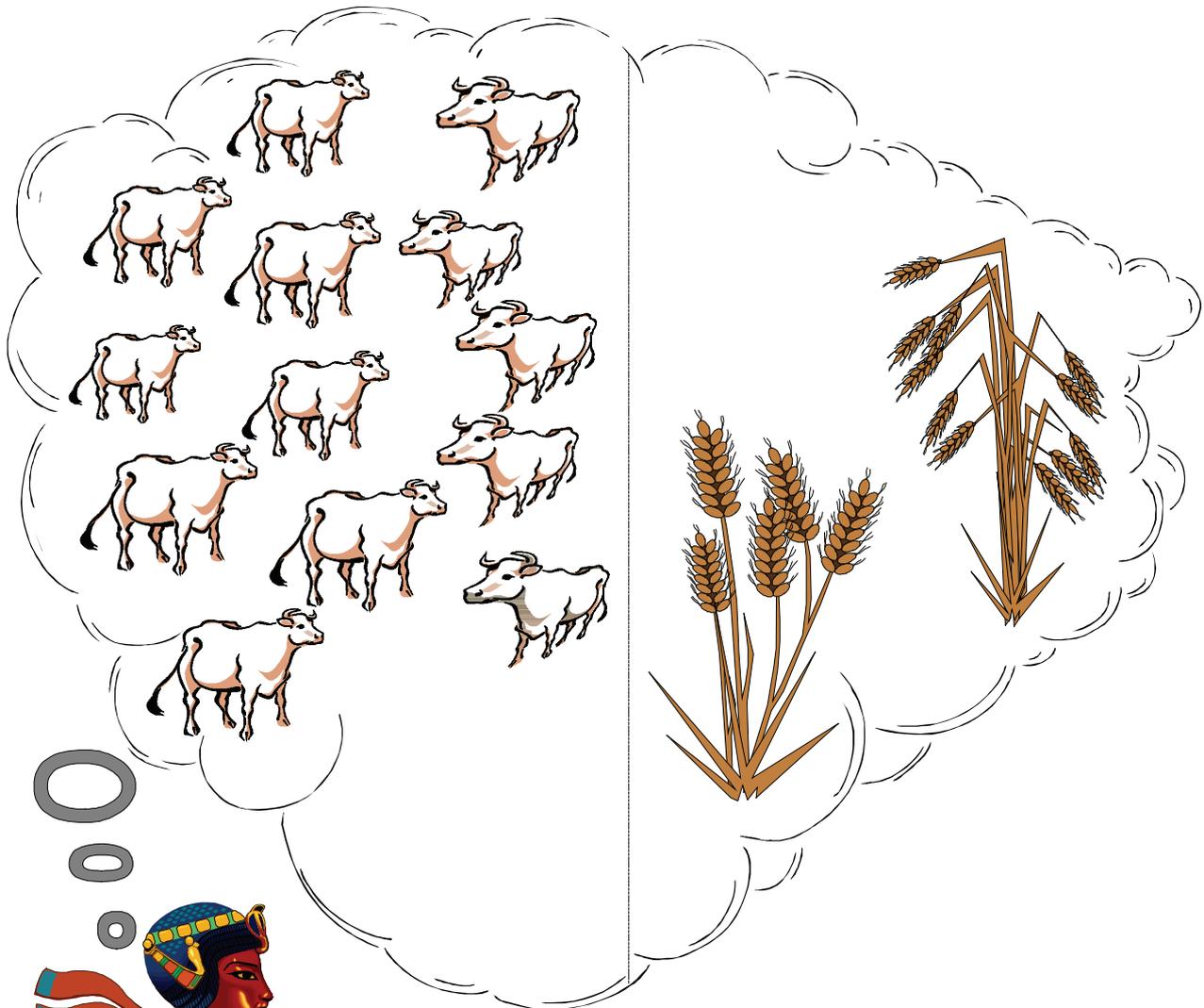
- Ask the children to complete the sentences using the words in the list below the questions. This activity may also be done in a group where everyone agrees on the answer before each child writes it in. This method is preferable for children whose reading skills are still developing.

Answers

Joseph
Dream
Pharaoh
Troubled
Famine
Egypt
Grain

Joseph interprets the dreams

Activity A - Add To/Delete From the Picture



The number of fat and thin cows and the number of heads of grain was important in the interpretation of Pharaoh's dream. Cross out the extra fat cows and extra withered heads of grain, and draw in some more thin cows and good heads of grain.

Joseph interprets the dreams

Activity B - Complete the Sentence

Choose the correct answers from the list below and write it in on the lines provided.

1. The butler and the baker were put in the same prison as J_____.
2. On the same night both the butler and the baker each had a d_____.
3. Joseph asked the butler to make mention of him to P_____.
4. The morning after he had his dreams, Pharaoh was t_____.
5. After seven years of plenty would come seven years of f_____.
6. Joseph told Pharaoh to select a wise man and set him over the land of E_____.
7. All countries came to Joseph in Egypt to buy g_____.

Word list:

famine Pharaoh Joseph troubled dream grain Egypt

Joseph's brothers

Genesis 42:1 - 45:28

Storyline

During the severe drought, Jacob sent ten of his sons to buy food in Egypt. He kept Benjamin at home. Joseph was in charge of selling the food and he recognised his brothers but they did not know him. Joseph pretended to think they were spies, put Simeon in jail, and said he would release Simeon when the others returned to Egypt with Benjamin. Joseph gave them food and sent them home. Upon hearing what had happened, Jacob refused to allow Benjamin to go to Egypt but after some time, he had to relent or the family would starve. When Joseph finally saw Benjamin, he wept and told his brothers who he really was. He had forgiven them and sent them to bring Jacob, his father, to him in Egypt.

Suggested Teaching Approach

Tell the story. If available, use as many colourful pictures of people, money, a cup, grain or bread etc. as possible.

When the story arrives at the part where the brothers find their money in the bags of grain - have the children imagine they are one of the brothers.

Have Activity B sheets already folded and the children can 'discover' the bags of money under their tables.

Finish the story and then complete Activity B and A as well, if time permits

Theme One

"Forgiveness"

When Joseph's brothers went to Egypt to obtain grain, they stood in front of Joseph, but did not know who he was. He could have refused to help the brothers who had treated him so badly. He still loved his family dearly and wanted to see Benjamin and his father. He had a plan so this could happen.

Key Thought

If we have God's love in our hearts, He will help us to forgive those who wrong us, just as he has forgiven us.

Aim

To encourage the children to be thoughtful and forgiving, no matter how they are treated.

Memory Verse

"Forgive, and you will be forgiven." (Luke 6:37).

Theme Two

"Believing God's word"

It must have been wonderful for Joseph to see his brothers again. He had trusted God for the family, knowing that his dream had to be fulfilled someday. When the brothers bowed down before him, Joseph rejoiced, not in that he was proven right, but that God had been true to His word and his family were about to be delivered.

Key Thought

What an unexpected direction Joseph's life had to take to allow God's promises to come to pass. We don't know God's plans.

Aim

To encourage the children not to let difficult or unexpected circumstances shake their faith in God and His word.

Memory Verse

"Your words are true." (2 Samuel 7:28).

Activity A - Collage - Joseph



What's different
about Joseph?

Materials

- 1 Activity Sheet per child.
- Scissors.
- Glue (Aquadhere).
- Drop sheet and hand cleaning gear (soap, water, bowl and towel).
- Suggested collage materials:
 - For jewellery: milk bottle tops, glitter, paper clips, stickers from newsagent, cellophane.
 - For clothes: scraps of fabric.

Steps

- Teacher explains some of the reasons Joseph's brothers couldn't recognise him, eg. he was older, different clothes, etc.
- Teacher discusses the differences in the pictures, one by one, and the children make a collage, on the older Joseph.
- If time permits, the children could collage the younger Joseph as well.

Activity B - Money Sack

Materials

- 1 Activity Sheet per child.
- Colouring pencils or glue and glitter.
- Scissors.
- Some coins.

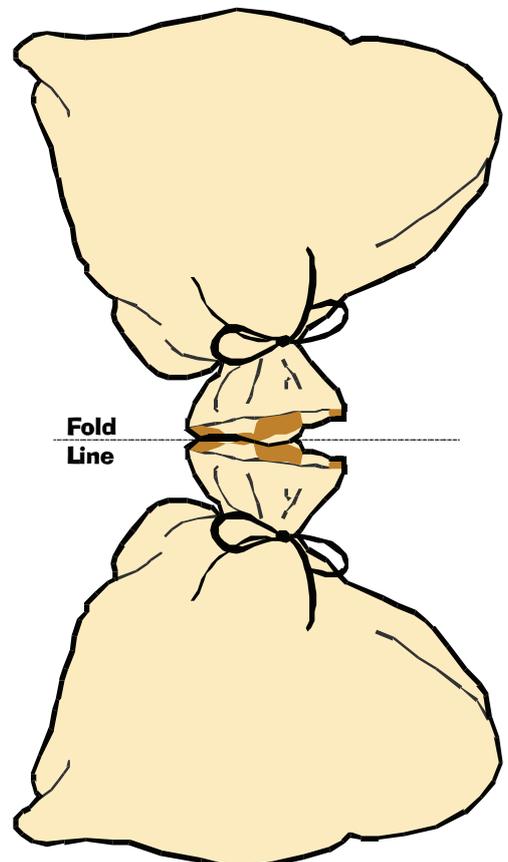
Steps

At Home

- Cut out money sacks.

In Class

- On the wrong side of the paper, the children draw (or trace) coins and either colour them or glue and glitter them. Another option is for the children to do coin rubbings, by placing a coin under the activity sheet and gently rubbing a pencil over the coin area.
- The children then fold the sack on the double line, so the coin's are hidden inside the sack.



Joseph's brothers

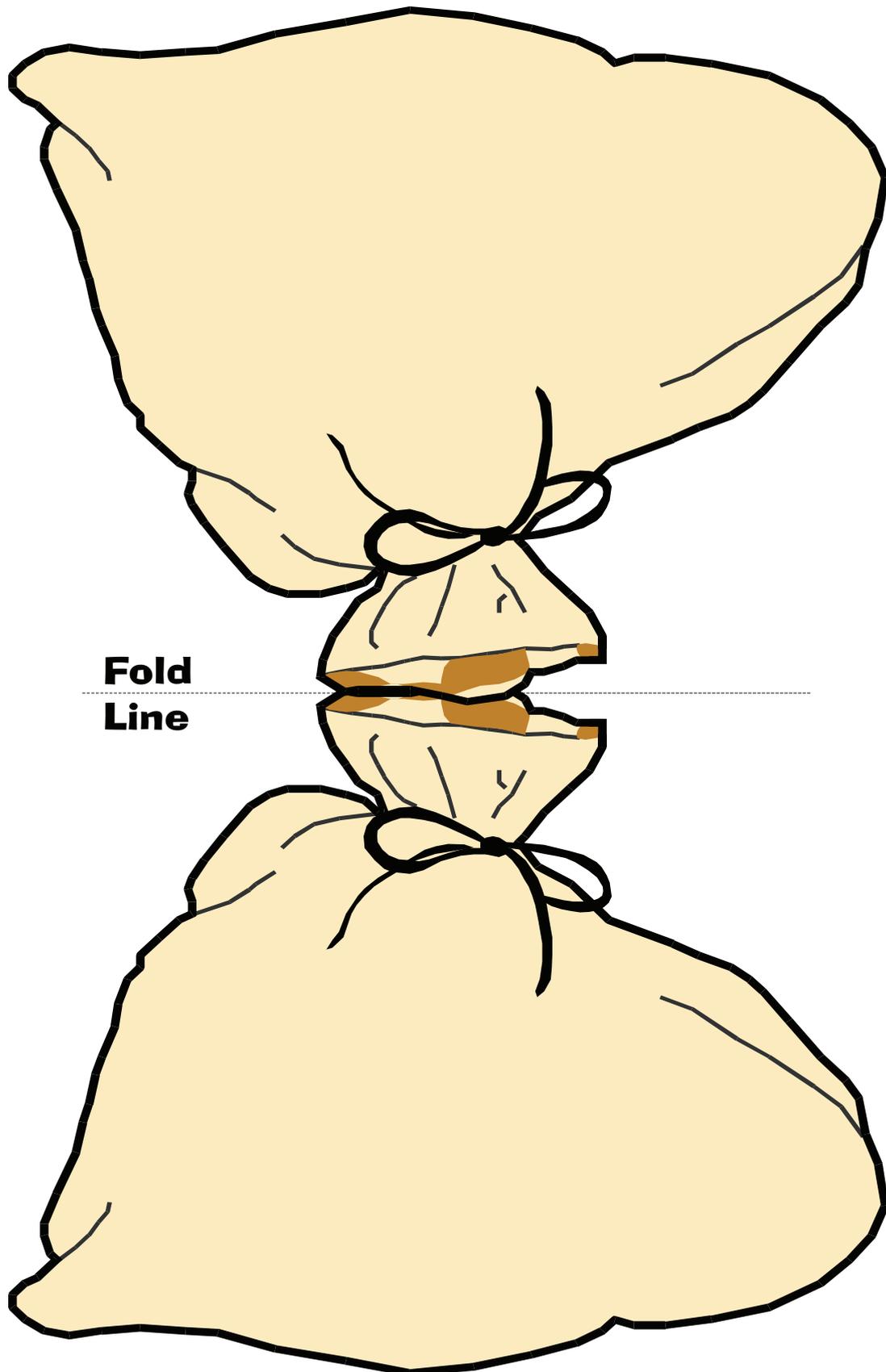
Activity A - Collage - Joseph



What's different
about Joseph?

Joseph's brothers

Activity B - Money Sack



Israel in Egypt

Genesis 46 - 49

Storyline

Jacob took his family and livestock and went to live in Egypt. During the drought, Joseph was able to sell food to all the people because he had stored much grain in the years before the drought. Seventeen years passed and it was time for Jacob to die. He called for Ephraim and Manasseh, Joseph's sons, in order to bless them. Israel placed his right hand on Ephraim's head and Joseph thought that this was a mistake because Ephraim was the younger and Manasseh was the older son. However, Israel explained that the younger son would become greater than the older son. Israel then blessed all of his sons before he died.

Suggested Teaching Approach

Tell or read the story from a Children's Bible using pictures or flannelgraph characters to add interest.

Discuss the events in Jacob's life that would have been sad or hard for him. List these on a blackboard or chart using simple illustrations.

Explain God's purpose in sending Joseph away from his family.

Theme One

"The Lord will guide you"

When Jacob's sons convinced him that Joseph was still alive, he wanted nothing more than to see Joseph before his death. Having set out on his journey, he came to Beersheba with his whole family. There he offered sacrifices to God and no doubt he hoped that God would meet with him, as He had on earlier occasions. Jacob was not disappointed. God confirmed that he should go to Egypt and that there his descendants would become a great nation. The nation would eventually return again to the land of Canaan.

Key Thought

As we seek the Lord and offer ourselves to Him, He will meet with us and direct us in the way we should go.

Aim

Encourage the children to seek the Lord's guidance in their decision making.

Memory Verse

"The Lord will guide you." (Isaiah 58:11).

Theme Two

"God's ways are not our ways"

It was the custom for the firstborn to receive the double portion and the blessing that went with it. God made an exception in the case of Jacob and now He does so again in the case of Ephraim. God had His own special purposes and guided Jacob in the placing of his hands. His right hand was placed on the younger son, Ephraim's head. Joseph thought his father had made a mistake, but Jacob knew what God wanted.

Key Thought

God does not need to explain everything He does. Rather, He looks to us to trust Him and to know that His way is always best, even though sometimes we may think otherwise.

Aim

Don't worry about things always having to be 'fair', but trust God to know best.

Memory Verse

"Teach me Your way, O Lord." (Psalm 86:11).

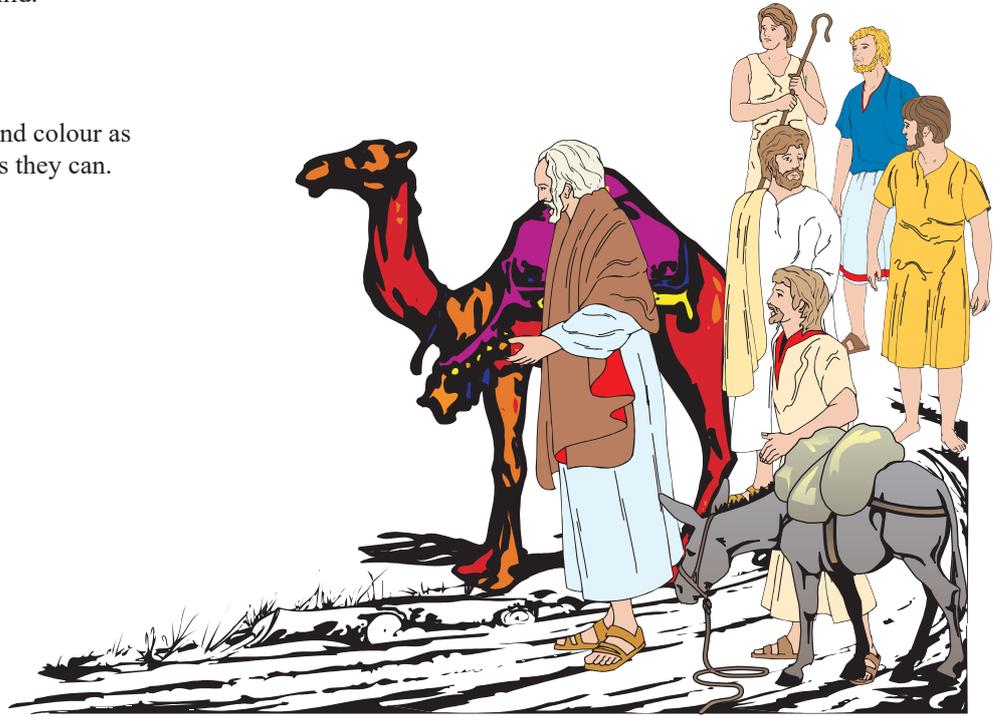
Activity A - Drawing

Materials

- 1 Activity Sheet per child.
- Colouring pencils.

Steps

- The children draw in and colour as many of the children as they can.



Activity B - Pop-up Israelites

Materials

- 1 Activity Sheet of the background scene (pyramids) per child.
- 1 crowd scene per child.
- Colouring pencils.
- Glue or sticky tape.
- Scissors.

Steps

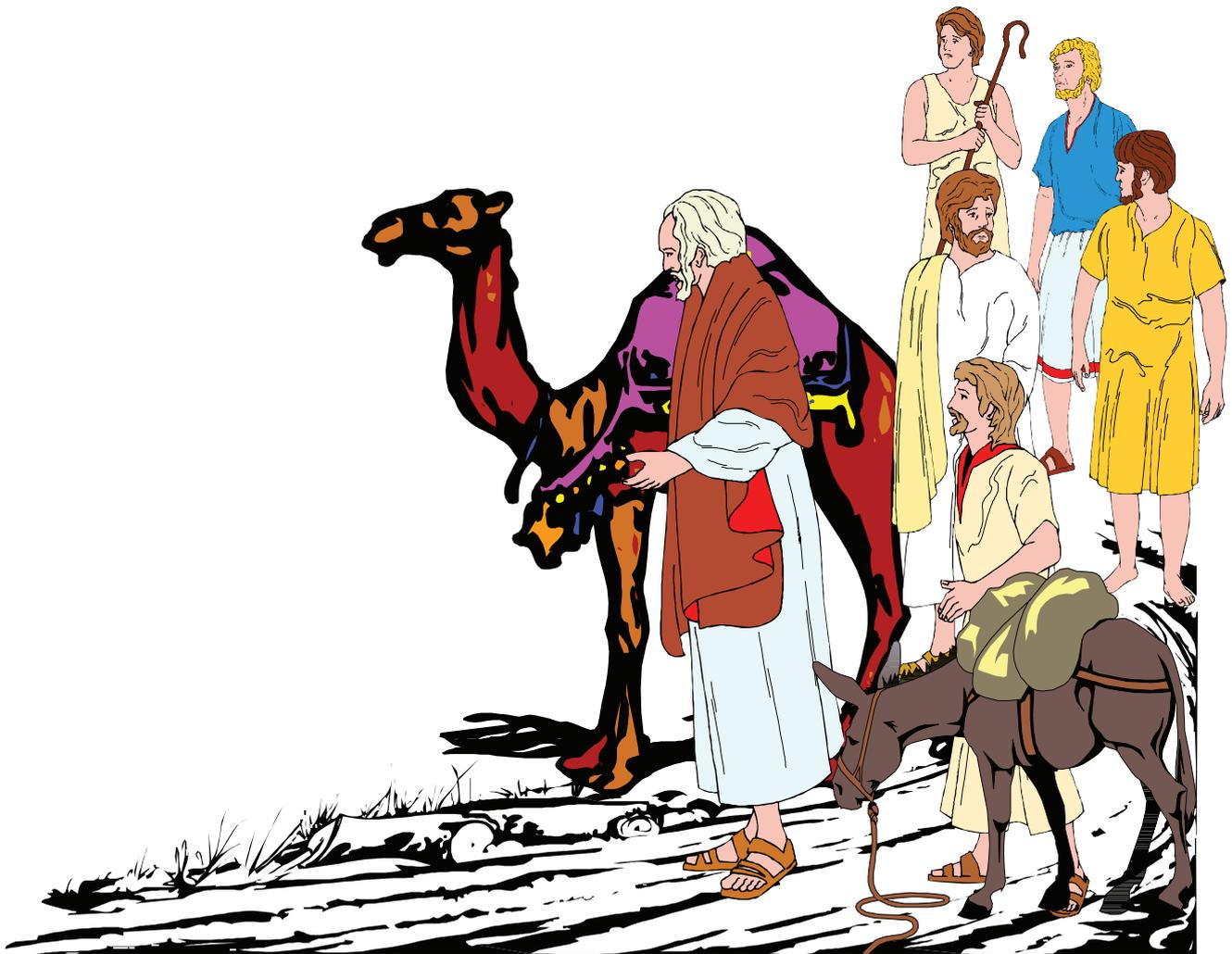
- The children cut out the crowd scene and fold the flap under.
- Colour the background scene.
- Glue or sticky tape the flap on the crowd scene to the space provided on the background scene.



Israel in Egypt

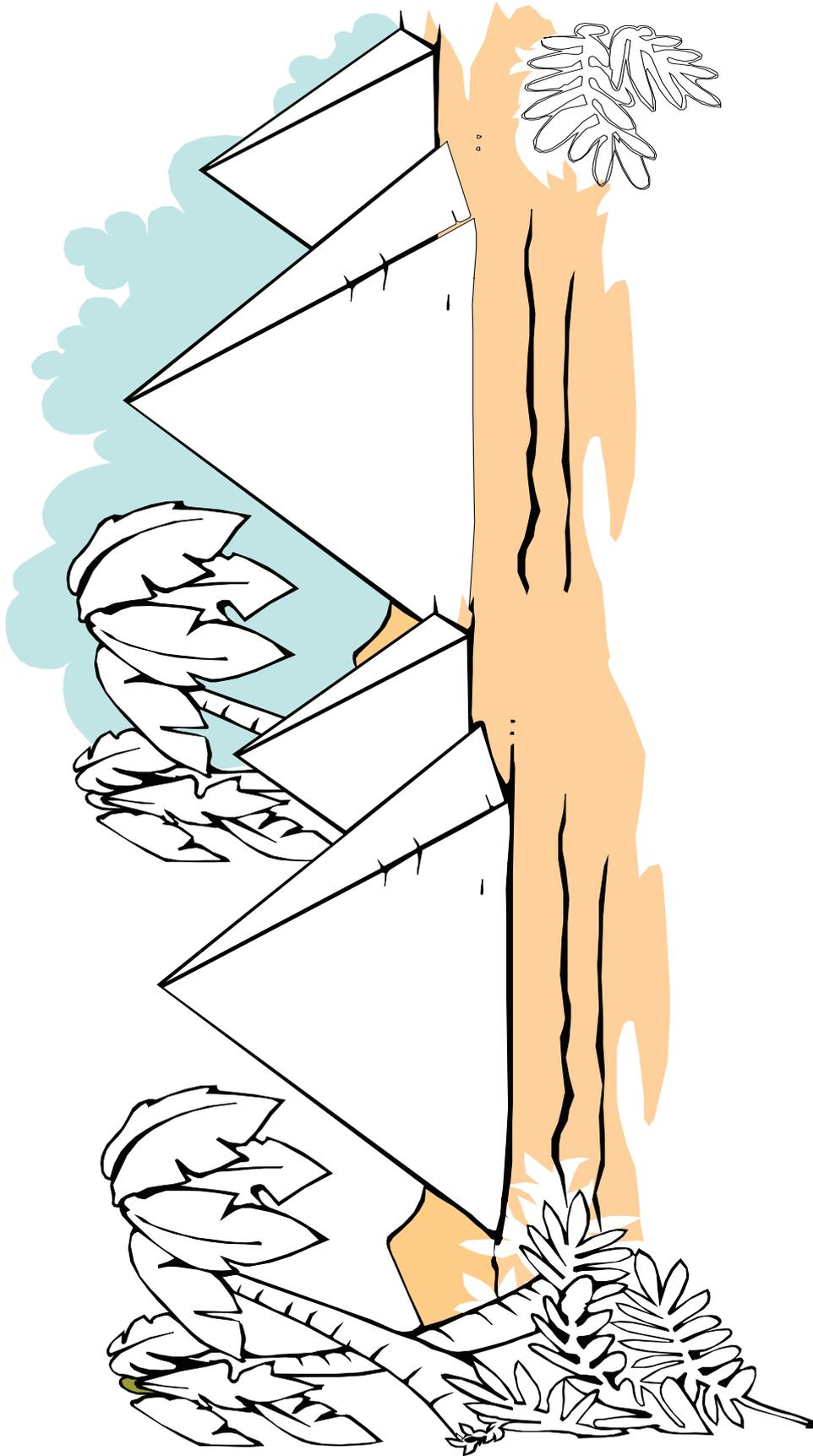
Activity A - Drawing

Jacob came to meet Joseph with 11 sons and 55 grandchildren. Draw some of the children coming, and colour them in.



Israel in Egypt

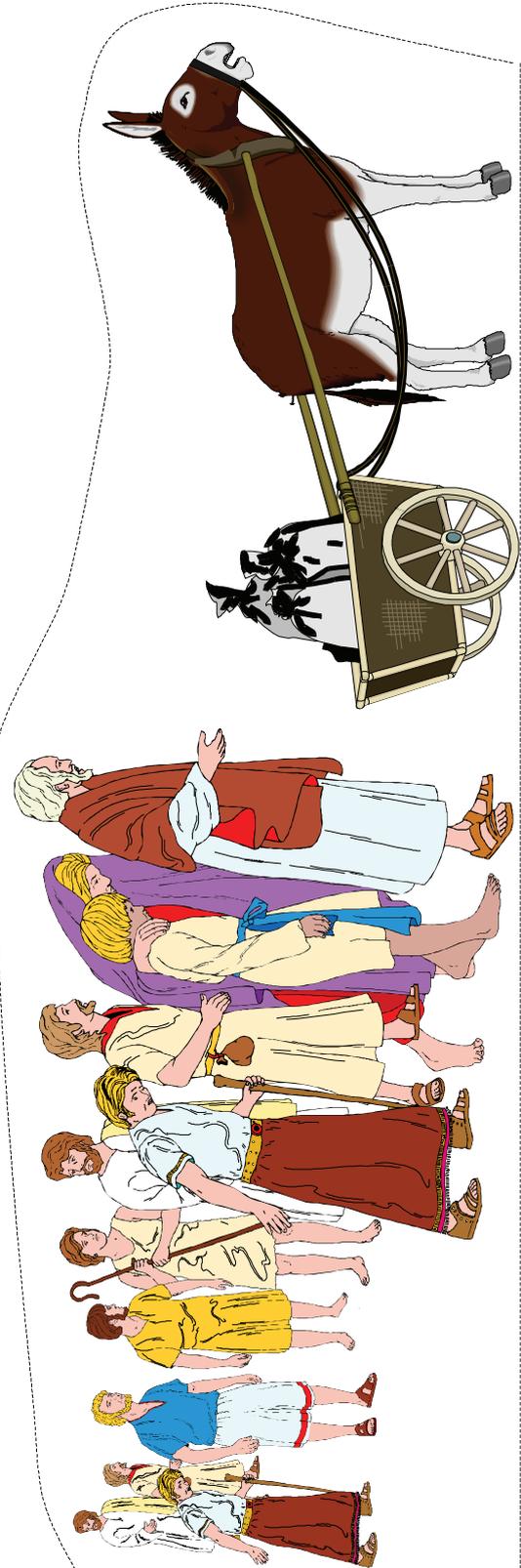
Activity B - Pop-Up Israelites in Egypt



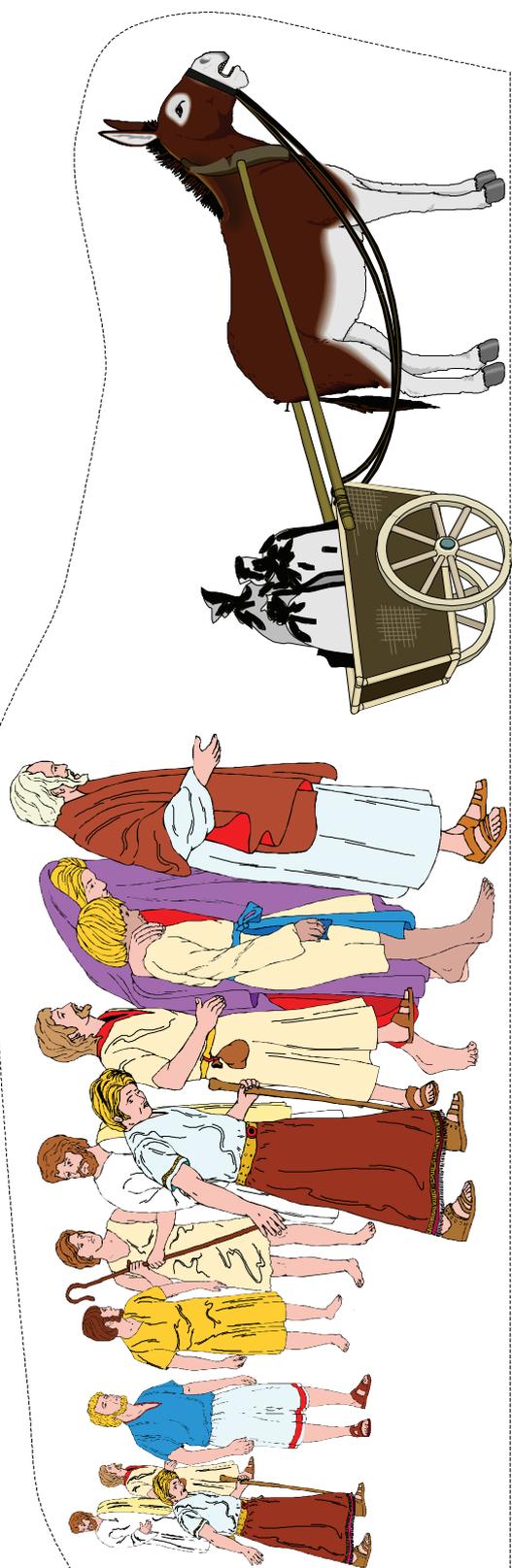
Glue folded bottom of crowd scene here.

Israel in Egypt

Activity B - Pop-Up Israelites In Egypt



Fold Under



Fold Under

This page is intentionally blank

Israelites slaves, Moses born

Exodus 1:1 - 2:10

Storyline

A new king came to power in Egypt, who did not know how Joseph's work had blessed the Egyptians. He saw how the Israelites had increased in number and become mighty, and was afraid that they would turn against the Egyptians and take over the whole land. So Pharaoh set hard taskmasters over the Israelites and made them slaves. He ordered all Israelite boys be thrown into the river at birth. When Moses was born, his mother hid him for three months, then put him in a basket by the bank of the river. Pharaoh's daughter found him, and had compassion on him. Moses' own mother was able to care for him until he no longer needed a nursemaid. Then she took him to Pharaoh's daughter, who raised him as her own son in the royal household of Egypt.

Suggested

Teaching Approach

If selecting Activity B, this would be best done earlier in the lesson so that the sand collage can be placed in the sun to dry while the storyline and theme are discussed. Work together on the activity. Give each child a picture and ask them what is happening. Chat about how the slaves made the bricks as you glue the sand on. Chat about what the guard might be telling them as you make the ship. Chat about how even in this situation the Israelites could trust God. When all is tidy, settle the children and tell the story.

Have a container of sand and ask the children to guess how many grains there are. Chat about God's promise to Abraham. Did it seem impossible? Not to God. What are God's promises to us? Make a list together.

If Theme Two is selected, use the opportunity to briefly review the story and trace Abraham's family line through Isaac, Jacob to Joseph and his brothers. Talk about how Abraham was Joseph's great grandfather.

Theme One

"Trust in the Lord"

When Moses' mother, Jochebed, hid her baby in the reeds by the Nile, she was relying totally on God's mercy and faithfulness to look after her child. Jochebed believed in God and acted accordingly. Pharaoh's daughter found Moses, and Jochebed was given the paid task of being a nursemaid to him. The outcome was far better than she could have expected. This is how our trust in God is to work also.

Key Thought

Give all your troubles to the Lord. God can help when we hand over the problem to Him and trust Him with the outcome.

Aim

To show the children how faith works. Our trust in God leads us to act in accordance with the prompting of the Holy Spirit.

Memory Verse

"We trust in the living God." (1 Timothy 4:10).

Theme Two

"God keeps His promises"

God promised Abraham that his descendants would be as many as the dust of the earth, and the stars in the sky. As the people of Israel grew in number, to the dismay of the Egyptians, God's promise to Abraham began to come true. God has made many wonderful promises to His people. We can be certain He will keep His promises to us just like He kept His promise to Abraham.

Key Thought

As the children of Israel grew in number, God's promise to Abraham began to come true. God will keep His promises to us in the same way.

Aim

For the children to know that they can trust God to keep His promises.

Memory Verse

"He who promised is faithful." (Hebrews 10:23).

Activity A - Colour, Glue and Slide

Materials

- 1 Activity Sheet per child.
- 1 paddlepop stick per child.
- Glue or staples or sticky tape.
- Colouring pencils/crayons.

Steps

At Home

- Cut out the basket with the baby, and cut the slit on the dotted line at the edge of the reeds in the picture.

In Class

- The children colour the picture and the baby in the basket.
- Glue, staple or sticky tape the baby basket to a paddlepop stick.
- The baby can now be moved in and out of sight (through the slit) from the back of the picture, to give the appearance of being hidden in the bulrushes.



Activity B - Slavery in Egypt



Materials

- 1 Activity Sheet per child.
- Scraps of string or wool (for whip).
- Small amount of sand (for bricks).
- Glue (Aquadhere).
- Sticky tape.
- Drop sheet.
- Soap, water, towel for hand cleaning.

Steps

- Tape or glue string or wool to whip handle.
- If time permits, colour the picture.
- Brush glue on the brick.
- Sprinkle sand on the brick.
- Leave to dry while cleaning hands.

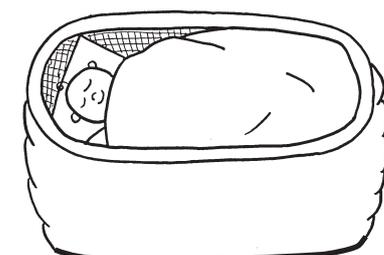
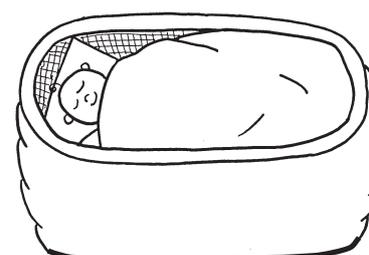
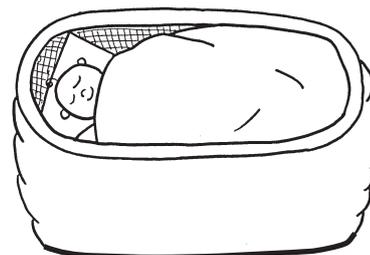
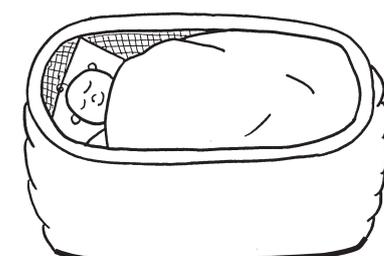
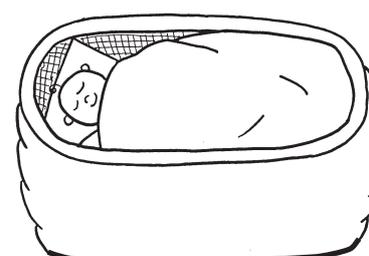
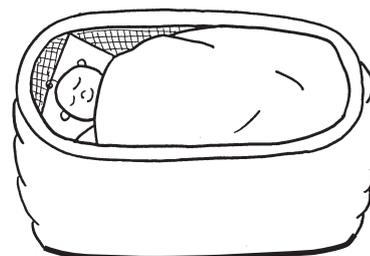
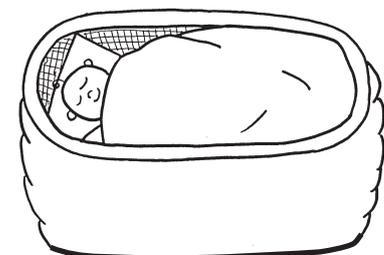
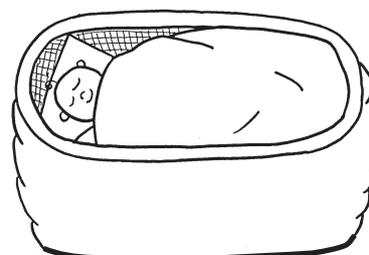
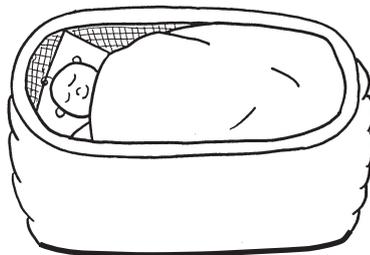
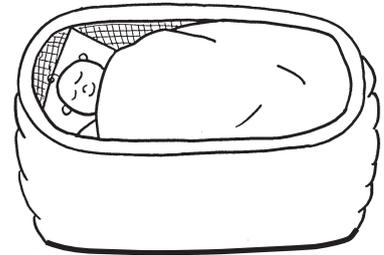
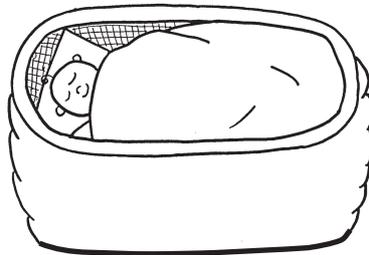
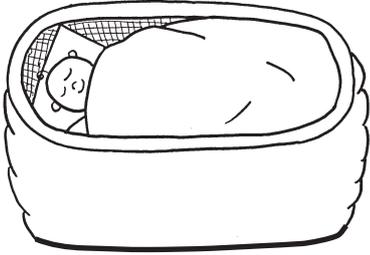
Israelite slaves, Moses born

Activity A - Colour, Glue and Slide



Israelite slaves, Moses born

Activity A - Colour, Glue and Slide



Israelite slaves, Moses born

Activity B - Slavery in Egypt



This page is intentionally blank

Moses flees and returns to Egypt

Exodus 2:11-25; 3 - 4

Storyline

Moses killed an Egyptian who was beating a Hebrew slave. When he realised he'd been seen, he escaped to Midian where he married Zipporah and worked for her father. Years later God spoke to Moses from a burning bush which was not being burnt. Moses was told to take off his sandals as he was on holy ground. God told him that the cries of the Hebrews had been heard and that Moses was to ask the Egyptian king to let the Hebrews go. Moses reacted with excuses but God proved His power to Moses by giving him signs. Moses continued to doubt saying he was a poor speaker and asked that someone else be sent. God appointed Aaron as spokesman. Together Moses and Aaron presented God's plan to the Hebrews who then worshipped God.

Suggested Teaching Approach

As the teacher, you could dress up (towel for head dress) and tell the story of how God met you at the burning bush and what He asked you to do. Talk about how you felt at the different points in the story. End with the key thought.

Begin with the trust game (see Activity A). When the children have had a turn, settle them and tell the story. Ask questions about how they felt being blindfolded and lead around. Moses didn't know what would happen when he returned to Egypt, yet he trusted God that He would lead him.

Theme One

"God enables us to do His will"

In the unfolding of God's plan for His people, there came a point where He required Moses to take a bold course of action. As a result of God's dealings with Moses he felt inadequate for this task, as we often do when God wants us to take a step of faith. Like Moses, we can prove God's grace is sufficient as we step out in obedience, in spite of our own feelings and inadequacies.

Key Thought

God's grace is greater than our doubts and insecurities. He enables us to do what is impossible for us to do on our own.

Aim

To show that God is our strength when we acknowledge our weakness and believe for His grace and enabling to do His will.

Memory Verse

"God is my strength." (2 Samuel 22:33).

Theme Two

"God speaks to us in many ways"

God really needed to get Moses' attention and so called to him from a burning bush. Being Hebrew, Moses understood when God started talking about His promises to Abraham, Isaac and Jacob. When Moses questioned his capability of doing the Lord's work, God gave him many signs that He was with him and could help him. It was hard for Moses to believe that God could work through him and manifest Himself to Pharaoh.

Key Thought

God often wants to get our attention, so that He can tell us what to do. When He shows us what He wants us to do, we should not make excuses. He will never ask us to do something without making it possible for us to do that thing.

Aim

For the children to see that if God could talk to Moses and use him, He can talk to us in our everyday life; and use us too.

Memory Verse

"Speak, Lord, for Your servant hears." (1 Samuel 3:9).

Activity A - Trust Game

Materials

- Blindfolds.

Steps

- Blindfold half the class and pair them off with a leader outside.
- The leader is to take the blindfolded child for a walk.
- The blindfolded child must trust the leader that they will not fall or bump into anything.
- Swap over.
- Discuss how they felt and how they had to trust the leader even though they didn't know where they were going.



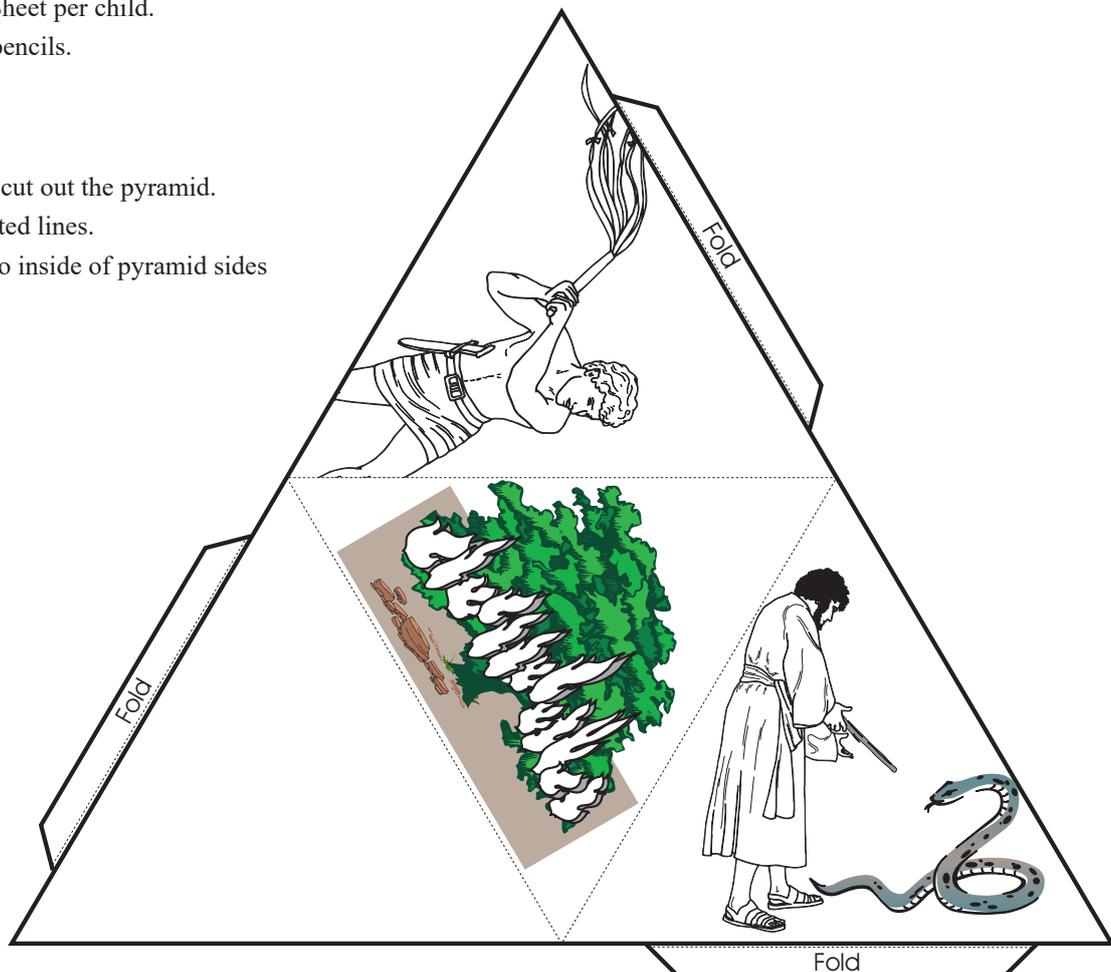
Activity B - Colour and Cut Pyramid

Materials

- 1 Activity Sheet per child.
- Colouring pencils.
- Glue.

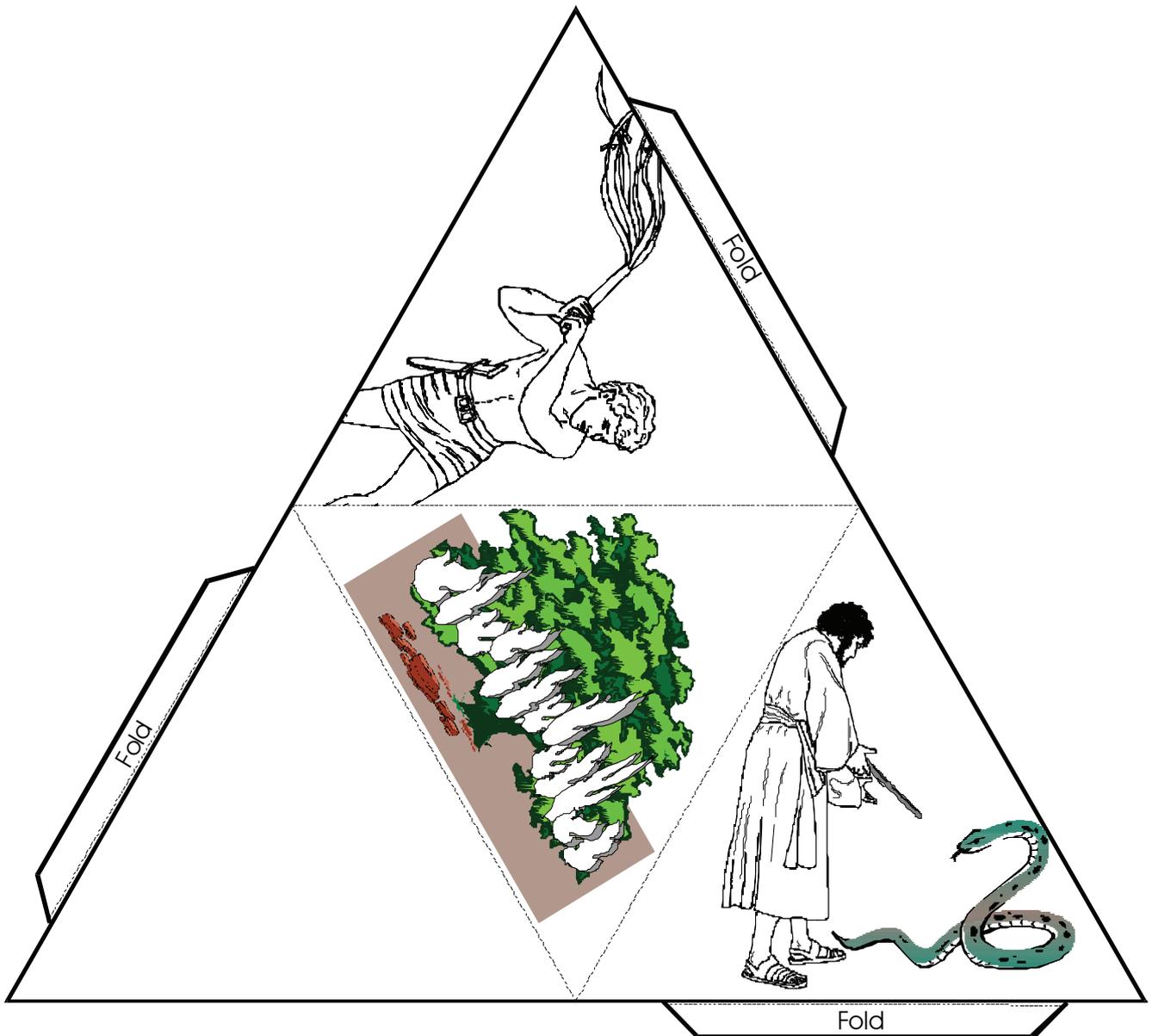
Steps

- Colour and cut out the pyramid.
- Fold on dotted lines.
- Glue flaps to inside of pyramid sides



Moses flees and returns to Egypt

Activity B - Colour and Cut Pyramid



This page is intentionally blank

“Let My people go”

Exodus 5 - 11

Storyline

Moses and Aaron met with Pharaoh to ask him to free the Israelites from slavery in Egypt. However, Pharaoh said, “No” and in fact made the Israelites work harder. The people were angry with Moses because of this. God then spoke to Moses about His promise to deliver His people. Each time Pharaoh refused, God brought a plague upon the land. These are the things that God made happen: (1) all the waters in the land became blood, (2) a plague of frogs, (3) a plague of lice, (4) a plague of flies, (5) all Egyptian livestock became diseased, (6) a plague of boils on all the Egyptians and their animals, (7) hail, (8) a plague of locusts, (9) thick darkness upon the Egyptians for 3 days. None of these plagues affected the Israelites, or changed Pharaoh’s mind, but in fact made him harden his heart even more. The final plague brought death to every first-born in Egypt, both people and creatures.

Suggested Teaching Approach

Activity B may be used as an aid to tell the story. For example, tell the children about the first plague, pass around red crayons or pencils for everyone to draw a river of blood, before going on to the second plague - frogs. To save time in the lesson, you may wish to create your own simple line drawings for each plague and photocopy these off so that the children can simply glue in the appropriate picture as you tell the story.

Theme One

“Trust God through trials”

God sent Moses to deliver His people, however, their troubles increased under Pharaoh, and as a result, they no longer believed God would deliver them. Yet God still heard the cries of His people who were oppressed. God wants us to always believe that, despite our troubles, He will deliver us and save us from all things that would enslave us in our lives.

Key Thought

No matter how difficult circumstances seem to be, God always cares for His people and will deliver them.

Aim

To show the children that although God allows trials to come, He will never ask us to endure more than we are able.

Memory Verse

“I will trust and not be afraid.” (Isaiah 12:2).

Theme Two

“God is faithful”

Despite Pharaoh’s determination to stop the Israelites from leaving Egypt, God demonstrated that He was able to set them free. We can be sure that God will do what He has said He will do. Sometimes God’s word takes time to be fulfilled and a series of events have to take place. Knowing this, we can safely put our trust in Him. We can live and relate to Him according to His word.

Key Thought

People often fail to keep their word, either because they forget, or are unable to do what they say, or just don’t intend to fulfil what they say. God is well able to do what He says and He will do it.

Aim

To show the children that once God has given His word concerning something, He never forgets and can be relied on to do it.

Memory Verse

“Your word is truth.” (John 17:17).

Activity A - Bricks and Straw

Materials

- 1 Activity Sheet per child.
- Brown paper 'bricks'.
- Glue.
- Colouring pencils.

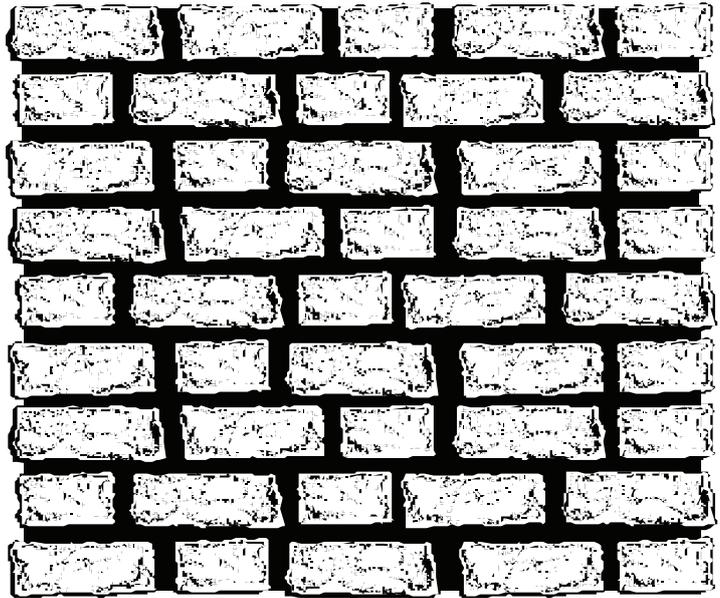
Steps

At Home

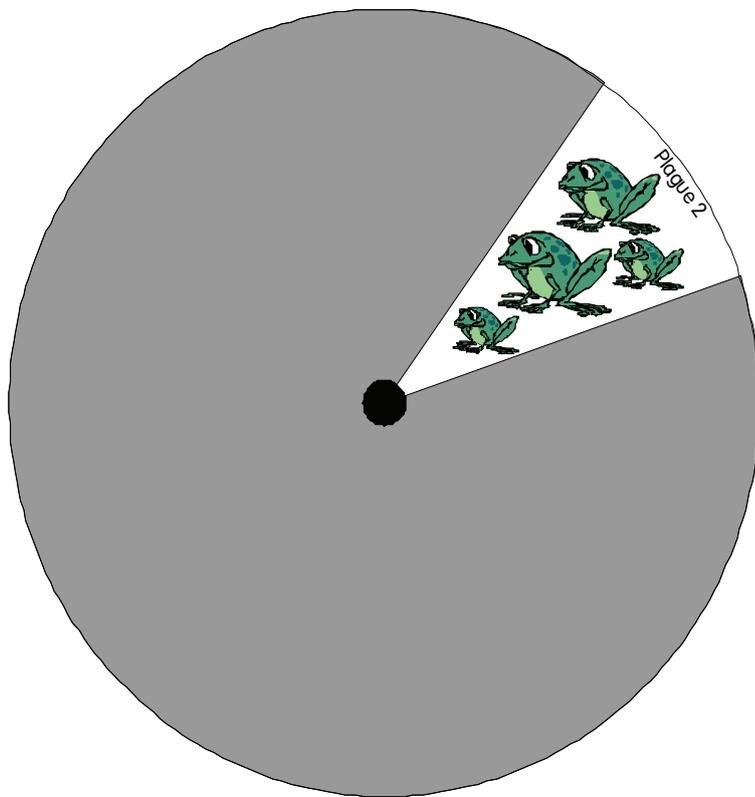
- Cut out a large supply of 'bricks' from brown paper - make bricks of similar sizes to the ones on the wall.

In Class

- Children glue bricks onto the wall.
- On the lower section of the Activity Sheet, children draw bundles of straw.



Activity B - Plagues Turning Wheel



Materials

- 1 of each 2 Activity Sheets per child.
- Cardboard.
- Glue (stick glue is best).
- Colouring pencils.
- Split-pins - 1 per child.

Steps

At Home

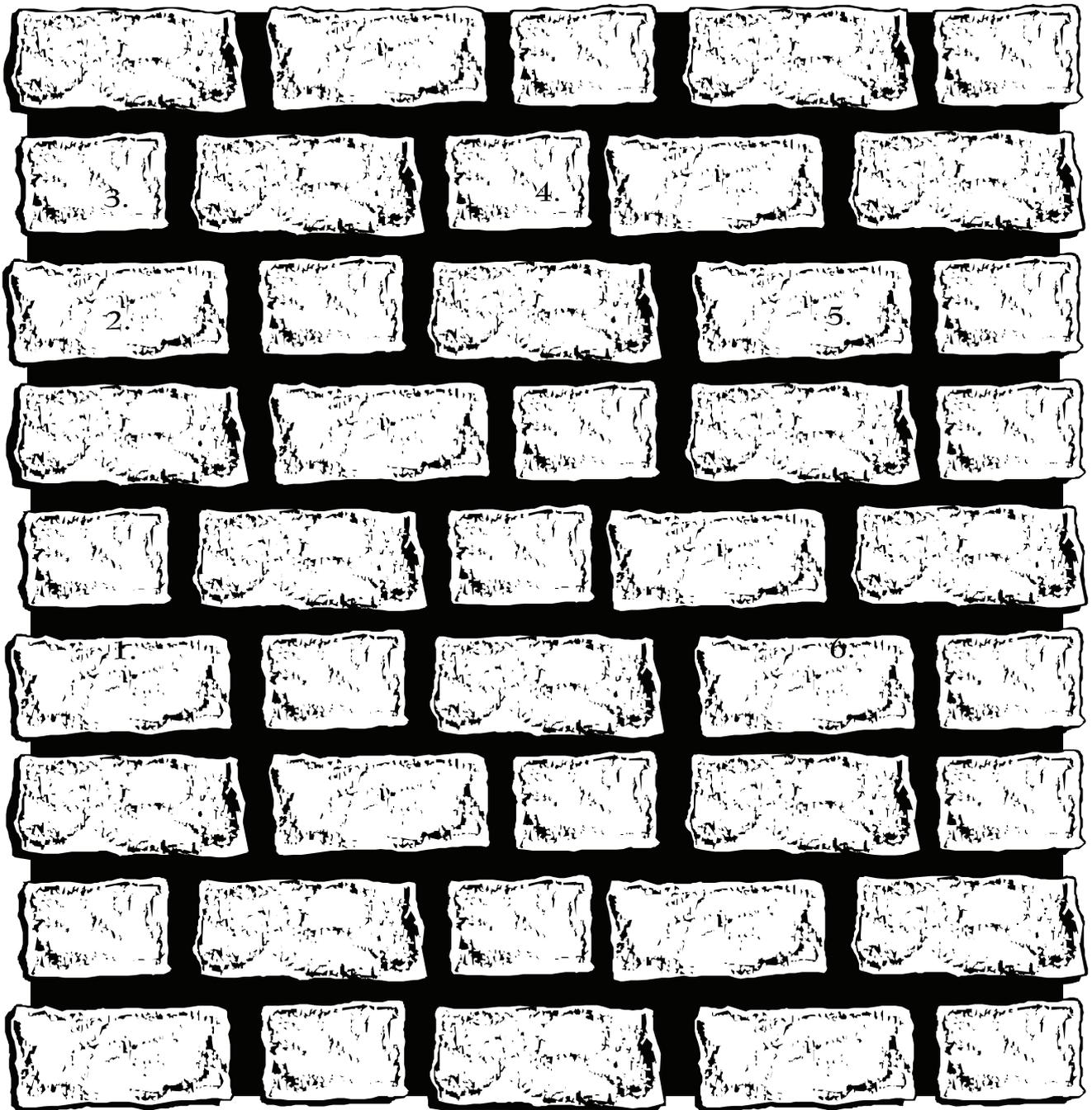
- Cut out and glue all circles onto cardboard. When dry, place under weight to stop them from curling up.

In Class

- Children draw something to represent each of the 10 plagues in the wedge.
- Children place circle with piece cut out on top of full circle with plagues drawn.
- Help children to insert the split-pin in the centre of the circles and open it out.
- Children hold the full circle and move the upper circle around to reveal the 10 plagues.

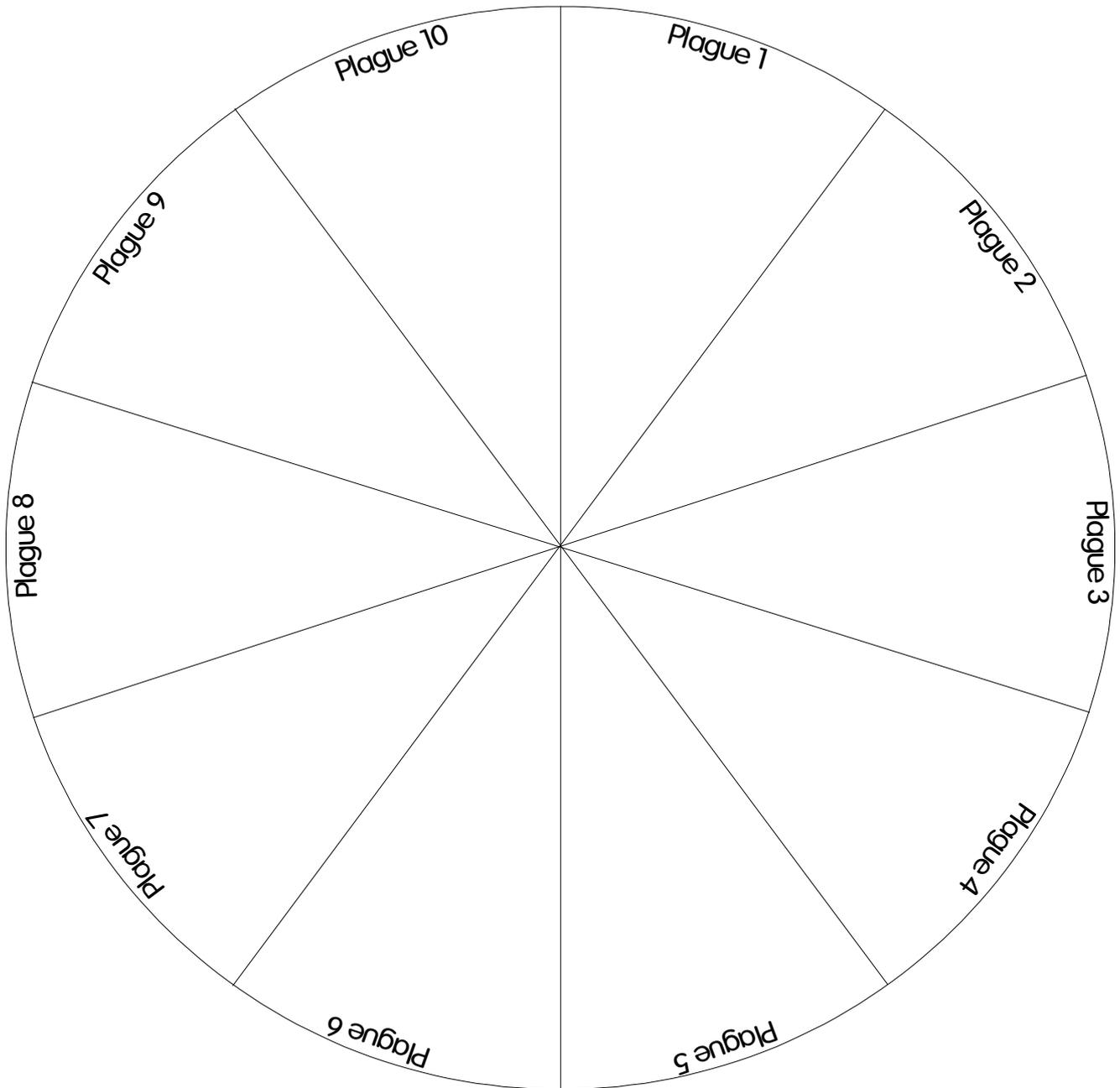
“Let My people go”

Activity A - Bricks and Straw



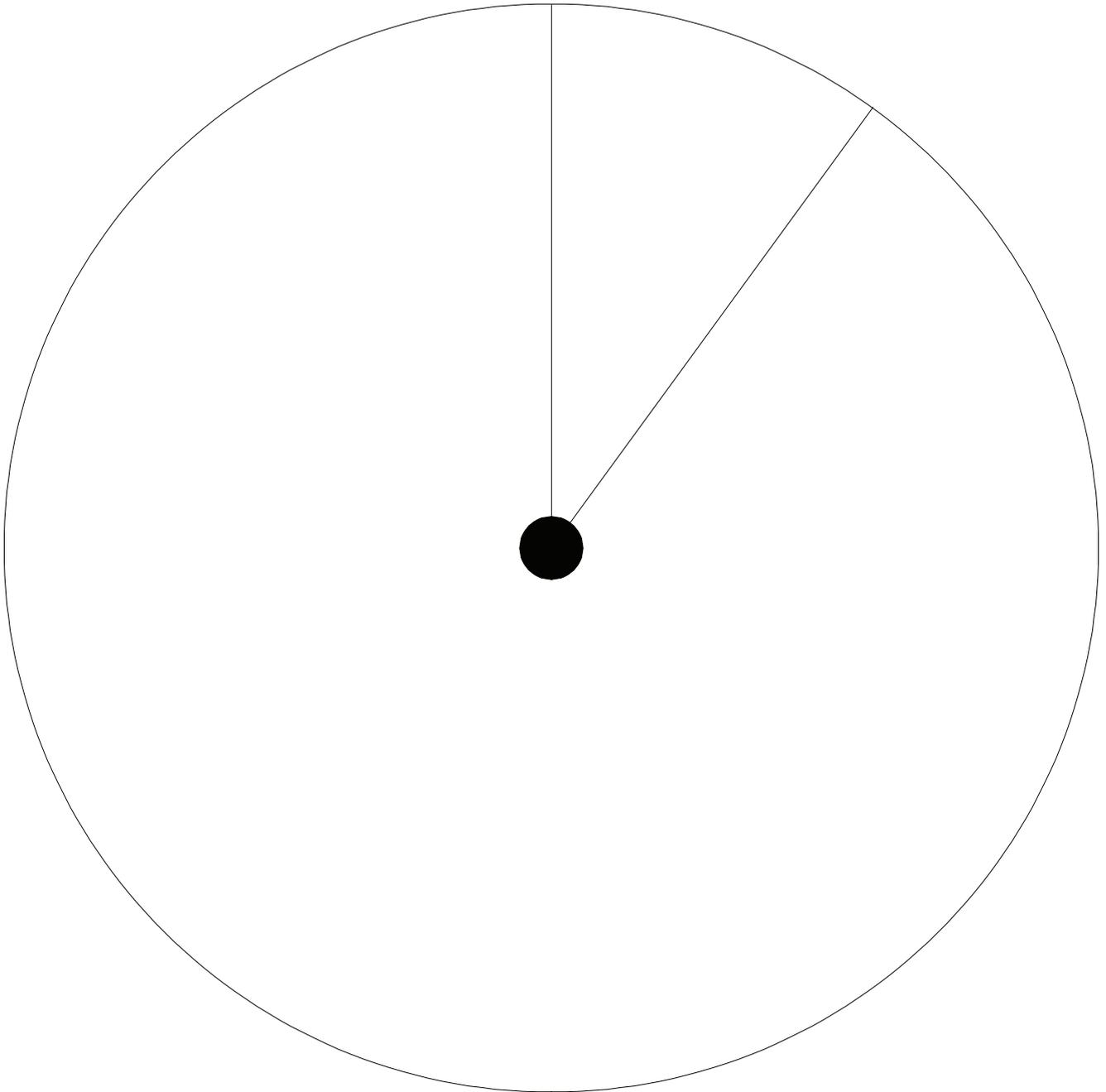
“Let My people go”

Activity B - Plagues Turning Wheel



“Let My people go”

Activity B - Plagues Turning Wheel



This page is intentionally blank

The first passover, Israel delivered

Exodus 12

Storyline

The Lord spoke to Moses and Aaron telling them to explain to the children of Israel that they were to take a perfect male lamb, kill it at sunset and put the blood on the side and top door-posts of their houses. The lamb was to be roasted and eaten with unleavened bread. They were to eat it fully clothed, ready to go on a journey, and to eat in a hurry. This was the Lord's Passover. They explained that God would pass through the land of Egypt that night and strike all the firstborn of Egypt, both man and beast. This was God's judgment on Egypt, but God would pass over each house that had the blood of the lamb on the door-post. This was their protection. They were to celebrate this Passover feast each year and teach their children the meaning of it. At midnight the Lord struck down all the firstborn of Egypt. Pharaoh and all his servants called for Moses and Aaron and told them to go. The Egyptians, in their haste to get rid of the Israelites, gave them articles of silver and gold.

Suggested Teaching Approach

If choosing Theme 1, take along two pieces of playdough or plasticine per child. One small very hard piece, (either sun-dried or baked in the oven) and one fresh piece. Give the children hard pieces and ask them if they could mould them into something useful. They should find this impossible! Explain that this is what happens when we harden our hearts. God can't mould us. Now give them the soft pieces and show them how easy it is to mould them. It is the same for God when we have soft hearts.

If choosing Theme 2, incorporate Activity A with the teaching of the lesson.

Theme One

"Believe and obey"

The Israelites believed God when He issued the instruction for the sprinkling of the sacrificial blood on the doorposts. However, had they believed but not responded in faith, God would not have saved them. We, too, may believe in the Lord Jesus Christ and the saving power of His shed blood. However, we need to respond as His word comes to us in practical day to day living situations.

Key Thought

We need to know how and when to apply the blood of the Lord Jesus Christ, in our daily lives.

Aim

For the children to understand that true faith requires a response, on their part, to the word of God.

Memory Verse

"Obey My voice." (Jeremiah 7:23).

Theme Two

"Different, but not hard"

God sometimes asks us to do something that we have never done before. When this happens we should be excited and not scared, because He never asks us to do things that are too hard for us. If we trust Him, He will enable us to do what He asks us to do.

Key Thought

To prepare the Passover meal, the children of Israel had to follow God's instructions carefully. Because they did this they were kept safe. Our obedient actions please God.

Aim

For the children to happily follow God's instructions, whatever they may be.

Memory Verse

"I will strengthen you." (Isaiah 41:10).

Activity A - Getting Ready Mime

Make sure this activity is the last thing done, so the children can go when they have eaten the passover.

Materials

- Pita bread or flat bread sufficient for children to break off a piece each.
- Roast lamb, diced into chunks.

Steps

- Explain to the children that they will have to use their imagination, as they are going to act out the first passover. They will have to pretend the props are there.
- Place blood of lamb on doorposts and lintels. First on top, then on left and right.
- Tie belt on waist.
- Put sandals on feet.
- Hold staff in hand.
- Break a piece of bread off the larger piece and take a piece of lamb.
- Eat bread and piece of meat standing up, as if ready to go.
- When complete, exit.

Activity B - Lamb Sewing Card

Materials

- 1 Activity Sheet per child.
- Cardboard (enough to make 1 sheet of A4 per child).
- Glue.
- Sewing bodkins 1 per child (these are blunt needles). Alternatively you could reinforce the end of the wool by wrapping a piece of sticky tape around it, or simply tie the wool to a bobby pin.
- Coloured wool.
- Scissors.

Steps

At Home

- Cut Cardboard to A4 size.
- Glue Activity Sheets to cardboard.
- Allow to dry, then place under weights to stop them curling up.
- Using a bodkin, punch holes around the lamb, on the dots.
- Thread bodkins ready for use.
- Tie a threaded bodkin to each sewing card ready for the activity.

In Class

- Children sew in and out around the outline of the lamb.
- Children sew across the lamb in whatever way they desire to fill in the lamb. Help will be needed to join on more wool.



The first passover, Israel delivered

Activity B - Lamb Sewing Card



This page is intentionally blank

Crossing the Red Sea

Exodus 13:17 - 15:21

Storyline

God led the people around by way of the Red Sea. The Lord went before them by day in a pillar of cloud, and by night in a pillar of fire for light. The Lord told Moses to camp by the Red Sea, and that Pharaoh's heart would be hardened again and he would chase them. Pharaoh heard where they were camping, took his chariots and captains, and went after them. The children of Israel saw them coming and became very afraid. They cried out to the Lord and complained to Moses. Moses told them not to be afraid, but to stand and see God save them. The Lord made a strong east wind blow all night and the sea divided, so the children of Israel could walk through the sea on dry ground. The pillar of cloud moved behind the children of Israel and became light to the Israelites and darkness to the Egyptians who were chasing them. The Lord made it hard for the Egyptian army, by making the wheels come off their chariots. When the children of Israel were safely through, God told Moses to stretch out his hand again, and the sea returned, drowning the Egyptian army. The children of Israel saw the great work of God. They feared the Lord and believed Him and His servant, Moses. Miriam and the children of Israel sang songs of praise to God.

Suggested Teaching Approach

Cut and paste some blue cellophane or blue paper to the inside of a shoe-box lengthwise. Cut most of the two short ends out of the shoe-box (just leave enough on the ends to stop the sides from falling in or out). This will represent the rolled back waters of the sea. Create some people from pipe-cleaners. Add some sand and pebbles to the bottom of the box. As you tell the story, the children could participate, by moving the pipe-cleaner people through the sea.

Theme One

"God will make a way"

With the sea before them, the mountains on either side, and the Egyptian army behind them, all seemed hopeless and lost. But God made a way for His people. God will also make a way for us, even when we cannot see it. If we continue to trust and walk in faith, He will open up His way before us.

Key Thought

No matter how difficult the circumstances seem to be, we can trust God to make a way for us.

Aim

To show the children that, although evil things may come against us and there seems no way out, we can always trust God to deliver us.

Memory Verse

"You will show me the path of life." (Psalm 16:11).

Theme Two

"The joy of salvation"

God has proved Himself to be faithful. His word shows us many times His amazing miracles that He has performed. He is still the same today and is still doing amazing things in the lives of people who will trust Him and follow Him joyfully.

Key Thought

Just as the children of Israel were excited about the amazing way God saved them, so we too can be excited because we have the same God who saves us.

Aim

For the children to know that there is joy and excitement in going God's way.

Memory Verse

"I will rejoice in Your salvation." (Psalm 9:14).

Activity A - Faith Lamp Mobile

Materials

- 1 of each 2 Activity Sheets per child, mounted or photocopied onto cardboard.
- Glue.
- Colouring pencils.
- Wool/string.
- Hole punch.
- Scissors.

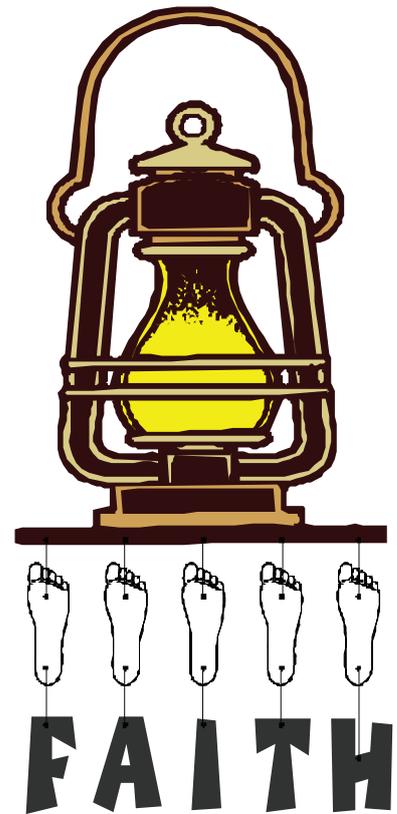
Steps

At Home

- Depending on the abilities of your class, you may do as much of this activity as you wish, at home. Perhaps do all the cutting out and join the feet to the letters, just leaving the children to join the feet to the lamp.
- Cut even lengths of wool/string for mobiles.
- Punch hole in top of lamp and 5 holes at bottom of lamp, as indicated.
- Make up a mobile for children to copy on the day.

In Class

- Children cut out feet and letters FAITH.
- Punch holes in feet and letters as indicated.
- Using the wool/string, join feet to lamp, making sure feet are walking towards the light.
- Join the letters to the feet in the correct order.



Activity B - Rejoicing with Music

Materials

- A variety of clean empty containers, preferably with plastic lids eg: ice cream containers, plastic bottles such as juice or cream bottles, etc.
- A variety of things to put in them like uncooked rice, pasta, or dried peas. Perhaps some small pebbles.
- Sticky tape.

Steps

- After putting different amounts of rice etc., in the bottles, sticky tape the lids on firmly. Use the ice cream containers as drums, and sticky tape their lids on while empty.
- Have the children sing some joyful choruses while making music with the shakers and drums.



Crossing the Red Sea

Activity A - Faith Lamp Mobile



Crossing the Red Sea

Activity A - Faith Lamp Mobile



Manna, water from the rock

Exodus 16; 17:1-7

Storyline

After a month of wandering, the Israelites began complaining again because there wasn't much food left. They wanted to be back in Egypt. The Lord promised "bread from heaven" and told them how and when to gather it. That evening God supplied quails for them to eat and the next morning there was manna on the ground. Each household had to collect enough manna for the day, but if they were greedy, the left-overs rotted. Before the Sabbath, they collected a double quantity and it stayed fresh. Moses and Aaron kept some manna in a pot to remind future generations of the Lord's provision. The people continued to eat manna but as they travelled around there was no water for them to drink. They complained. The Lord told Moses to strike the rock in Horeb and water would come out. Moses was disappointed because the people doubted that God was still with them.

Suggested Teaching Approach

Show the children a food pyramid (they may not yet have seen one in the school system). Talk about how today, to stay healthy, we need a variety of the foods God has provided. Talk about how we can get sick by missing just one of the food types eg: lack of level 2 will bring about scurvy from a vitamin C deficiency. Lead to the fact that one food specially made by God, was able to keep these people healthy for a lifetime. Teacher Note: Quails are edible birds, a little smaller than pigeons. They grow to 7" or 180mm. Manna was described as tasting like (Middle Eastern) wafers, made with honey and looking like white coriander seed.

Theme One

"God supplies all our needs"

The children of Israel needed to trust in God for their needs. Had He not always looked after them? Their experiences of His loving provision should have encouraged them to continue trusting in Him. We all have lots of things that we want, things that we would like to have. We only actually need some of the things which we want. The Lord has promised to supply our needs, but not necessarily our wants.

Key Thought

We can rest assured that God will always provide everything that we need. He encourages us to tell Him about our needs.

Aim

To show that, as God's children, we should not fear lack.

Memory Verse

"My God shall supply all your need." (Philippians 4:19).

Theme Two

"Thankful in every circumstance"

Sometimes we can be very self-centred. Even when God is meeting the needs in our lives, we can still find things to complain about. We must learn to realise that the Lord will always provide whatever is best for us even when what He gives is not what we would have chosen.

Key Thought

When the Israelites complained to Moses they were really blaming God. We must remember that all complaining is really whingeing about God's provision.

Aim

To encourage the children to have a thankful heart at all times at what God provides for them.

Memory Verse

"Give thanks to the Lord." (Psalm 118:29).

Activity A - Picture Book of God's Help

<p style="font-size: 2em; font-weight: bold; text-align: center;">God is our Helper</p> <p style="text-align: right;">1.</p>	<p style="text-align: center;">God helped the Israelites.</p>  <p style="text-align: right;">2.</p>
<p>Something God did for me.</p> <p style="text-align: right;">3.</p>	<p style="text-align: right;">4.</p>

Materials

- 1 Activity Sheet per child.
- Colouring pencils/felt pens.
- Stapler.

Steps

At Home

- Cut out Activity Sheets and staple into 4 page booklets, one per child.

In Class

- Children colour in the title page. On the second page they can draw in the water coming from the rock, some manna in the baskets, and colour the picture. On the third and fourth pages they draw pictures of things that God has done to help them in the past, or of anything they can remember from the Scriptures.
- The object of the activity is for the children to remember God's provision.

Activity B - Collecting Manna

Materials

- 1 Activity Sheet per child.
- Staplers.
- Popcorn.
- Tablecloth.
- Large bowl.
- Blanket.
- Water cooler with tap, or similar.
- Cups - 1 per child.

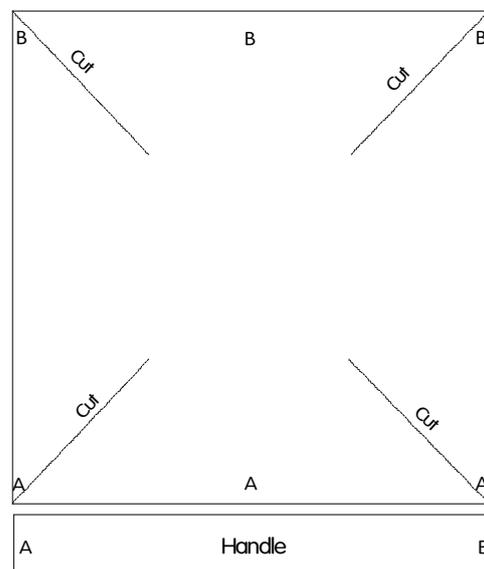
Steps

At Home

- Cut out the baskets.
- Fill the water container.

In Class

- Spread blanket for children to sit on.
- Children make baskets by placing all 'A' points together and stapling, then all 'B' points together and stapling them. Add handle by stapling at points A - B.
- Seat the children on the blanket.
- Spread the tablecloth on grass and place a large bowl of popcorn in the centre.
- Ask each child in turn to take their basket and collect 1 piece of 'manna'. Do this 5 times, (representing the 5 days), then on the 6th allow them to collect 2 pieces each.
- Help children fill cups with water from the cooler.
- Enjoy 'manna' and water for morning tea.



Manna, water from the rock

Activity A - Picture Book of God's Help

God
is our
Helper

1.

God helped the Israelites.



2.

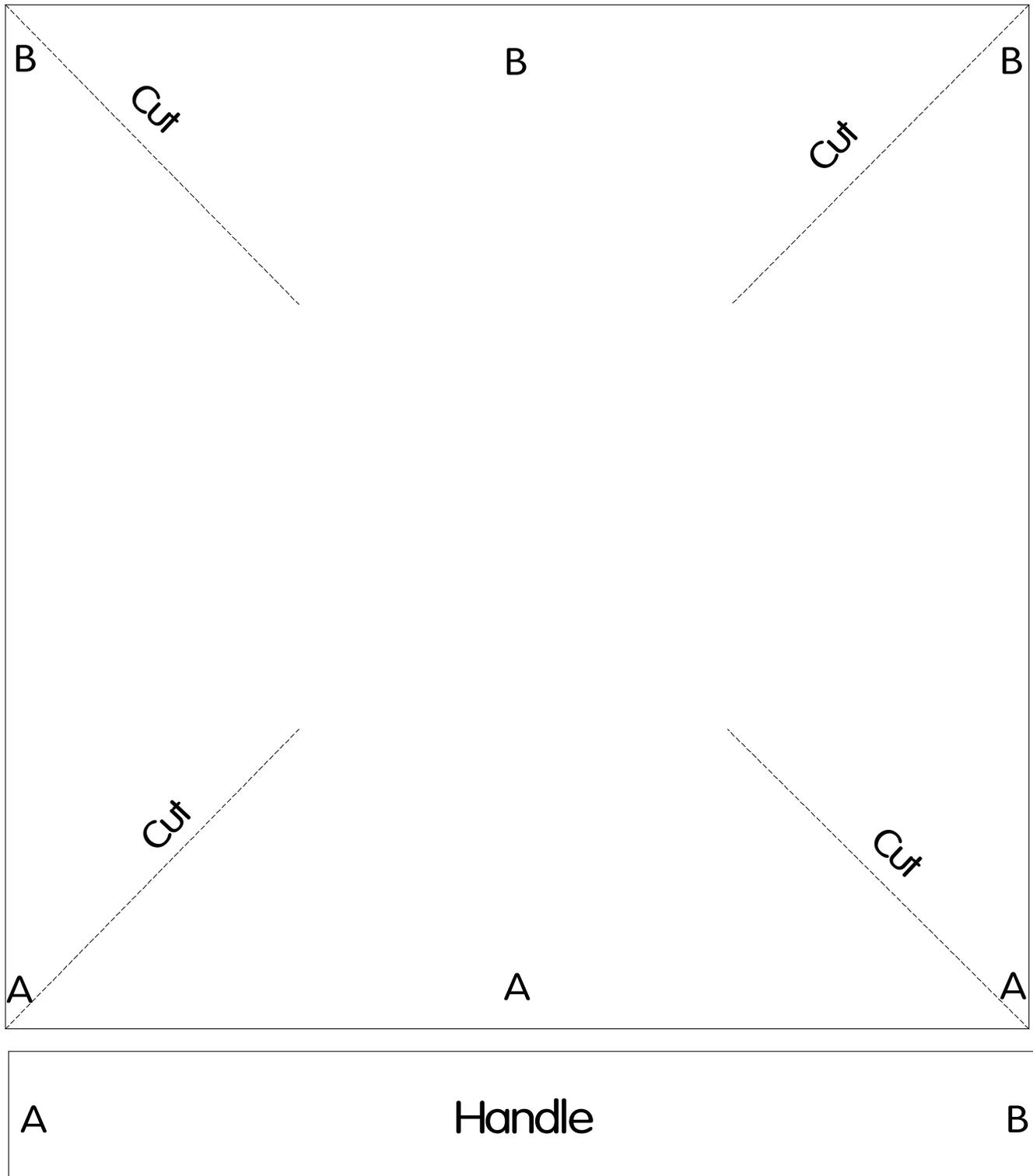
Something God did for me.

3.

4.

Manna, water from the rock

Activity B - Collecting Manna



Sinai and the ten commandments

Exodus 19 & 20

Storyline

Soon after leaving Egypt, the Israelites reached Mt Sinai and camped there. God called to Moses from the mountain and Moses told the people of the promises of God. The people quickly promised to do “all that the Lord has spoken”. The people got ready for the third day, when the Lord would come down on Mt Sinai to speak to them as He said He would. On the third day the people went with Moses to the mountain, but there was thunder, lightning, trumpets and smoke and the people were very frightened. They asked Moses to talk to them and not let God speak, or they would die. Moses told them that they needed to learn to “fear the Lord.” The people stayed at the foot of the mountain while Moses went up to the mountain top, where God gave him the ten commandments. The Lord also gave Moses instructions on how the people should worship Him and not build gods for themselves, and how they should live.

Suggested Teaching Approach

Tell the story using cone mountain from Activity A and pipe cleaner characters. Have children participate by making noise of thunder and trumpet and acting scared.

Discuss with children: **Theme 1** - What does it mean to live by the Spirit? **Theme 2** - How does God speak to us?

Theme One

“Living by the Spirit”

Sinai was a fearful place for the children of Israel. They saw God’s power in the lightning and the fire. God was showing Himself to be a holy God. God wanted them to be a holy people. In the same way, God wants us to be a holy people. We need not be fearful as the Israelites were, for the Holy Spirit has now come to help us live holy lives.

Key Thought

Holiness is a way of life that we can live if we allow the Holy Spirit to have His way in our lives.

Aim

To help the children to understand that living a holy life is not impossible.

Memory Verse

“Be holy, for I am holy” (1 Peter 1:16).

Theme Two

“God speaks clearly to His people”

After the children of Israel left Egypt, God wanted to instruct them on how to live. He gave them His word, including the ten commandments, by Moses. God today gives to us His word through the Scriptures and our parents and leaders in the church. As with Israel, God wants us to be obedient to His word. God never leaves us unclear as to what He requires of us.

Key Thought

The Lord will speak to you through your parents, the leaders in the church, and the Scriptures and you will know what He wants of you.

Aim

To show the children that we can be aware of what God wants us to do. He gives clear instruction.

Memory Verse

“Speak, Lord.” (1 Samuel 3:9).

Activity A - Make Mt. Sinai

Materials

- Enough cardboard to cut out 1 mountain per child from the template provided. You can buy cardboard sheets, or use the backs of cereal boxes.
- Scissors.
- A stanley knife to cut slits in mountains.
- White cotton wool.
- Glue.
- Colouring pencils.

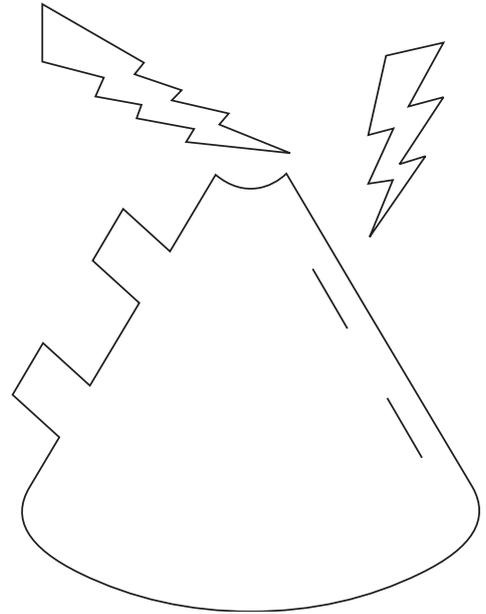
Steps

At Home

- Pre-cut mountains, and cut slits for tabs to go through, with a stanley knife. Make a mountain to assist in the telling of the story. Also make some toilet roll characters, by drawing faces, hair, clothes etc, on empty toilet roll cylinders. You will need at least 7 or 8. One to represent Moses, one for Aaron, and the rest to represent God's people. Out of the scraps of cardboard left over, cut out some jagged lightening strikes. (Approx. 2 per child.)

In Class

- Children colour mountain and lightning strikes.
- Children slide tabs through slits to make a cone shape.
- Children glue thinned out cotton wool around the top of the mountain to represent clouds.
- Children stick lightning strikes to cotton wool.



Activity B - God's Mirror

Materials

- 1 Activity Sheet per child.
- 1 piece of alfoil or silver backed gift wrapping paper, a bit smaller than half the size of an A4 sheet, per child. (Anything that is silver and shiny.)
- Scissors.
- Glue.

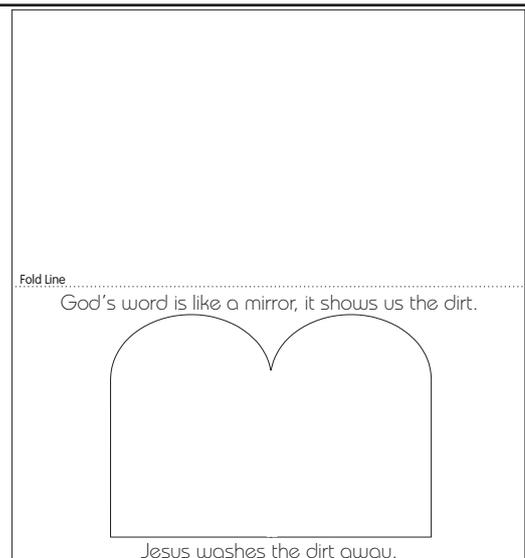
Steps

At Home

- If your class is not capable of cutting out the stone tablet shape, pre cut them at home. It is probably a good idea to make the fold line before class as well.

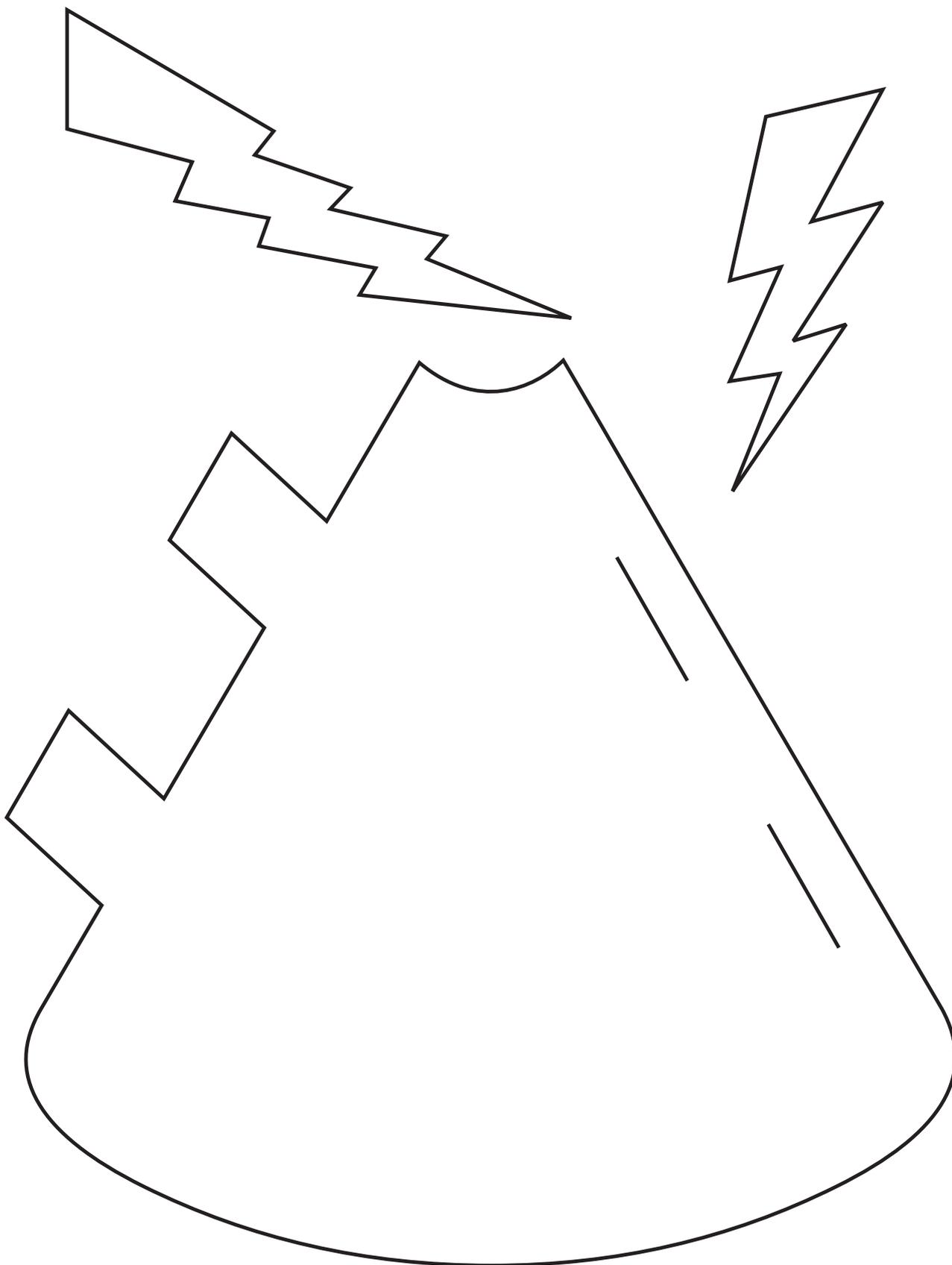
In Class

- Children turn over Activity Sheet, so that there is no writing showing.
- Children apply glue to the uncut half of the Activity Sheet and put silver paper on it, leaving a margin around the edge, with glue on it.
- Children fold down top half so that it sticks over the silver paper.
- You should now have a mirror in the shape of the two stone tablets, with writing around it.



Sinai and the ten commandments

Activity A - Make Mt. Sinai

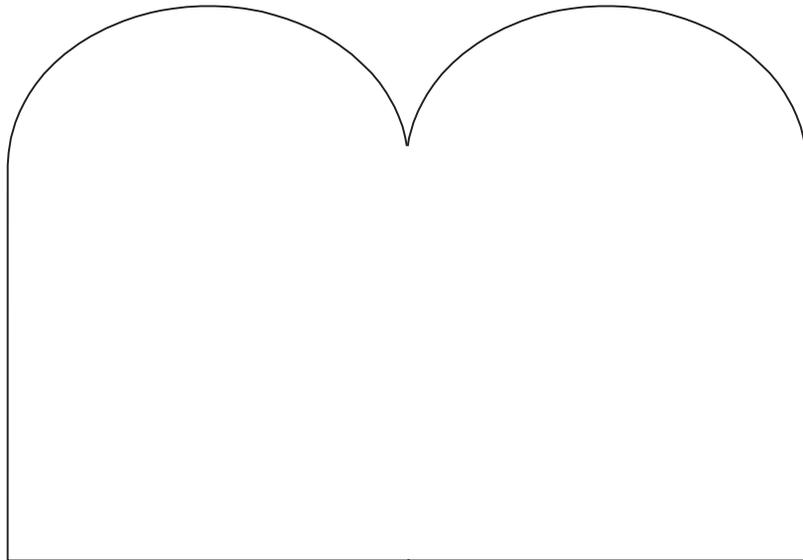


Sinai and the ten commandments

Activity B - God's Mirror

Fold Line

God's word is like a mirror, it shows us the dirt.



Jesus washes the dirt away.

Moses and the tabernacle

Exodus 24 - 30

Storyline

Moses told the people all that God had said and they agreed to obey. Moses was told to come up the mountain again to receive the law and commandments written on tablets of stone. The cloud covered the mountain for six days and on the seventh the Lord called to Moses. The people of Israel could see God's glory like a consuming fire on top of the mountain. Moses stayed on the mountain 40 days and 40 nights. The Lord told Moses to get free-will offerings from the people and gave him the pattern of the tabernacle He wanted them to build. Moses was given very detailed patterns for the building, all the furniture, garments, perfumes and duties for the priests, offerings to be made and the Sabbath law.

Suggested Teaching Approach

Children need to be given something they can see and touch for this lesson. Possibilities: (1) a model tabernacle which the teacher supplies, (2) making a mock up tabernacle with cans, boxes, rope, sheep skins, cow hide, sheets.

Using the model tabernacle, a priest, a lamb (get one from a child's farm set), people (building blocks or clothes pegs), tell the story showing what the priest and people did. Point out how the people could always see the cloud and fire but could only go into the outer court even though the presence of God was in the middle of their mobile city.

Have children repeat story using figures and animals.

Theme One

"God's dwelling place"

God wanted to dwell amongst the children of Israel. That's why they had to build the tabernacle. The tabernacle was a sacred place where God could presence Himself among His people. God's people are the true tabernacle, built by God, not man. God dwells amongst us and He wants us to be a suitable place in which He can dwell.

Key Thought

God's desire is to dwell in His people. That is why He desires us to be holy as He is holy.

Aim

To show the children that God wants to live in their hearts.

Memory Verse

"You are the temple of God." (1 Corinthians 3:16).

Theme Two

"True worship"

The centre of the worship of the children of Israel was the tabernacle. We gather as God's family to worship Him, but we can worship God every day when our hearts are committed to living and serving Him.

Key Thought

Just as the tabernacle was in the centre of the camp, and the centre of the lives of the people of God then, so Jesus is the head of the church and the centre of our lives today.

Aim

To help the children realise that true worship is an everyday thing for God's people. The way we live shows how important God is to us.

Memory Verse

"Worship the Lord." (Psalm 96:9).

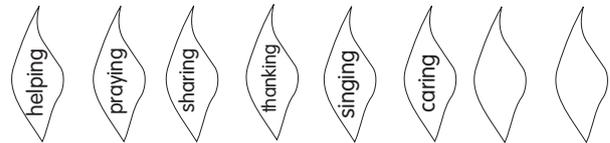
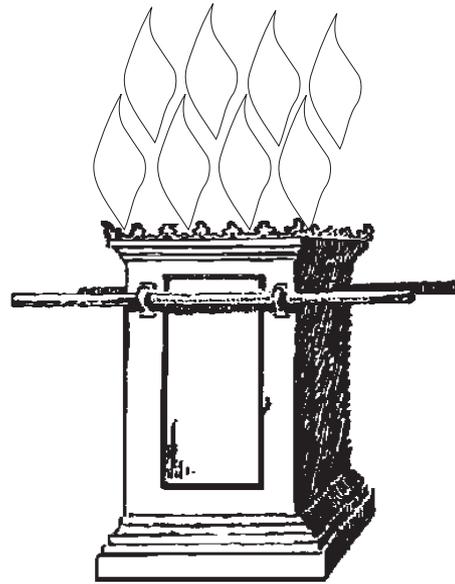
Activity A - Altar of Incense

Materials

- 1 Activity Sheet per child.
- Colouring pencils.
- Scissors.
- Glue.

Steps

- Talk about the different ways we worship God, eg. helping, praying, singing etc.
- Have the children think of two more ways they can worship God, and write them on the two blank flames.
- Colour the flames red around the writing.
- Cut out the flames, and glue them onto the flame shapes above the altar.



Every day we worship God in different ways.

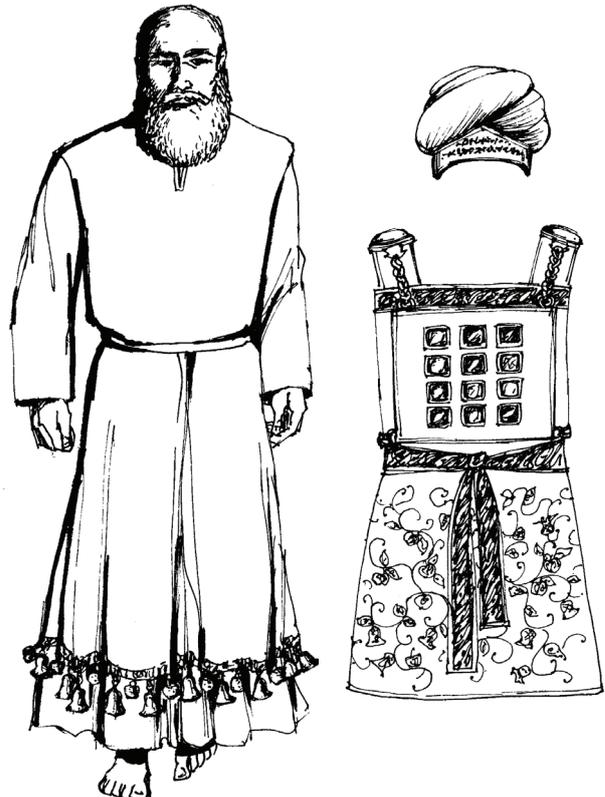
Activity B - Dress the High Priest

Materials

- 1 Activity Sheet per child.
- Crayons.
- Scissors.
- Glue.

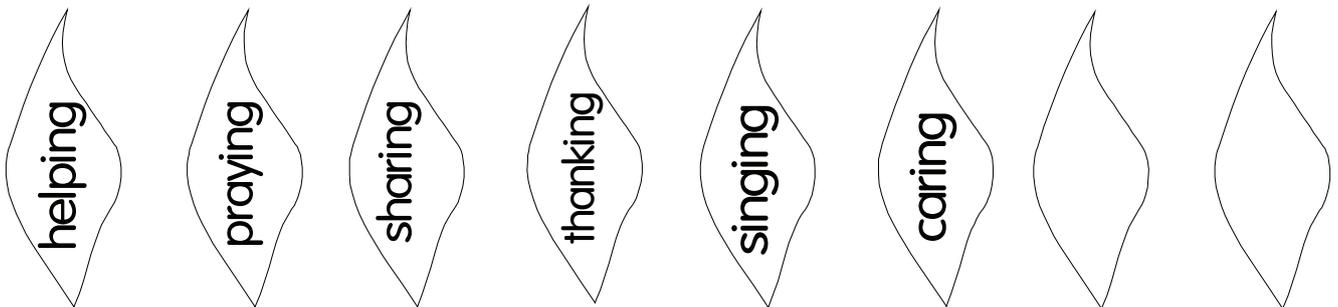
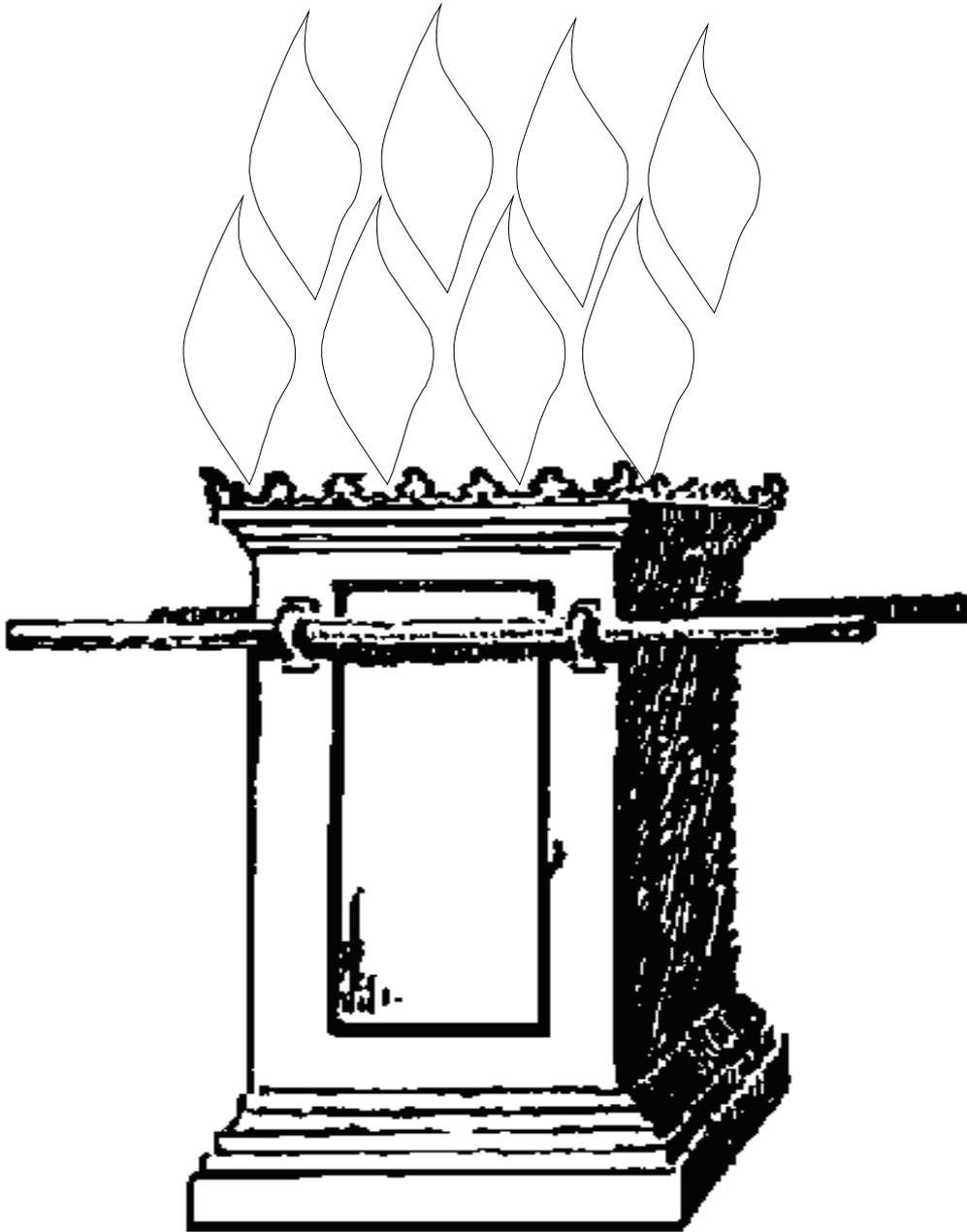
Steps

- Colour in the high priest's garments (it doesn't matter if designs are coloured over).
- Cut out garment and hat and glue onto the high priest.
- Alternatively pre-cut garments out of fabric. Glue them onto the high priest, and decorate with fabric paint.



Moses and the tabernacle

Activity A - Altar of Incense



Every day we worship God in different ways.

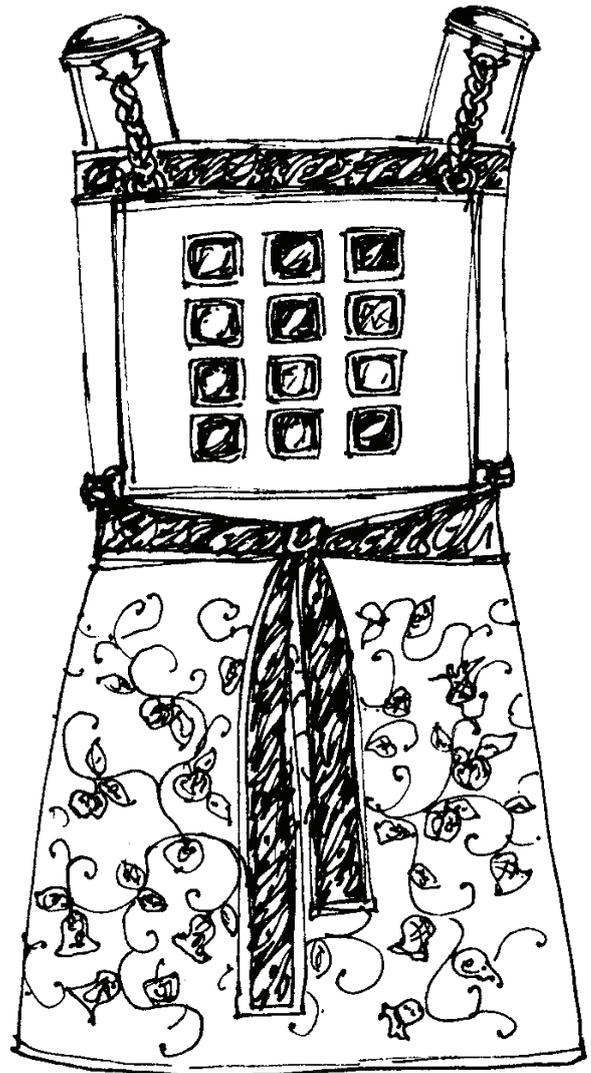
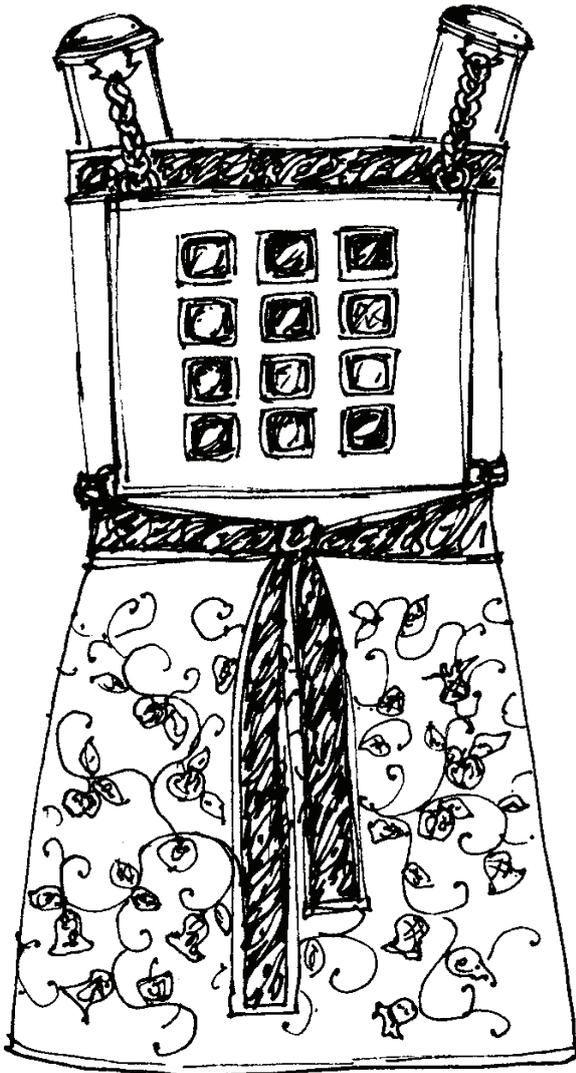
Moses and the tabernacle

Activity B - Dress the High Priest



Moses and the tabernacle

Activity B - Dress the High Priest



This page is intentionally blank

The golden calf

Exodus 32

Storyline

Because Moses stayed up on the mountain for a long time, the people grew impatient waiting for him. They asked Aaron to make gods to go before them and lead them. He collected all the gold from the people and made a golden calf. He then built an altar and proclaimed a feast day for the Lord. The Lord saw all this and told Moses to go and correct these “stiff-necked people”. God was very angry and promised to destroy them, however, Moses pleaded with God not to do so. As Moses came down the mountain, he cast the two tablets, on which God had written, out of his hands and broke them.

Suggested Teaching Approach

Have all the ingredients for playdough arranged on a tray.

Discuss with children that these ingredients make something. What could it be? How will we know what to do with the ingredients? What would happen if we did what we thought was best without following any instructions?

Conclude this discussion with the thought that we need instruction from someone who knows and understands what these ingredients make and how to make it.

Recount using a picture Bible, the story of the golden calf, where the Israelites thought they knew what was best. God wanted to teach the Israelites how to live a Godly life, but they thought they knew better. Was it the plan God had for them? No! We need to have a heart that wants to listen and be taught. God has a plan and a way of living for us if we would have a soft heart to listen and obey.

Theme One

“Trust God and be patient”

How quick the children of Israel were to forget the miraculous way in which the Lord delivered them from Egypt. They found it easier to put their trust in what they could do themselves, so they made an idol. It is important for us to continually give thanks to the Lord. We should praise Him for what He has done for us, showing that we trust Him at all times, and do not trust in our own ways.

Key Thought

Trust God and be patient when things do not happen as you expect, and do not try to work things out for yourself.

Aim

For the children to realise they either trust in the Lord or in their flesh, that is, their own strength. To encourage them to learn to recognise where they place their trust.

Memory Verse

“Therefore be patient.” (James 5:7).

Theme Two

“Pray for others”

Upon learning that the children of Israel had made an idol to worship, Moses came before the Lord and confessed the sin of the people. He asked the Lord to forgive them and even asked the Lord to punish him instead of them. The Lord relented and did not destroy the people. Prayer is a powerful weapon that God has given us. It is our privilege to pray for those we know.

Key Thought

God hears our prayers.

Aim

To encourage the children to develop and maintain a devotional time where they pray to God.

Memory Verse

“Pray for one another.” (James 5:16).

Activity A - Playdough Tablet

Materials

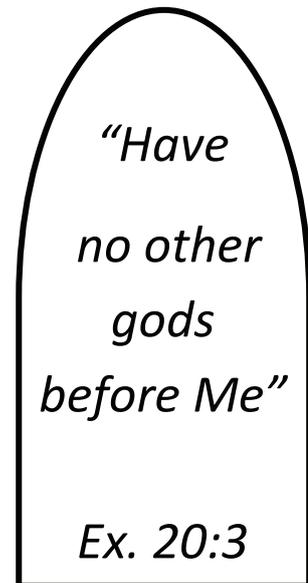
- Playdough – As per recipe
- Tablet insert

Steps

- Children mix the ingredients to make the playdough.
- Children colour in the tablet insert and cut it out.
- Children make a tablet from playdough and place the insert in the playdough tablet being careful to fold over the edges of the playdough to secure the insert

Non-Cook Playdough

1 cup flour
1/2 cup salt
2 teaspoons cream of tartar
1 cup water
1 teaspoon vegetable oil
food colouring of choice



Activity B - Time of Prayer and Colour in Picture

Materials

- 1 Activity Sheet per child.
- Colouring pencils/felt pens.

Steps

- Encourage the children to each pray for someone they know. It doesn't matter what the need is, the object is just to get them to pray. It would also be good for them to pray for one member of the congregation who they all know, who is in need of prayer. Try to get as many of the children as possible to each pray for that one person.
- The colouring activity is just so the children will have something to take home, so make it secondary.

God wants us to



for each other.

The golden calf

Activity A – Playdough Tablet

*“Have
no other
gods
before Me”*

Ex. 20:3

The golden calf

Activity B - Time of Prayer and Colour in Picture

God wants us to



for each other.

Twelve spies, 40 years of wandering

Numbers 13 - 14:10

Storyline

God told Moses to send twelve men to go and search out the promised land - one man from each tribe of Israel. He gave them a list of things to find out. They explored the land for 40 days, then reported back to Moses with grapes, pomegranates and figs. Their account was that the land was abundant, but the people who lived there were powerful and gigantic. Ten of the spies thought it would be too hard to take because of the giants, so they spread a bad report about the land. Two of the spies, Joshua and Caleb, said that the Lord was on their side and that they could take the land. But the people listened to the ten spies and were afraid.

Suggested Teaching Approach

The story could be told in a small circle, explaining what spies are, and adding excitement by having the children join in with a "sh" every time they hear the word spy, or perhaps saying the words, "But the Lord was with them", at a given signal from the teacher.

Theme One

"Believing God's word"

God had promised the land to the children of Israel. However, when the twelve spies went to spy out the land of Canaan, ten of them were frightened when they saw giants. Joshua and Caleb were not frightened. They knew that their God would look after them so they put all of their trust in Him. When we are sick or worried or frightened we can trust God just like Joshua and Caleb did. God blessed and honoured Joshua and Caleb for their faith and He blesses us with love, joy and peace in our hearts when we put our faith in Him.

Key Thought

God has made wonderful promises to us. He will fulfil these promises if we put our trust in Him.

Aim

To show the children that we can trust God to help us overcome any obstacle that stands in the way of His promise.

Memory Verse

"Have faith in God." (Psalm 11:5).

Theme Two

"Our faith is tested"

As the spies went into the promised land, they discovered what they thought were powerful obstacles to their receiving what God had promised to give them. Yet God had sent them, so that they would know what was ahead, and could arm themselves in faith. What they saw became a real test of their faith, as to whether they would believe in the Lord's promise or not. The lack of faith of the ten, robbed them of God's promise. The two who believed entered into the promised land.

Key Thought

As our faith is tested through challenges and difficulties, one real enemy is our unbelief.

Aim

To help the children understand that when circumstances get difficult it does not mean God has left them. He allows these things to strengthen their faith in Him.

Memory Verse

"The Lord tests the righteous." (Psalm 11:5).

Activity A - Game "Moses Says"

Steps

- Talk to the children about the importance of doing what the Lord says, whether we are told by our parents, or the people in charge of us. Moses was in charge of the children of Israel, and told them what the Lord said.
- Rules are the same as for "Simon Says," but use commands which reflected the life of the people of Israel at that time. Eg:
 - Hammer the tent pegs
 - Feed the sheep
 - Collect the manna
 - Wash yourselves
 - Pack up the tents
 - Pull out the tent pegs
 - Worship the Lord.

Activity B - Missing Words

Materials

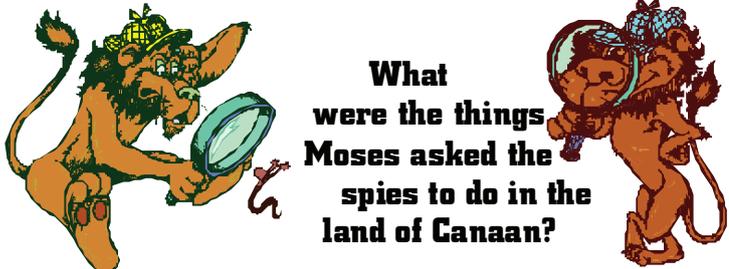
- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- After reading Numbers 13:18-20 to the children, have them fill in the missing words. Some of the children will need help with writing. Alternatively, have the children answer the questions verbally and use this activity as a means of class revision.

Answer

- weak
- many
- bad
- forests



What were the things Moses asked the spies to do in the land of Canaan?

He asked them to see what the land was like and whether the people who lived in it were strong or _____ and whether they were few or _____. Was the land God had promised them good, or _____? Were there _____ in this land?



**weak
many
bad
forests**

Twelve spies, 40 years of wandering

Activity B - Missing Words



**What
were the things
Moses asked the
spies to do in the
land of Canaan?**



He asked them to see what the land was like and whether the people who lived in it were strong or _____ and whether they were few or _____. Was the land God had promised them good, or _____? Were there _____ in this land?



**weak
many
bad
forests**



This page is intentionally blank

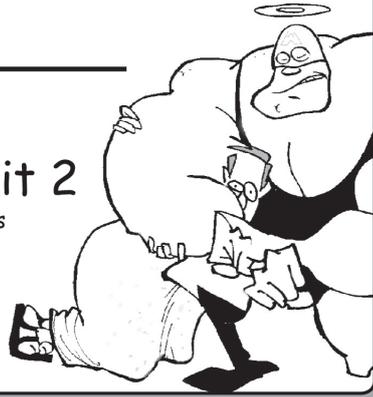
This page is intentionally blank

SON SEEKERS

Well Done!



for completing
SonSeekers Unit 2
From Jacob to the 12 Spies



SON SEEKERS

Well Done!



for completing
SonSeekers Unit 2
From Jacob to the 12 Spies



Sonseekers Curriculum

Unit One

1. Creation 1
2. Creation 2
3. Adam and Eve
4. The fall
5. Cain and Abel
6. Noah builds an ark
7. The flood, Noah and his sons
8. The tower of Babel
9. Abram called, Abram and Lot
10. The covenant with Abraham
11. Ishmael and Isaac
12. Sodom and Gomorrah
13. The sacrifice of Isaac
14. Rebekah, Isaac's bride
15. Jacob and Esau
16. Jacob's ladder, Leah and Rachel

Unit Five

65. The widow's oil, a boy raised
66. Naaman
67. Famine in Samaria
68. Jonah
69. The captivity of Israel (the northern kingdom)
70. Hezekiah and Sennacherib
71. Isaiah
72. Josiah
73. Jeremiah
74. The captivity of Judah (the southern kingdom)
75. Daniel interprets the king's dream
76. The fiery furnace
77. The writing on the wall
78. Daniel in the lions' den
79. Esther
80. Restoration

Unit Two

17. Jacob becomes Israel
18. Joseph, the favourite son
19. Joseph goes to Egypt
20. Joseph interprets the dreams
21. Joseph's brothers
22. Israel in Egypt
23. Israelite slaves, Moses born
24. Moses flees and returns to Egypt
25. "Let My people go"
26. The first passover, Israel delivered
27. Crossing the Red Sea
28. Manna, water from the rock
29. Sinai and the ten commandments
30. Moses and the tabernacle
31. The golden calf
32. Twelve spies, 40 years of wandering

Unit Six

81. Zacharias, Elizabeth, Mary and John
82. The birth of Jesus
83. Jesus in the temple
84. John the Baptist
85. Jesus baptised and tempted
86. The call of the disciples
87. Water turned to wine
88. The temple cleansed, Nicodemus
89. The woman at the well
90. Healing of the paralysed man
91. The house built on the rock
92. Jesus stills the storm
93. The feeding of the 5000
94. The centurion's servant
95. Forgiveness in Simon's house
96. The sower and the seed

Unit Three

33. Aaron's rod
34. Moses hits the rock
35. The bronze serpent
36. Balaam and his donkey
37. Joshua and Rahab
38. Crossing the Jordan, Jericho
39. The sin of Achan
40. The sun stands still
41. Gideon's fleece
42. Gideon and his army
43. Samson
44. Samson and Delilah
45. Ruth, Naomi and Boaz
46. Hannah
47. Samuel hears God speak
48. Eli, Hophni and Phinehas

Unit Seven

97. Jairus' daughter, a woman touches Jesus
98. Jesus walks on the water
99. Miracles of healing
100. The transfiguration
101. A boy is healed
102. The unmerciful servant
103. A man born blind
104. The good Samaritan
105. Prayer
106. The raising of Lazarus
107. The lost sheep, coin and son
108. Attitudes of a servant
109. The marriage of the king's son
110. The ten lepers
111. The ten virgins
112. The talents

Unit Four

49. Saul chosen
50. Saul and the Amalekites
51. David chosen
52. David and Goliath
53. David and Jonathan
54. David and Saul
55. David crowned
56. David and the ark
57. Absalom
58. Solomon becomes king
59. Solomon's temple
60. Israel divided, Rehoboam and Jeroboam
61. Elijah and the widow
62. Elijah on Mount Carmel
63. Good King Jehoshaphat
64. Elisha and the double portion

Unit Eight

113. Palm Sunday
114. The last supper and Gethsemane
115. The crucifixion
116. The resurrection
117. Peter restored
118. The risen Christ and His ascension
119. The day of Pentecost
120. Peter and John
121. Peter and the Gentiles
122. Stephen
123. Philip
124. Paul's conversion
125. Paul's first missionary journey
126. Paul's second and third missionary journeys
127. Paul's capture and imprisonment
128. Paul's final journey

**SON
SEEKERS**