


the  
Jesus   
Storybook  
Bible  
Curriculum

# God to the rescue!

Moses and the Great Escape from Egypt, from Exodus 3–13

☉ Please see the curriculum Introduction .pdf for more guidance on praying with your group and on Scripture memory.

☉ The total allotted time per lesson is 45 minutes. This is the minimum amount of time it would take to complete the whole lesson. The time can easily be extended to increase the lesson to as much as 1.5 hours. If you have more than the allocated 45 minutes, please use the extra time to extend the time for activities, to learn the memory verse, and to pray.

☉ The “Notes for Teachers on the Text” section is intended as explanation of the Bible text and advance preparation for you only; it is not expressed in terms or language the children could understand.

*The Jesus Storybook Bible Curriculum*  
By Sally Lloyd-Jones and Sam Shammas

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## Recap of the Previous Story

3 min. 

☉ Welcome the children and ask them to sit in a circle.

☉ Briefly recap the main point of the previous story: “Today we are going to move on from Genesis to the second book in the Bible. Does anyone remember the name of the second book in the Bible? Yes, Exodus. As we join God’s people in the book of Exodus, they are in Egypt. Egypt is where Joseph (Abraham’s great grandson) was living in our last story. We memorized some words that Joseph said.”

☉ Ask them to recite together the verse they learned at home about the story. “Genesis 50:20 — ‘You intended to harm me, but God intended it for good.’”

☉ To lead into the theme of today’s story, ask: “Have you ever been on a long trip? Have you ever had to leave your home and go on a long journey? Raise your hand. Thank you, hands down.”

## Activity Introducing the Story

10 min. 

**Aim:** To expend energy and experience the feeling of getting ready for a journey.

**Materials:** 2 sets of “traveling gear,” e.g., hat, sunglasses, backpack/suitcase, umbrella, coat/jacket, etc. Although the objects do not need to be identical, each set of gear should contain the same set of objects.

1. Say: “Imagine you have to leave your home to go on a journey. You need to get ready for the journey. You need to pack. But you are in a hurry. You have to leave very quickly.”

2. Divide the circle in half, forming two teams and two circles. Place a set of traveling gear in the center of each circle, explaining what it is; e.g., “This is all that you will need to take on the journey.”

3. Explain the game: A child from each circle runs to the center of the circle and gets dressed for the journey. They have to put on/carry all the gear in the center of the circle. Once dressed, they exit the circle, run around the circle once, and then return to the center and take off the traveling gear. They run back and sit in their place in the circle. Once seated, the next child in the circle runs to the center and repeats the exercise. The winning team is the one that gets everyone through first.

4. Encourage the other children in the circles to offer support and advice, and to clap when a member of their team completes the exercise. You should also provide a running commentary; e.g., “It looks like the other team is getting ready faster, you need to hurry!” “Wonderful, just put on the hat and you’re ready to go on the journey”; etc.

5. Announce the winning team. Ask the children to help you put away the traveling gear and then sit back down in one circle.

6. Say: “In our story today, God’s people have to go on a journey. The night before the journey was a very special night — not just because they had to get ready for the journey, but because God did something amazing that night. Let’s find out what it was.”

**For larger groups:** You may want to divide the circle into more teams; or if you do not have enough sets of gear, then ask each child to only pick up/dress in 3 items so that the activity does not take too long.

Join the children in the circle and announce the title of the story. Read aloud pages 84–91 from *The Jesus Storybook Bible* or listen to CDI track 10.

### Notes for Teachers on the Text

After sending many plagues to Egypt to loosen its oppressive grip on Israel, God finally sends the ultimate plague. In Exodus 12:12 God says: “I will pass through Egypt and strike down every firstborn of both people and animals.”

It is significant that this divine judgment will fall on everyone once it is unleashed. It cannot “pass over” the Israelites simply because they are Israelites. The only way to escape was for them to put their faith in God’s sacrificial provision – namely, they had to slay a lamb and put the blood on the doorposts as a sign of their faith.

Any Israelite family who failed to do this that night was tragically and bitterly disappointed. In every home that night, someone would die under the wrath of justice – in every home there would either be a dead child or a dead lamb.

The Lord says to Moses and Aaron in Exodus 12:11, “This is how you are to eat it [the lamb whose blood was on the doors]: with your cloak tucked into your belt, your sandals on your feet and your staff in your hand. Eat it in haste; it is the LORD’s Passover.”

Years after the exodus from Egypt, Isaiah wrote: “The LORD has laid on him the iniquity of us all. He was oppressed and afflicted ... he was led like a lamb to the slaughter, and as a sheep before its shearers is silent, so he did not open his mouth” (Isaiah 53:6–7). The Passover lamb points ahead to a greater substitute, someone who truly would die for our sins and absorb the wrath of God. John the Baptist put it all together when he said, “Look, the Lamb of God, who takes away the sin of the world!” (John 1:29).

Note that:

☉ The first Passover meal was held on the night before a great deliverance – a deliverance from physical slavery. Jesus held the first Lord’s Supper

on the night before an even greater deliverance – salvation from sin and death itself.

☉ The first Passover meal centered on a lamb that was slain as a substitute. A lamb was slain so that the Israelite firstborn would not be. Notice that at the first Lord’s Supper, Jesus does not pass out any meat. Why? He is the Lamb, the Lamb to which all the other sacrificial lambs point. Just as the Passover lamb had to be without blemish, so Jesus was perfect and without sin. He did not die to pay for any sin of his own. This is substitutionary sacrifice.

☉ The first Passover meal contained “unleavened bread.” The Israelites were in such haste and danger that they did not have time to use yeast. Thus unleavened bread came to represent the affliction and trials of the people in Egypt and the wilderness. It was customary for the person presiding at subsequent Passovers to pass out the bread saying, “This is the bread of our affliction.” The Lord’s Supper also consists of bread, yet Jesus tells us, “This is the bread of *my* affliction.” The bread now represents the brokenness of Jesus’ body.

☉ At the first Passover it was not enough that a lamb be slain and its blood put on the doorposts – the lamb also had to be appropriated, i.e., eaten. In the same way, the Lord’s Supper is a way of “taking” the death of Jesus and appropriating it personally. The “mealness” of Passover and the Lord’s Supper reminds us that no one can appropriate the benefits of the death of the lamb without entering into a personal relationship with God. To share a meal with someone is to have a relationship. So we must put our faith in Jesus, if all the benefits of his perfect, substitutionary, sacrificial suffering are to come to us.

# Understanding the Story

15 min. 

**Aim:** To understand that God’s people were rescued by a lamb dying in their place.

**Materials:** A crown for Pharaoh and a staff for Moses (these can be made out of paper); crayons; copies of the handout (the last page of this document).

1. At the end of the story, say: “Isn’t that a great story of rescue — let’s act it out! Imagine this circle is the land of Egypt. Who wants to act the part of Moses? Great; Moses, here is your staff. Then there is Pharaoh, king of Egypt. Who wants to act the part of Pharaoh? Excellent; Pharaoh, please wear your crown.”
2. Give Moses the staff and Pharaoh the crown (you may also want to have Moses’ and Pharaoh’s “lines” in the table below written out for them on cards).
3. Announce that the rest of the circle will be playing the people.
4. Say: “I’m going to call out scenes from the story. You can act them out. Ready?”
5. Read parts of the story aloud, asking the children to act out the actions. In between each scene say: “Good, next scene” to move the action along.

STORY	ACTION
<p>God’s people had lived in Egypt for over 400 years. But Pharaoh didn’t like God’s people and he made them his slaves. God’s people cried out to God to rescue them.</p>	<p>Ask: “What is a slave? That’s right, a slave has to work very hard for someone and they are not free to leave.”</p> <p>Ask Pharaoh to come to the center of the circle.</p> <p>Ask the children to call out: “Lord, please rescue us!”</p>
<p>One day, Moses heard God’s voice tell him that he should go to Pharaoh and ask Pharaoh to let God’s people go.</p>	<p>Ask Moses to come to the center of the circle and say to Pharaoh, “God says to let his people go.”</p> <p>Get Pharaoh to reply, “No, I will not let God’s people go.”</p>
<p>Pharaoh would not let God’s people go, so God sent 10 plagues. Plague 1, God turned the water to blood. Then God covered Egypt with plague 2 frogs, plague 3 gnats, and plague 4 flies.</p>	<p>Ask everyone in the circle and Pharaoh to pretend to swat away frogs, gnats, and flies.</p> <p>Get Pharaoh to say: “Make it stop and you can go.”</p>
<p>Because Pharaoh said the people could go, God took the frogs, gnats, and flies away. But Pharaoh changed his mind.</p>	<p>Ask Moses to say to Pharaoh, “God says to let his people go.”</p> <p>Get Pharaoh to reply, “No, I will not let God’s people go.”</p>
<p>So God sent more plagues: plague 5 sickness to the animals, plague 6 boils to both people and animals, plague 7 hail, plague 8 locusts, and plague 9 darkness.</p>	<p>Ask everyone in the circle and Pharaoh to act out each of the plagues in turn. Give advice on how to do this; e.g., “Act like you are taking care of a sick animal,” “Scratch the sores on your skin,” “Cover your head from the hail,” “Swat away the bugs,” “Wave your hands around because you cannot see in front of you in the dark.”</p> <p>Get Pharaoh to say: “Make it stop and you can go.”</p>

STORY	ACTION
Each time Pharaoh said the people could go and each time God made the plague stop. But each time Pharaoh changed his mind.	Ask Moses to say to Pharaoh, "God says to let his people go." Get Pharaoh to reply, "No, I will not let God's people go."
So God sent plague number 10: the oldest boy in each family would die. But God told his people they would be safe IF they put the blood of a lamb on their front doors, because God would see the blood and pass over that house. That night there was something or someone dead in every house.	Ask: "Who died in the Egyptian homes? Say it together. Yes, the oldest son. Who died in the homes of God's people? Say it together. That's right, a lamb died."
In the houses of the Egyptians, the oldest son died. In the houses of God's people, the lamb died. Pharaoh's son also died, so Pharaoh let God's people go.	Ask Pharaoh to shout, "Get out!"
That very night the people left Egypt to go on a long journey. They were rescued.	Ask everyone except Pharaoh to pretend to be getting ready to leave on the journey (the sort of things they did in the first activity) and then to stand up and say: "God has rescued us! Good-bye, Egypt!"
God's people would always remember this great rescue and call it Passover.	Ask everyone to sit down.

6. At the end of the activity, ask the children to place the crown and the staff in the center of the circle. Say: "God rescued his people from being slaves and led them out of Egypt. This great rescue is called Passover because when God saw the blood of the lambs on the doors of the houses, he 'passed over' those houses and the people inside them were safe. Remember that night there was something or someone dead in every house."

7. Ask: "Who died in the Egyptian homes? Yes, the oldest son. Who died in the homes of God's people? That's right, a lamb died. In the homes of God's people, the oldest son was kept safe. The lamb died in place of the oldest son. That meant the oldest son could point to the lamb and say: 'That lamb died instead of me.'"

8. Give each child a copy of the handout and a crayon. Say: "On your paper, near the picture of the door, you can see some letters. Remove the letters Q, X, and Z and write in the other letters in order in the spaces. Raise your hand when you know what the sentence says."

9. When everyone has raised their hands, ask them to say the sentence out loud together.

**For larger groups:** You may want to divide the group into smaller circles, each with a teacher, a crown, and a staff. Each teacher can then facilitate the activity with their circle, and then the circles can all perform for one another.

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## Drawing the Story to a Close

1 min. 

Say: “But this is not the greatest rescue in the Bible. An even greater rescue was coming. What was that rescue? That’s right, when Jesus died on the cross, that was the greatest rescue.”

Say: “Just as the oldest son could point to the lamb and say, ‘That lamb died instead of me’ a Christian can point to Jesus and say, ‘Jesus died instead of me.’ That is why Jesus is called the Lamb of God.”

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## Jesus in the Story

2 min. 

Ask: “What did we discover about Jesus from today’s story?”

Get a few children to share their answers aloud, commenting appropriately; then ask everyone to write an answer in the space on their handout.

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## Praying about the Story

5 min. 

Pray aloud, thanking God for the amazing rescue he planned for his people. Thank God for sending Jesus, the Lamb, to die instead of us, to rescue us.

Ask the children to pray, thanking God for the rescue from Egypt and for the greatest rescue—Jesus dying on the cross.

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## A Verse from the Story to Learn at Home

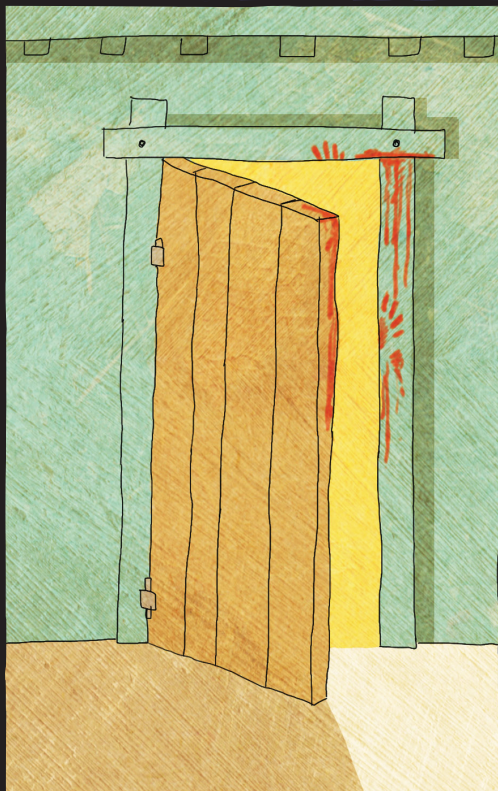
2 min. 

☉ Introduce the verse: “The verse we are going to memorize tells us about the God who rescued his people from Egypt. It is another of God’s wonderful promises.”

☉ Announce the verse: “The verse to learn is Exodus 6:7 — God said, ‘I will take you as my own people, and I will be your God.’”

☉ Read the verse out loud together as a group.

☉ Remind the children to give the handout to their parents and to memorize the verse for next time.



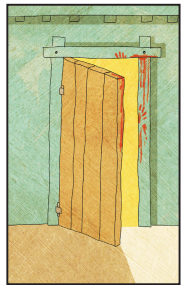
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### Jesus in the Story



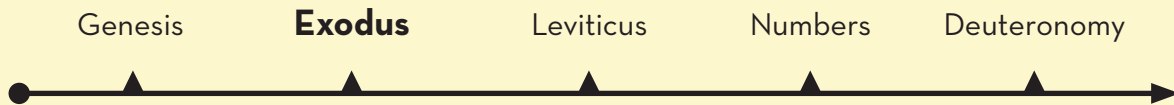
What did you discover about Jesus from this story?



Jesus

### A Verse from the Story to Learn at Home

God said, "I will take you as my own people, and I will be your God."  
(Exodus 6:7)



Notes for parents: From the story we learned about the first Passover, where a lamb was sacrificed to rescue God's people. Jesus is called the Lamb of God, because he was sacrificed to rescue us.

Please help your child to memorize the verse and the Scripture reference for next time. Please review with them the place of the book of Exodus, using the diagram above.

