



# 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 *Hungry, Hungry Locusts?* in *Niki Knack's Gritty Audio Journal of Adventuring*.

## 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.

## 4 Hear It

- Invite kids to prepare themselves to listen to the passage.
- Have an adult read the **Eureka! Bible Passage** on page 3.

## 5 Tell It **Strike-A-Pose or You Hear That?**

- As a class, choose one of these two **Tell It** methods to tell the story.
- Instructions for each are on page 4.
- The **Strike-A-Pose** words are: **Pharaoh, Moses, people, listen/listened/listening, go/going, sea.**

## 6 Embrace It

- Invite kids to quietly read and reflect on the passage on their own using the **Eureka! Bible Passage** or their own Bible.
- After 2-3 minutes of quiet reflection, invite a student or leader to read the **Eureka! Bible Passage** out loud again.

## 7 What's Happening in the Bible?

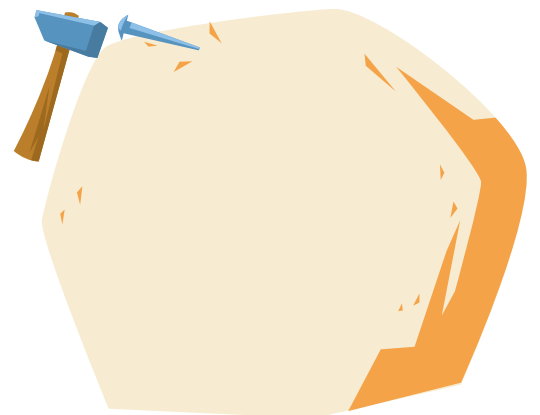
- Read Exodus 2:1-10 and Psalm 71:4-7 (page 3).
  - **What do you notice from the Eureka! Bible Passage that is the same as the story from Exodus 2:1-10?**
  - **What was Moses escaping from in today's passage? What was he escaping from in Exodus 2? How do we see God helping Moses in both stories?**
  - **How does Psalm 71:4-7 remind you of Moses?**

## 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 God for that.**
  - **How can God help us when we feel sad, hurt, or alone?**
  - **What can we learn from Moses about following God and doing what He wants? How do these Bible stories give you comfort or courage?**

## 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.
- **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.



## What's Happening in the Bible?



### 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** didn’t **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, and even in the beds!
- Over and over, **Moses** went to **Pharaoh** and said, “The Lord says, ‘Let my **people go**.’”
- C.** Still, **Pharaoh** did 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**. The **sea** parted in two. The Israelites walked through the Red **Sea** safely. **Pharaoh’s** army followed, but before they could cross, the **sea** closed on them. The Israelites were finally free.

#### Exodus 2:1-10 (NLT)

<sup>1</sup> About this time, a man and woman from the tribe of Levi got married. <sup>2</sup> 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. <sup>3</sup> 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. <sup>4</sup> The baby’s sister then stood at a distance, watching to see what would happen to him.

<sup>5</sup> 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. <sup>6</sup> 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.

<sup>7</sup> 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. <sup>8</sup> “Yes, do!” the princess replied. So the girl went and called the baby’s mother.

<sup>9</sup> “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. <sup>10</sup> 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)

<sup>4</sup> My God, rescue me from the power of the wicked, from the clutches of cruel oppressors.

<sup>5</sup> O Lord, you alone are my hope. I’ve trusted you, O LORD, from childhood. <sup>6</sup> 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! <sup>7</sup> My life is an example to many, because you have been my strength and protection.

# Before You Explore

Like getting tangled up in 36 pieces of chewing gum, 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 gadget belt 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 reading a passage. For example, this week kids might start thinking about a person they need to ask for forgiveness.
- 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!
- **You Hear That? Tip:** Try making sounds with paper, cardboard, paper clips, or anything else you have sitting around the classroom.
- Leaders, don’t just sit on the sidelines. Explore with your kids, build relationships, answer questions, give input, and grow together. Always let kids answer first, while affirming and encouraging their questions. But dive in when the chance arises.

## Strike-A-Pose

Create and perform fun poses to go along with the narrated story.

1. This week, use the **Eureka! Bible Passage** as your **Strike-A-Pose** script. The bolded words are listed in step 5 of the lesson.
2. As a class, discuss and decide on the pose that best represents each word. Choose one pose for each word, and take a vote if the class can’t decide.
3. Quickly practice each one.
4. Read the **Eureka! Bible Passage** to the class. When a **Strike-A-Pose** word is read, the class will strike the pose for that word. Remind your class to listen carefully so they don’t miss a **Strike-A-Pose** word.
5. One adult will read the passage while the other adult leads the kids in the poses.
6. It’s fun to add a sound effect to the pose.
7. For a change of pace, kids can lie on the ground on their backs. When they hear a **Strike-A-Pose** word, they should all jump to their feet, strike the pose, and then quickly and quietly lie back down on the ground.

## You Hear That?

Create sound effects for each section of the passage.

1. The sections of the passage are identified by letters in the **Eureka! Bible Passage**.
2. As a class, discuss, experiment, and decide on a sound effect for each section.
3. Read the first section. Ask kids what sound they might hear during that part of the story—maybe a slight breeze, walking feet, a grumbling crowd, or crickets in the night.
4. After suggestions, choose one sound to go along with that section.
5. Proceed through the rest of the sections, choosing a different sound for each section.
6. Review all the sounds that have been chosen. Have kids test out their sounds as you read the story. Invite them to make the chosen sound during each section.
7. Make sure their sounds are not so loud that kids can’t hear the story being read.
8. At the end, see if a volunteer can perform all of the sounds from memory, and in the proper order, without the story being read!