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| **Strands** | The Bible and Christian Belief; Prayer, Meditation, Prayer and Worship | | | |
| **Stage of Development** | Year 3-4 | **Created** May 2021 | | **Review** 2025 |
| **Aim** | Students engage with and come to appreciate the significance of the Exodus story for the Israelites as well as what the story teaches us about God and his character. The parallels between the Exodus story, Jesus’ life and death and the Last Supper and Holy Communion are also considered. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * An understanding of the key events and characters in the Exodus story * An understanding of God’s role in the Exodus story * The parallels between the Exodus story, Jesus’ life and death, the last Supper and Holy Communion | | **Religious Studies Skills & Virtues**   * Prayer * Concept cracking | |
| **Resources** | The Prince of Egypt 1998 DreamWorks (available on ClickView) | | This movie documents the key events in the Exodus story. | | |
| The Jesus Storybook Bible, Sally Lloyd-Jones | | This Bible has beautiful illustrations and considerable effort has been put into developing each story so children can understand the meaning. | | |
| The Beginner’s Bible, Candle Books | | This is a very simple Bible great for younger or less able students. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Background – The Nation of Israel | What is the relationship between God and his people in the Old Testament?  Where did the Israelites come from before Egypt?  What promises did God make to Abraham? | 10min  10min  20min  5min | Activity: Give the students 60 seconds to list as many countries as they can. Ask the student who recorded the greatest number of countries to read out their list. Talk about what we call the people from the nations they list e.g. Australians, Chinese, New Zealanders, Indonesians etc. Discuss what it means to be part of a nation. Explain that the Old Testament was about a nation called Israel but at this point in the story the Israelites did not have any land to call their own (you could re-visit the Joseph story if you have time).  Activity: Ask the students to draw their family tree as far back as they can. Explain that Israel’s family tree can be traced back to Abraham, Isaac, Jacob (renamed Israel by God) and Joseph. (Abraham first appears in Genesis 11 as Abram).  Activity: Where did Israel come from? Revise the stories of Abraham, Isaac, Jacob and Joseph. Break the students into groups. Ask different groups to read the stories of Abraham, Isaac, Jacob and Joseph from a Children’s Bible. Get each group to report back to the class and answer some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author.  The first question is ‘what do we know about the author?’ This means asking questions about the story like:   1. Who is the author of the story? 2. What do we know about the author of the story? 3. When was the story written? 4. Who was the story first told to? /who was the story written for?   The second question is ‘what happens in the story?’ This means asking questions about the story like:   1. What characters are involved in the story? 2. What happens in the story? 3. Is there anything in the story I don’t understand?   The third question is ‘what does the story mean?’ This means asking questions about the story like:   1. What do I think someone who believed in God would think about this story? 2. What do I think my friends and family would think of this story? 3. What do I think of this story? 4. How could this story change the way someone thought about this topic?   PowerPoint: Where did Israel come from? Revises the stories of Abraham, Isaac, Jacob and Joseph. Use this to bring together the group work. | Teacher Resource: an overview of Israel’s family tree (7min). (<https://www.bible.com/videos/3012-genesis-12-50-the-bible-project>)  Children’s Bibles  Worksheet: Moses’ Grandparents  PowerPoint: Where did Israel come from? |
| **2-4** | The Prince of Egypt | What happens in the Exodus story? | 1 hour 40min | Watch: The Prince of Egypt (1hour 40min, DreamWorks, 1998)  If you watch the video over several lessons you may select to read the Exodus story from a Children’s Bible as a summary at the end. | The Prince of Egypt  Teacher Resource: a overview of the first half of the book of Exodus <https://www.bible.com/videos/3013-exodus-1-18-the-bible-project> |
| 5 | The life of the Israelites | What was life like for the Israelites in Egypt? | 10min  10min  25min | Activity: Give student’s 30 seconds each to describe their life/weekend to the class. The challenge is to talk for the whole 30 seconds without saying ‘like’ or ‘um’ if students stop talking or use either of these words they are out.  Mind map: create a mind map on the board that records what we learn about the life of an Israelite in the movie/Exodus story.  Worksheet: Ask the students to write a journal entry ‘My life as an Israelite in Egypt’. | Worksheet: Diary Entry |
| **6** | The life of Moses | What do we learn about Moses from the Exodus story?  What do we learn about God’s relationship with Moses? | 5min  15min  15min  10min | Activity: Ask the students to share the most extraordinary thing they have ever seen e.g. pink lake, talking bird.  Activity: Break the students into small groups and ask students to come up with two lists: the extraordinary things that happen to Moses and the ordinary things about him e.g. extraordinary = saved by a princess, burning bush, plagues, parting of the sea etc ordinary = farmer, runs away when he does the wrong thing, does not like to talk in front of people etc. What do we learn about God and what do we learn about Moses from these two lists (Moses is an ordinary man but God works through Moses to save his people)  Printouts: Break the students into small groups. Ask each group to fill in the blank speech and thought bubbles for Moses at the different points in the story.  Prayer or Meditation: you could display an image of the Exodus story while students reflect on Psalm 114 e.g. <https://artuk.org/discover/artworks/the-delivery-of-israel-out-of-egypt-151999> | The students may have questions about the Old Testament, text types and miracles after reading this story. You can find some teacher resources about this on [www.publicchristianity.org](http://www.publicchristianity.org)  Printouts: Moses  Artwork for reflection |
| **7** | The God of Israel | What do we learn about God from the Exodus story? | 10min  10min  5min  20min | Activity: Play a game of Celebrity Heads. Ask the students how they figured out the celebrity that was allocated to them in the game. Explain that in this lesson we are going to figure out what God is like by asking questions about his role in the Exodus story.  Read: Re-read the Exodus story to students. It would be best to do this from a Children’s Bible. Alternatively ask the students to read the story to each other in small groups.  Activity: Ask the students to develop a list of all the things we see God do in the story e.g. rescue Moses, rescue Israel, talk to Moses, keep his promise to Abraham. There may be some overlap with the extraordinary things that happen to Moses listed last lesson. Develop a class list. Discuss what these things tell us about God e.g. God loves his people, God listens to his people, God rescues his people, God speaks to his people.  Read Exodus 15:1-18 in a plain English Bible. Ask the students to write their own prayer/song in response to the Exodus story. You could spend an additional lesson decorating these and sharing with the rest of the class. | White board markers, chairs  Children’s Bible  Bible or [www.biblegateway.com](http://www.biblegateway.com) |
| **8** | The Last Supper | What happened at the last Supper?  What are the similarities and differences between the Passover Meal and the Last Supper? | 10min  25min  10min | Activity: Ask students to share a description of the best meal they have ever eaten. Explain that in today’s lesson we are looking at the last meal Jesus had with his friends before he died on the cross.  Read: The story of the Last Supper from a Children’s Bible or a plain English Bible (Luke 22:14-23 or Mark 14:12-26) as well as the story of the Passover meal from Exodus (Exodus 12:21-28). Discuss the similarities and differences between the two stories. 1 Corinthians 5:7 “Our Passover lamb is Christ, who has already been sacrificed.” Revelation 5:12 ““The Lamb who was killed is worthy to receive power, riches, wisdom, strength, honour, glory, and praise.”  Discuss the significance of Holy Communion and why Christian’s celebrate it (to say thank you to Jesus for his love shown at the cross. They REMEMBER Jesus and his death and say THANKYOU). | Children’s Bible or Bible  Worksheet: The Passover  You could show the ASC video on Christian Festivals (from 1:11min is on Holy Communion) |