



Leader's Guide

Exodus 7:14—14:31 The Plagues & the Exodus Week 6

At first glance, this story seems to be about all the incredible plagues that hit Egypt. On second glance, we see it's also about humans responding to God and each other. What will we find on the third glance?



Exploring Supplies

- ☐ Bibles
- ☐ *Discovery Guides*
- ☐ *Eureka! DVD or CD*
- ☐ *Class Relics*
- ☐ DVD or CD player
- ☐ Pens and markers

☐ **Before you explore, check out the back page for some expedition extras.**

- ☐ Kick off class and get in the exploring mood. Listen to ***Go Away Bugs . . . Please . . . Now*** in ***Sir Neil's Audio Journal of Feats and Braveness***.

1 Remember Verse

- ☐ Play the verse video for **Psalm 139:17-18**.
- ☐ Ask for volunteers to try and say the verse from memory.
 - **“How precious are your thoughts about me, O God. They cannot be numbered! I can't even count them; they outnumber the grains of sand! And when I wake up, you are still with me!” Psalm 139:17-18 (NLT)**
- ☐ Check out a variety of **Remember Verse** games and activities on FoundryLeader.com.

2 What's That Word?

- ☐ Decode the words in the **Discovery Guide (DG)** individually or as a class.
- ☐ Decoded words are **Exodus** and **oppressors**.
- ☐ Invite a kid or adult to read the definition for each word.
- ☐ Invite kids to ask questions or share anything else they know about these words.

3 Peaks and Pitfalls

- ☐ Invite kids to share something not so great (pitfall) and something great (peak) that happened this past week.
- ☐ Pray together. There's a place in the **DG** for kids to record prayer requests.

4 Hear It

- Have an adult read the **Eureka! Bible Passage** on page 3.
- Ask if there are any words that need a quick explanation before moving to Step 5.

5 Tell It Mold Me or Rewind Forward

- As a class, choose one of these two **Tell It** methods to tell the story.
- Instructions for each are on page 4.

6 Embrace It

- Invite kids to quietly read and reflect on the passage on their own using the **Eureka! Bible Passage (EBP)** or their own Bible. There's space on page 3 of the **DG** for kids to write down any thoughts or questions that come to mind.
- After 3-5 minutes, invite a student or leader to read the **EBP** out loud again.

7 What's Happening in the Bible?

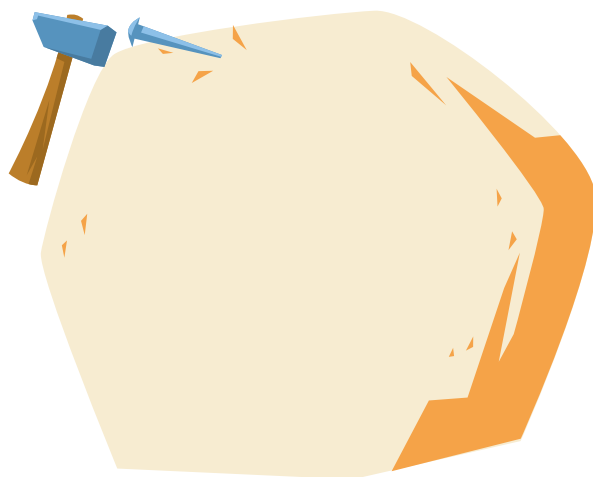
- Read Exodus 2:1-10 and Psalm 71:4-7 (page 3).
 - What are the similarities between the **EBP** and the story from Exodus 2:1-10?
 - What was Moses escaping from in today's passage? What was he escaping from in Exodus 2? What do you notice God doing in both stories?
 - How does Psalm 71:4-7 remind you of Moses's story?
 - How do either of these passages help you understand Exodus 7–14?

8 What's This Say about Us?

- Explore what the passage says about us.
 - In what ways are you like Moses? Pharaoh? The Israelites? The Egyptians?
 - Can you think of a time when God has watched over and protected you like He did for Moses and the Israelites? Let's praise Him for that.
 - What can these stories show us about suffering? Obedience? Stubbornness? How can they offer you comfort or courage? Do they make you want to change something in your life?

9 Record Your Discovery

- **Discovery Relic** (on page 2 of the **DG**)
 - Discuss faith discoveries made today.
 - Give kids time to record a faith discovery on their own relic.
- **Class Relic** (in **Expedition Resources**)
 - As a class, pick a memorable faith discovery from the last two weeks.
 - Write or draw this discovery on the **Class Relic**. Attach it to the **Relic Wall Poster**.
- Close in prayer.





Exodus 7:14–14:31

Eureka! Bible Passage

- A.** God told Moses, “Pharaoh is not listening to me. Tell him, because he has not let my people go, I will turn the Nile River into blood.” Moses obeyed, and God turned the river into blood. Pharaoh still did not listen.
- B.** Then God sent Moses back to Pharaoh. Moses said, “The Lord says, ‘Let my people go.’” Pharaoh still would not listen. This time, God sent frogs all over Egypt. Frogs were everywhere—in the houses, the ovens, the beds!
- Over and over, Moses went to Pharaoh and said, “The Lord says, ‘Let my people go.’”
- C.** Over and over, Pharaoh would not listen. Each time, God sent a plague on Egypt: gnats, flies, sick animals, terrible sores, hail, locusts, and darkness.
- D.** The very last time, Moses warned Pharaoh that God was sending the worst plague of all: All the firstborn sons in Egypt were going to die. Pharaoh still would not listen. All the firstborn Egyptian sons died, even Pharaoh’s son, and he finally listened. He told Moses, “Take your people and go!”
- E.** Moses and the Israelites left quickly. But then Pharaoh changed his mind. Pharaoh and his army began to chase after them.
- F.** When the Israelites arrived at the Red Sea, they were afraid. God told Moses to stretch out his hand over the sea. Immediately the sea began to part in two. The Israelites walked through the Red Sea safely. Pharaoh’s army followed them, but before they could cross the Red Sea, the sea closed on them. The Israelites were finally free.

What’s Happening in the Bible?

Exodus 2:1-10 (NLT)

¹ About this time, a man and woman from the tribe of Levi got married. ² The woman became pregnant and gave birth to a son. She saw that he was a special baby and kept him hidden for three months. ³ But when she could no longer hide him, she got a basket made of papyrus reeds and waterproofed it with tar and pitch. She put the baby in the basket and laid it among the reeds along the bank of the Nile River. ⁴ The baby’s sister then stood at a distance, watching to see what would happen to him.

⁵ Soon Pharaoh’s daughter came down to bathe in the river, and her attendants walked along the riverbank. When the princess saw the basket among the reeds, she sent her maid to get it for her. ⁶ When the princess opened it, she saw the baby. The little boy was crying, and she felt sorry for him. “This must be one of the Hebrew children,” she said.

⁷ Then the baby’s sister approached the princess. “Should I go and find one of the Hebrew women to nurse the baby for you?” she asked. ⁸ “Yes, do!” the princess replied. So the girl went and called the baby’s mother.

⁹ “Take this baby and nurse him for me,” the princess told the baby’s mother. “I will pay you for your help.” So the woman took her baby home and nursed him. ¹⁰ Later, when the boy was older, his mother brought him back to Pharaoh’s daughter, who adopted him as her own son. The princess named him Moses, for she explained, “I lifted him out of the water.”

Psalms 71:4-7 (NLT)

⁴ My God, rescue me from the power of the wicked, from the clutches of cruel oppressors.

⁵ O Lord, you alone are my hope. I’ve trusted you, O LORD, from childhood. ⁶ Yes, you have been with me from birth; from my mother’s womb you have cared for me. No wonder I am always praising you! ⁷ My life is an example to many, because you have been my strength and protection.

Before You Explore

Like wrestling a poodle-sized Ketchup Locust, explorers do things a little differently. That's why we put this **Before You Explore** section on the very last page. We know you understand.

Expedition Tips are on the right and **Tell It** instructions are down below. Now tighten your torso rope and explore on!



Expedition Tips

- Exploring question #5 is “What’s this say about us?” This question helps us learn about ourselves and those around us. But it also helps us think about action steps we might want to take after exploring a passage.
- Do your kids love **Symphonious**? Would they like some different songs to challenge their dramatic skills? Search for music straight from your phone. Many times previews of songs are 90 seconds long, the perfect length for a Symphonious song. Play the preview right from your phone and kick off the drama.
- Discussion is vital to **Eureka!** Kids will be more comfortable speaking up, sharing ideas, and asking questions if they trust everyone in the room. That’s one reason **Peaks and Pitfalls** is such an important part of each expedition. Build trust among your crew!

Mold Me

Kids will “sculpt” their peers into three different scenes from the passage.

1. As a class, discuss how to best divide the story into three main scenes.
2. Choose 2-3 kids to be the “clay” and 1-2 kids to be the “sculptors.” The clay stands up front, hands to their side, with as little facial expression as possible. Sculptors stand next to them.
3. Discuss the first scene—what is happening in this scene and what pose the characters should be in. As ideas are decided upon, sculptors position the clay, moving arms and legs. They can even adjust facial expressions. Clay should allow themselves to be sculpted and hold those positions until moved.
4. Two important rules for sculptors:
 - Be gentle and respectful of the clay actors.
 - Do not create poses that are uncomfortable to hold for a long time.
5. Once a scene is created, applaud, snap a picture, and move on to the next scene.

Rewind Forward

Reenact the story both forwards and backwards.

1. As a class, discuss how to best divide the story into three main scenes. Discuss what happens in each scene. What characters are in each scene? Who is speaking? What action is happening? Don’t write a script. Spoken lines are improvised. Choose actors for the story.
2. As the leader, you hold the power of the Rewind/Forward “button.” When you say “Forward” the actors begin acting out the story. When you say “Rewind,” they should immediately begin acting out the story in reverse from that point in the story—walking backwards, talking backwards (or backwards jibberish), etc. When you say “Forward” again, they must stop and resume acting out the story normally from that point.
3. Once actors are in place, call “Forward” to begin. Actors will act out the story.
4. Give the actors a moment to get the story rolling, then call “Rewind.” Actors will begin to rewind the story. After a few seconds, call “Forward.” Continue this pattern randomly until the end of the drama.