**GROWING TOGETHER:** FOR OLDER CHILDREN

Session 1 of 4

# Moses

### MEETING AIM

To begin to understand something of who God is, and that God was with Moses.

### BIBLE PASSAGE

Exodus 3:1-4:23

### BACKGROUND

This session plan is intended for use either in person or online, depending on how you’re meeting. Adapt the activities to fit your particular situation.

A lot has gone on and is going on in this part of Exodus! The Israelites were still under great oppression by the Egyptians. Chapter 2 of Exodus focuses on Moses’ life in up to the age of around 40; Moses then flees to Midian to escape his actions. At this point, God had been silent for 400 years, but God breaks this silence by speaking directly to Moses. This next part of Exodus is key in the bigger picture of salvation. God reveals himself to Moses and then sends Moses to deliver his people from slavery.

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### STARTING OUT – 5 mins

Start your time together with some simple refreshments (if you can). Ask the children what they were doing this time yesterday, what they are doing later today and what they will be doing this time next week.

### INTRO ACTIVITY – 10 mins

**You will need:** list of questions; paper; pens

Prepare a list of questions that reveal a character step by step. These could be people you know, celebrities, or even animals. Ask the children questions revealing one clue at time, for example: “I have brown hair, I am a boy, I wear glasses, I have a scar on my forehead, my best friend is Ron. Who am I?”

Once you have finished, encourage them to write ‘I am’ in the middle of a sheet of paper and fill the rest of the paper with things that describe them, for example “I am funny”, “I have brown eyes”, “I like sport”, “I am nine”. Show the paper one by one and see if you can guess whose each one is.

### BIBLE STORY – 10 mins

**You will need:** plant; candle; register or name labels; shoes; Bible; baby monitor; first-aid kit; ‘go’ sign; teddy; IAMS cat food; stick; toy snake; glove; mirror

This part of the session you will be taking the children on an interactive journey through Exodus 3 and 4. Read through the passage beforehand and familiarise yourself with the key elements.

Set the eleven stations out around your house. Print out the list of characteristics of God and the key verses below and set them down at the right stations to collect along the way.

1. A God who is amazing: Exodus 3:2 (plant and candle)

2. A God who knows us by name: Exodus 3:4 (register or name labels to give out)

3. A holy God: Exodus 3:5 (children’s shoes to be taken off)

4. A God who keeps his promises: Exodus 3:6 (Bible)

5. A God who cares: Exodus 3:7 (baby monitor)

6. A God who rescues: Exodus 3:8 (first-aid kit)

7. A God who includes us in his plans: Exodus 3:10 (‘go’ sign)

8. A God who is with us: Exodus 3:12 (teddy)

9. I am who I am: Exodus 3:14 (IAMS cat food)

10. A God who equips us: Exodus 4:1-5,6-7,13-17 (stick / snake / glove)

11. A God who uses normal people: Exodus 4:10 (mirror)

Tell the story from the Bible (use a child-friendly translation, such as the Contemporary English Version), making sure you get to the right point at the right station! If you’re meeting in your household, encourage the children to handle each item and wonder what it means before explaining the next step of the story.

When you finish, wonder what might happen next in the story.

### CHATTING TOGETHER – 5 mins

Ask the children these questions, making sure everyone has the chance to contribute:

* What is your favourite part of this story?
* Have you learned anything new?
* What does this story tell us about God?
* Do you think God is still all of those things today?

### CREATIVE TIME – 10 mins

**You will need:** roll of paper (lining paper is ideal); paint on paper plates; pens; clean-up and cover-up facilities

Ask the children to take off their shoes like Moses did in the story. They should dip their feet into the paint and make footprints all over the banner. Under their own footprints, ask the children to write their own name. As you wash your feet, look at all the patterns you have made. Chat about what the children think about the story.

Comment that God promised to be with Moses wherever he went, making sure that he had everything he needed to do God’s work. God called Moses to help him – even though Moses was scared and thought he wasn’t up to the job! Allow the children some time to think about whether God is calling them. You might want to tell them a story about when God asked you to do something and made sure you had everything you needed. If you don’t have a story, you could invite a visitor to speak with the children (check their story beforehand so that you know it’s suitable for the children).

### PRAYER – 5 mins

**You will need:** footprints from ‘Creative time’; pens; reflective music and the means to play it

On your footprints, ask the children to write or draw prayers of thanks to God for the characteristics they’ve learned about, or situations they feel they need God’s help with. As the children write or draw, play the reflective music and be available for any children who would like to talk.

**SAS CUTTING**

is an experienced children’s and youth worker, and art teacher.