

God Uses Christian Mothers

Lesson 9a — Honor and Obey Our Mothers

Lesson 9b — Mary, Mother of Jesus

Lesson 9c — Hannah, Mother of Samuel

Lesson 9d — Jochebed, Mother of Moses

OVERVIEW

This unit explores the ways that God uses Christian mothers to shape the lives of young children for the work of the Lord. Primaries are becoming more independent, but it is important that they understand that a proper relationship between mother and child is necessary to enable God's plan for the family to work.

The first lesson of the unit focuses on this thought, establishing that the mother has a responsibility to teach and care for her children. In return, the Bible outlines the need for the child to obey and honor his parents.

The last three lessons are Biblical examples of how

God used three special mothers to prepare and shape the lives of their children for His service.

Care must be taken in how these lessons are handled if you have children in your class whose mothers are not Christians. Your emphasis in this case must be the child's responsibility to honor and obey. If you have students who are living in a home without a mother, you may wish to refer to "your mother, or the one who takes care of you," or some phrase of this nature. We would urge that you make certain of the home situations of your students before beginning to teach these lessons.

GAMES FOR REVIEW

Have two teams and a number of balloons with a question in each. Let one team select a balloon and pop it. If they can correctly answer the question, they score a point. If not, the other team has a chance to answer.

Ask your pianist to play one of the memory verse tunes from the last quarter. The first one who can jump up and say the corresponding verse correctly is awarded a prize (a sticker, piece of candy, etc.). Continue until all the verses have been identified. If one or two tunes are not sufficient to remind them of the verse, give them a second clue by doing the hand motions.

Adapt the shoe idea given under In-Class Activities for Lesson 8a, using questions regarding all four lessons in the unit. Make the shoe considerably larger so it can easily be seen by the combined group. As an alternative method, type the questions and put them beside each question on the reverse side of the shoe. Allow students to come to the front and pick a shoelace hole. You read the corresponding question on the back. If they can answer the question correctly, they can lace the string over to the hole they selected. (Note: You will need a much longer length of yarn for this method.) To

allow the pattern of lacing to show entirely on the front of the shoe, make each hole a double set (OO) so the student can lace it to the front side of the shoe.

CONTEST IDEAS

Throughout the unit have a contest in the department for the students to bring their mother or guardian, etc., to Sunday school. At the end of the month reward the class whose students brought the largest percentage of visitors.

To review your unit on mothers, plan a relay race using questions concerning the identity of certain mothers in the Bible. Divide your group into teams. In the front of the class place a chalkboard with a space marked off for each team. On a table in front of the chalkboard place two Bibles and two baskets containing questions. (Be sure each basket has the same number of questions.) When the start signal is given, one person from each team goes forward and selects a slip of paper with a question on it. He finds the reference in the Bible, locates the answer, and writes the answer on the chalkboard under his team designation. If the student knows the answer without looking up the reference, he may write it on the board without looking it up. The first

team to complete its questions wins, but each name must be spelled correctly. Note: Put identical questions in each basket. Following is a list of sample questions: John the Baptist's mother felt him leap in her womb when she saw her cousin Mary. Luke 1:41
Isaac's mother was called the "Mother of nations." Genesis 17:15,16

Mahlon and Chilion were her sons, but we know her better as Ruth's mother-in-law. Ruth 1:2

She called herself "A mother in Israel." Judges 5:7

Obed's mother remained faithful to her mother-in-law even after her first husband died. Ruth 4:13

Gad's mother was a servant to Leah. Genesis 30:10,11
Mother of Boaz. Matthew 1:5

She and her mother spiritually raised her son Timothy. II Timothy 1:5

Mother of Jeroboam. I Kings 11:26

Reuben's mother tried to secure his father's love by giving him sons. Genesis 29:32

She made a basket to put her son Moses in to save his life. Exodus 6:20

Her sons were Manasseh and Ephraim. Genesis 46:20

A wife of Nahor and mother of Bethuel. Genesis 11:29

Mother of David's fourth son, Adonijah. II Samuel 3:4

Her son Cain killed his brother. Genesis 4:1

Mother of James and Joses. Matthew 27:56

She was the mother of a king of Judah who did right in the sight of God. II Kings 15:33

She helped her daughter Eunice to raise her son spiritually. II Timothy 1:5

She favored one twin son over the other. Genesis 25:28

She died giving birth to her son Benjamin. Genesis 35:19

Mother of Jesus. Matthew 1:16

She despaired of her son, Ishmael. Genesis 21:17

BULLETIN BOARDS

For a heading on a bulletin board, place the words, OF ALL THE MOTHERS THERE MIGHT BE I CHOOSE THE ONE THAT LIVES WITH ME. Surround with pictures (magazine, silhouette, snapshot, etc.) of mothers doing various things for the family. Use as many as possible showing family in church settings.

Use large letters spelling MOTHER vertically; for example:

cooks Meals
cleans hOuse
Takes to church
wasHes clothes
takes carE when sick
listens to pROblems

Use pictures or silhouettes of things mothers do for us — needle and thread, washing, cooking utensils, iron and ironing board, meals, etc.

UNIT PROJECTS

Provide each child with a sheet of construction paper in pink, tan or brown (skin tones). Ask each child to draw a picture of his or her mother's head, color it, and cut it out. Mount these on a class or departmental board with the caption, "Thank You, God, For Our Mothers" across the top.

Make silhouettes of each of your students to give to their mothers as a special present on Mother's Day. Hang a piece of shelf paper on the wall. Seat a child close to it with a lamp shining from the other side so that it casts his shadow on the paper. Draw around the silhouette. Cut out each shape and trace it onto black construction paper. Cut that out and mount it on a piece of colored posterboard. Put the child's name, age, and date on the back.

On the first Sunday of the unit, give each of your students the tetrahedron showing the mothers who we are studying this month (see Patterns). Let them cut the shape out, and add the facial features to the face marked "My Mother," and color it. On the next three Sundays, they may similarly complete the appropriate triangle. On the final study, help them fold and glue or tape their tetrahedron together.

CHART IDEAS

Brighten up Mother's Day by making a MOM mobile (see Patterns). Children can draw or cut out pictures of things representing what mothers do. Mount these on brightly colored paper. Punch holes in the bottom of the MOM mobile and attach the pictures with yarn. Attach a piece of yarn at the top of the mobile so it can be easily hung.

UNIT SUPPORT MATERIAL

Bible Babies — Classroom story and activity book, 8 each of 6 pictures. Includes Moses, Samuel, and Jesus, Standard Publishing

The Bible Tells Us About God's Children — Sticker and coloring book, Standard Publishing

Children in the Bible — A Magic Answer Book, David C. Cook

Honor and Obey Our Mothers

TEXT Exodus 20:12; Proverbs 10:1; 15:20; Ephesians 6:1-3

OBJECTIVE The students will understand that God's plan is for mothers (parents) to teach their children the ways of God; and for children to honor and obey their mothers (parents).

MEMORY VERSE Children, obey your parents in the Lord: for this is right.
— Ephesians 6:1

MEMORY VERSE SONG

Chil - dren o - bey your par - ents in the Lord,
Chil - dren o - bey your par - ents in the Lord,
Chil - dren o - bey your par - ents in the Lord:
for this is right.

MEMORY VERSE IN ACTION

CHILDREN — Hold hands out, palms down showing how tall a child would be.

OBEY — Hold both palms facing you with right fingertips touching forehead, move hands out and down slightly.

YOUR PARENTS — Hold hands above head, palms down to show size.

IN THE LORD — Point up.

FOR THIS IS RIGHT — Make OK sign, thumb and first finger in circle, last three fingers up (smile).

MEMORY VERSE VISUALIZED

Cut apart the flower into sections with portions of the verse in each part. (See pattern at end of lesson.) Assemble the puzzle piece by piece as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Show a picture of a mother and a child. Talk about how special mommys are.

Progression of events:

1. God knew we needed someone to care for us so He gave us mommys (or other care givers).
2. God's plan is for mothers (parents) to teach their children the ways of God.
3. God's plan for children is to obey and honor their mothers (parents).
4. Discuss ways children can honor their mother.

Climax: It is God's commandment that we honor our parents. We must obey this law if we are to enjoy God's blessing on our lives.

Conclusion: Parents have been ordained by God to teach us. We should respect and obey them.

Response: The students will be able to explain the re-

sponsibilities of mothers (parents) and children in regard to each other.

BACKGROUND INFORMATION

In contrast to most historical cultures and many even of today, the Biblical view of women is not one of social or religious inferiority. The four “mothers” of the Hebrew nation, Sarah, Rebekah, Leah and Rachel, were always considered with reverence by the Jews. In I Peter 3:5, they are called “the holy women.” Even a superficial reading of the Bible will make evident the great influence women had in all aspects of the society, howbeit not always for the good. Women like Sarah, Miriam, Rahab, Deborah, Hannah, Ruth, Esther, Elisabeth, and Mary played a tremendous role in shaping the Bible narrative. Indeed, five women are included in the genealogy of Christ (Matthew 1:1-16).

The family unit was created by God (Genesis 1:27,28; 2:21-25) and its preservation is of utmost importance to Him. Three of the Ten Commandments are in reference to it. “Honour thy father and thy mother . . . Thou shalt not commit adultery . . . Thou shalt not covet thy neighbour’s . . . wife.”

A great distinction appears when one compares ancient Jewish and Christian home life with that of the neighboring heathens’ home life. In contrast to those heathen societies where women were considered only property and children could be disposed of at the whim of their parents, Scriptures like Proverbs 19:14, “a prudent wife is from the LORD,” and Psalm 127:3, “children are an heritage of the LORD,” are like a breath of clean air.

To each, God has given a unique role. To the wife God says, “submit to your husband”; to the child God says, “honor and obey your parents”; and to the husband and father God says, “love, cherish and provide for your family.” When all three are functioning as God has directed there is great blessing. When any of the three are in rebellion to God’s plan there is great trouble.

IN-CLASS ACTIVITIES

Give each of your students a copy of the gift package (see Patterns for Unit 4, Page 61). You may wish to remove the vertical ribbon before reproducing the pattern. Ask your students what they would choose if they could give their mother any present in the world. Let them draw their “gift” inside the gift box as you talk about the fact that the best present we can give our mothers is our obedience to her and to God.

Help each student make a Mother’s Day gift. Bring one plain white plastic plate per child, permanent color markers, ribbon and glue. Trace each child’s hand in the center of his plate. Let him decorate the rest of the

plate with markers. Write the child’s name and year at the bottom of the plate. Glue a piece of ribbon to the back to make a hanger.

A Helping Hands motto can be made from a folded piece of construction paper. Use each child’s hands as a pattern and trace around his hands, one on each half of the paper. Print the following verse below the hands: “My little hands, dear Mother, are not so very strong, but I’ll show how much I love you by being helpful all day long.”

To make a crayon rubbing picture, cut a flower shape from cardboard and place under a sheet of typing paper (see Patterns). Color over the paper with crayon. Use a sharp pointed knife to cut out shaded areas. Use a hole punch for flower centers. Mount the crayon rubbing on construction paper and write “Mother Loves Me,” at the bottom.

Cut a vase or flower pot from construction paper. Draw or make from ribbon or cord several stems coming from the pot (see Patterns). Mount on a contrasting sheet of construction paper or other backing. Have the children draw flower shapes and attach them on the end of each stem and write on it a way they can honor and obey their mothers, such as Don’t whine, Be good, Pick up toys, Say “I love you,” Do what she says.

QUESTIONS

What does *honor* mean?

What does it mean to **honor** our parents?

What are some things our mothers do for us?

What are some things we can do for our mothers?

What are several reasons for obeying our parents?

What is the meaning of “nurture and admonition of the Lord”?

Why would it be impossible to love God with our whole heart and not love or honor our parents?

What might you do today to show your mother you love her? Your father?

Can you remember some time when you did something your mother or father had told you not to do? When they found out, how did they feel? How did you feel? If they never found out, Who does know all about it? How does He feel? Now that you remember, what should you do?

PRE-SCHOOL SUGGESTIONS

The following is a recitation that could be recited if you have a special Mother’s Day program; either by one student or your whole group.

Congratulations, Daddy,
On this Mother’s Day;
I’m sure glad you didn’t
Let my mommy get away.

For she's the finest mommy
A child could ever know;
And on this happy Mother's Day,
I want to tell her so.

Show pictures of mothers with children, also birds feeding their babies, animals with their babies.

Your mother picked out a special name just for you! Make a little book in which you have printed in large letters many names, including the names of the children in your class. The older children may "find" theirs in the list.

Mothers show love. Bring a large purse or tote bag with items that show their care. (Comb, hankie to dry tears, Band-Aids for "owies," little book or toy for fun, a Bible, treat, car keys to go to the store, the park, or church, etc.)

REVIEW IDEAS

The week before this lesson mail or send home a card containing a "coupon" (construction paper, etc.) telling them to be sure to obey you by bringing it the following Sunday. Each of those bringing their coupon back receives a reward. Explain that obedience reaps happi-

ness and rewards — whether obeying God, teachers, parents, etc.

Have a great grandparent, grandparent, parent and child, each telling the next generation about obeying God. The child could then tell her doll, or his friend, about Jesus, thus practicing to tell the next generation.

The week before, announce you are going to have a contest. Pass out entry blanks for those who wish to participate (see Patterns). For your review time, read aloud the entries you have collected. Select the winner by a show of hands or written ballot. You may wish to display the entries on a "We Honor Our Mothers" board.

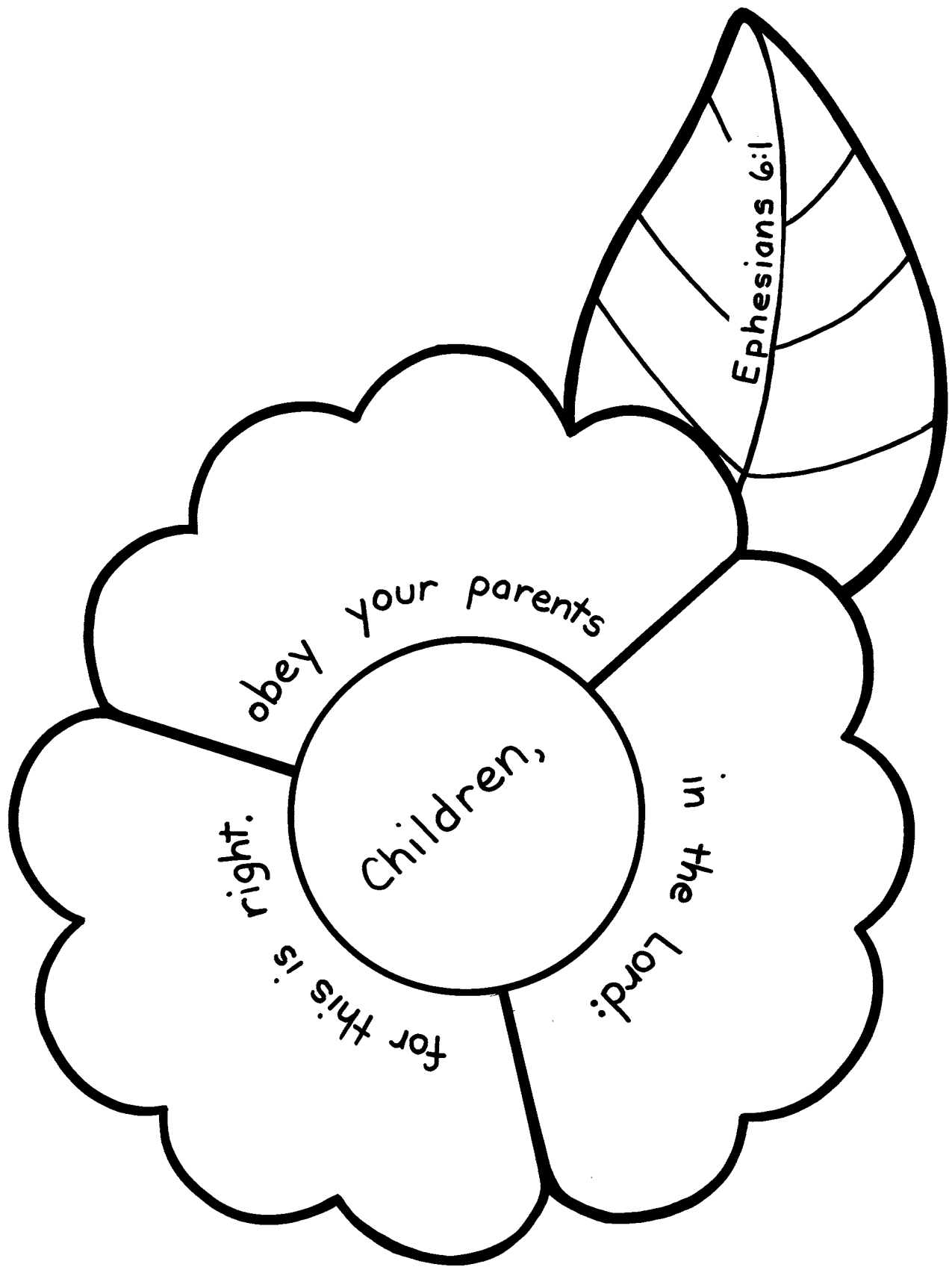
COORDINATING SONGS

"Happy Mother's Day to You"

SUPPORT MATERIAL

I'm Glad God Thought of Mothers — A Happy Day Book, Standard Publishing
A Kid's Guide to Understanding Parents — by Joy Wilt Berry, one of the Ready-Set-Grow! series, Gospel Publishing House

NOTES



Mary, Mother of Jesus

TEXT Luke 2:40-51; John 2:1-5

OBJECTIVE The students will be able to describe how God used Mary to teach and encourage Jesus toward His ministry.

MEMORY VERSE His mother saith unto the servants, Whatsoever he saith unto you, do it. — John 2:5

MEMORY VERSE SONG

His moth-er sa-ith un-to the ser-vants, what-so-ever he sa-ith
un-to you, do it. His moth-er sa-ith un-to the ser-vants,
what-so-ever he sa-ith, do.

MEMORY VERSE IN ACTION

HIS MOTHER — Hands above your head, palms down showing how tall she is.

SAITH — Touch fingers to lips, move away from face.
UNTO THE SERVANTS — Palms up, move hands alternately to and from the body.

WHATSOEVER HE — Point up, look up.

SAITH UNTO YOU — Touch fingers to lips, move away from face.

DO IT — Cup hands, palms down, move side to side.

MEMORY VERSE VISUALIZED

Cut apart the illustration of a woman and the large pot. (See pattern at end of lesson.) Assemble the puzzle a portion at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a series of pictures showing the growth of a child (either personal photographs or pictures cut from magazines or catalogs). Briefly discuss with your class the things a mother must do for a child at each stage of development.

Progression of events:

1. Mary, Jesus' mother, cared for Him and tended to His needs just as any mother does.
2. Jesus grew physically and learned just as we do.
3. Even more important than the physical care were the things Mary no doubt taught Jesus.
4. Mary knew Jesus was God's Son and that He had a special calling on His life.

Climax: The incident at Cana shows Mary's confidence in Jesus.

Conclusion: Mary was chosen by God to be the one with the most direct influence on Jesus during His youthful days on earth.

Response: Your students will be able to describe the type of care and training Mary gave Jesus, and will recognize that this, no doubt, was a great influence in His life.

BACKGROUND INFORMATION

Mary was a woman of great spiritual stature. When the angel appeared to her to reveal the will of God, he said she had found favor with God (Luke 1:28). The redemption of mankind rested on Mary's reply, "Be it unto me according to thy word" (Luke 1:38).

Although Mary did not fully understand all these strange happenings it is twice stated that she “kept all these things [sayings] and pondered them in her heart” (Luke 2:19,51).

As Mary gave birth to this most special Child, as she fed, clothed, and nurtured Him in His early years she surely realized that He was an extraordinary Child. As she saw her Son grow strong in spirit and increase in wisdom and in favor with God and man, (Luke 2:40,52) her confidence and love for Him also grew until she was able to say, “Whatsoever he saith unto you, do it” (John 2:5). Although she may have been perplexed at times she never interfered in His work. Unlike some of Jesus’ other relatives (John 7:3-5), Mary’s love for Jesus did not waver and after His resurrection she is seen participating in the church on the Day of Pentecost (Acts 1:14).

When in John 2 Jesus said, “Woman, what have I to do with thee,” He was not giving her a strong rebuke. Using the same gentle word “woman,” Jesus spoke to His mother from the cross and placed her in the care of John the beloved (John 19:26). However, at this beginning point of Jesus’ public ministry Mary needed to release all claim to Him as her Son, and see Him for who He really was, God’s Son. At His words, “What have I to do with thee,” her reply, “Whatsoever he saith unto you, do it” shows her willingness to allow Jesus to become all God wanted Him to be. He was no longer subject to her (Luke 2:51), but her unto Him!

IN-CLASS ACTIVITIES

Give each child a copy of a diary page (see Patterns). Have them pretend that they have found a diary written by Mary, the mother of Jesus. Have them write what they think she would have written on the evening after she found Jesus in the Temple talking with the elders.

Cut a hammer and saw out of cardboard for each child (see Patterns). Explain how Jesus helped His parents, and learned to be a carpenter like Joseph.

Cut one cup, spoon, and bowl from cardboard for each child (see Patterns). Explain how Mary taught Jesus to be a helper.

QUESTIONS

What are some things that you think Mary taught Jesus when He was small?

What are some of the ways you think that Mary helped Jesus to grow “strong in the spirit” and “filled with wisdom”?

What in our text shows that Jesus was obedient and learned the things His parents taught Him?

What was the occupation of Joseph? What other story are you familiar with about Joseph?

Why do you suppose it was possible for Mary and Joseph to travel a whole day without missing Jesus? Did you ever get separated from your folks while out shopping or in some crowd? If so, how did you feel? How do you think your parents felt?

What in our lesson shows Mary’s feelings at being separated from Jesus?

Sometimes people today, by their actions, become separated from Jesus. How should they feel when they realize this?

What do you think Jesus meant when He said He must be about His Father’s business?

What did Mary expect of Jesus when she went to Him at the wedding feast?

What did she tell the servants to do? If they had not obeyed how might things at the wedding have been different? How important is obedience?

PRE-SCHOOL SUGGESTIONS

To illustrate that only Jesus could change water into wine, bring a pitcher of water and a small glass for each student. Pour each one a sip of water and let them drink it. Discuss how the water would still be water, even if you **told** it to become Koolaid. The only way you can change it is to add something to it. (Add a package of Koolaid to the water and let them taste the drink.) But Jesus changed water to wine without doing anything to it.

Enlarge the illustration for this week’s story, and mount it on a piece of posterboard. Color the picture with marking pens. Then cut the picture into as many puzzle pieces as you have students. Mail each student one piece with instructions to bring it to class next Sunday. Note: This idea could be used with any lesson.

Make as many Baby Jesus figures and mangers as you have colors of paper — one of each color (see Patterns). Put babies in one pile, mangers in another. Let the children see how quickly they can put the babies in the right mangers according to color. Set a timer and see if they can beat the clock.

REVIEW IDEAS

Enact a drama in which you appear dressed in a costume of Biblical times. Pretend to read a daily paper, such as the “Jerusalem Times.” Read a headline or two, then come across an article that relates the incident of water’s being turned to wine. Pretend disbelief, but notice the governor of the feast was Mr. _____, an acquaintance of yours. Go to visit him, and hear his first-hand account of what happened.

COORDINATING SONGS

“Everybody Ought To Go to Sunday School”

Whatsoever He
saith unto you,

His
mother
saith
unto
the
servants,

do
it .

John 2:5

Hannah, Mother of Samuel

TEXT I Samuel 1:9-28; 2:18-21

OBJECTIVE The students will review how God answered Hannah's prayer for a son and helped her dedicate Samuel to the work of the Lord.

MEMORY VERSE For this child I prayed; and the LORD hath given me my petition. — I Samuel 1:27

MEMORY VERSE SONG



For this child I prayed; for this child I prayed;
and the Lord hath giv-en me my pe-ti-tion.

MEMORY VERSE IN ACTION

FOR THIS CHILD — Pretend to hold baby in arms.
I PRAYED — Praying hands.
AND THE LORD — Point up, look up.
HATH GIVEN ME — Hands out, palms up.
MY PETITION — Move hands toward body touching chest.

MEMORY VERSE VISUALIZED

Cut apart into sections the illustration of a mother praying and a small child. (See pattern at end of lesson.) Place the mother on the board first, and then add the other two sections as those portions of the verse are learned.

BIBLE LESSON OUTLINE

Introduction: If possible, have someone bring to class a real baby. If not possible, use a photo of a baby. Discuss how precious and special a baby is to its mother.
Progression of events:

1. Hannah vowed that if the Lord would give her a son, she would return him unto the Lord.
2. Eli rebuked her for drunkenness, but she explained her petition to the Lord.
3. God granted Hannah's request and gave her a son, Samuel.
4. Hannah kept her vow, and when Samuel was weaned she took him to the house of the Lord.

Climax: Hannah visited Samuel every year, bringing him a little coat.

Conclusion: God answered Hannah's prayer, and she was faithful in fulfilling her vow to Him.

Response: Your students will be able to retell the story of Hannah and Samuel.

BACKGROUND INFORMATION

The spiritual condition of Israel had reached a low point. Some 300 years earlier Joshua had led the people into the Promised Land. They had failed to complete God's command to drive out the wicked inhabitants and had adopted some of their evil practices. Because of this God allowed these heathen nations to trouble Israel to cause them to turn back to Him. When the people repented and cried out to God He sent them judges to lead them out of their trouble. However, they soon forgot God and returned to their evil ways. At this period of time, the nation was in one of these backslidden states. But Hannah, the barren wife of Elkanah, began to call on God.

Barrenness in that culture was viewed as a punishment from God and a great reproach. However, in those days of great spiritual darkness, this woman's faith in God was very much alive. Not only did she see her own need but the needs of the nation as well and promised to allow God full control of her son. God heard her prayer and she was granted a son whom she named

Samuel, meaning “asked of God.” In I Samuel 2:1-10 Hannah expressed a song of joy for God’s blessing.

As Samuel and his mother experienced the sacrifice of separation, he must have realized that dedication and faithfulness to God was even more important than family relationships. This is in contrast with Eli and his relationships with his undisciplined sons.

IN-CLASS ACTIVITIES

Glove Puppets. Glue a small piece of Velcro onto each finger of a white work glove. Glue the other side of the Velcro to a yarn pompon. Then trim with yarn, felt, moveable eyes, etc., into Bible characters, animals, etc. Attach pompon characters to glove with Velcro. This way, you may change characters for different stories. Insert hand into glove, work individual fingers as you tell the story. One glove with characters could be provided for each student. These gloves could be kept by the teacher and used now and then in class as an activity. This could also be adapted for use as finger puppets. Children could tell the story in their own words.

Let the children color the pictures of Hannah praying in the Temple with Eli behind her, and then the one of Hannah alone. Cut out and color the baby Samuel (see Patterns). Glue the baby in the mother’s arms. The children could also glue a small piece of flannel to the baby’s blanket.

Stick Puppets — Cut out shapes of Hannah praying, Elkanah, Eli, baby Samuel, boy Samuel and Samuel’s new coat (see Patterns). Cut them in duplicate from light cardboard or heavy construction paper. Let the children draw on faces, etc. They may color the figures if you wish. Older children may want to add bits of material, yarn for hair, etc. Faces may be cut from magazines and glued on also. Insert tongue depressor or ice cream stick between the shapes and glue them. You may make a stage for the puppets from a shoe box or posterboard. Cut an opening in the lid of the shoe box. Tape the lid to the box. Cut out the bottom of the shoe box and let puppets appear before the opening. For the posterboard, cut a rectangular piece, then cut out an opening. Cut two narrow pieces as tall as the rectangle and tape onto the sides for flaps to make the stage stand up. Or you could just fold the sides back. Let each child make a set of figures and a stage. Let them act out the story. They can take it home and tell it to others.

Give each child a paper doll representing Samuel wearing a simple garment, and a coat for them to cut out (see Patterns). Make a pocket slit on each coat. Allow the children to color and decorate the coat with marking pens. As they do, discuss how Hannah no doubt la-

bored over details and decorations on each little coat she made for her son. Give each child a little slip of paper on which to write a short note from Hannah to Samuel. Slip the note in the slit made in the pocket.

QUESTIONS

What did Hannah pray for?

What did Hannah promise to give God if He answered her prayer?

What are some things you think Hannah taught Samuel?

What actions on Hannah’s part showed how very much she wanted a baby son?

Hannah said unto God, “Remember me. . . .” What does this tell you about the way Hannah lived?

How should we live if we want God to remember us, to hear and answer our prayers?

What is a word we sometimes use when a promise is made to God? What did Hannah promise God?

When we promise God something, how important is it that we keep that promise? Why?

Why is it important also that we keep our promises to our friends?

How did God answer Hannah’s prayer and how did she keep her promise to God?

How did Samuel respond, or react, to the consecration his mother made regarding him?

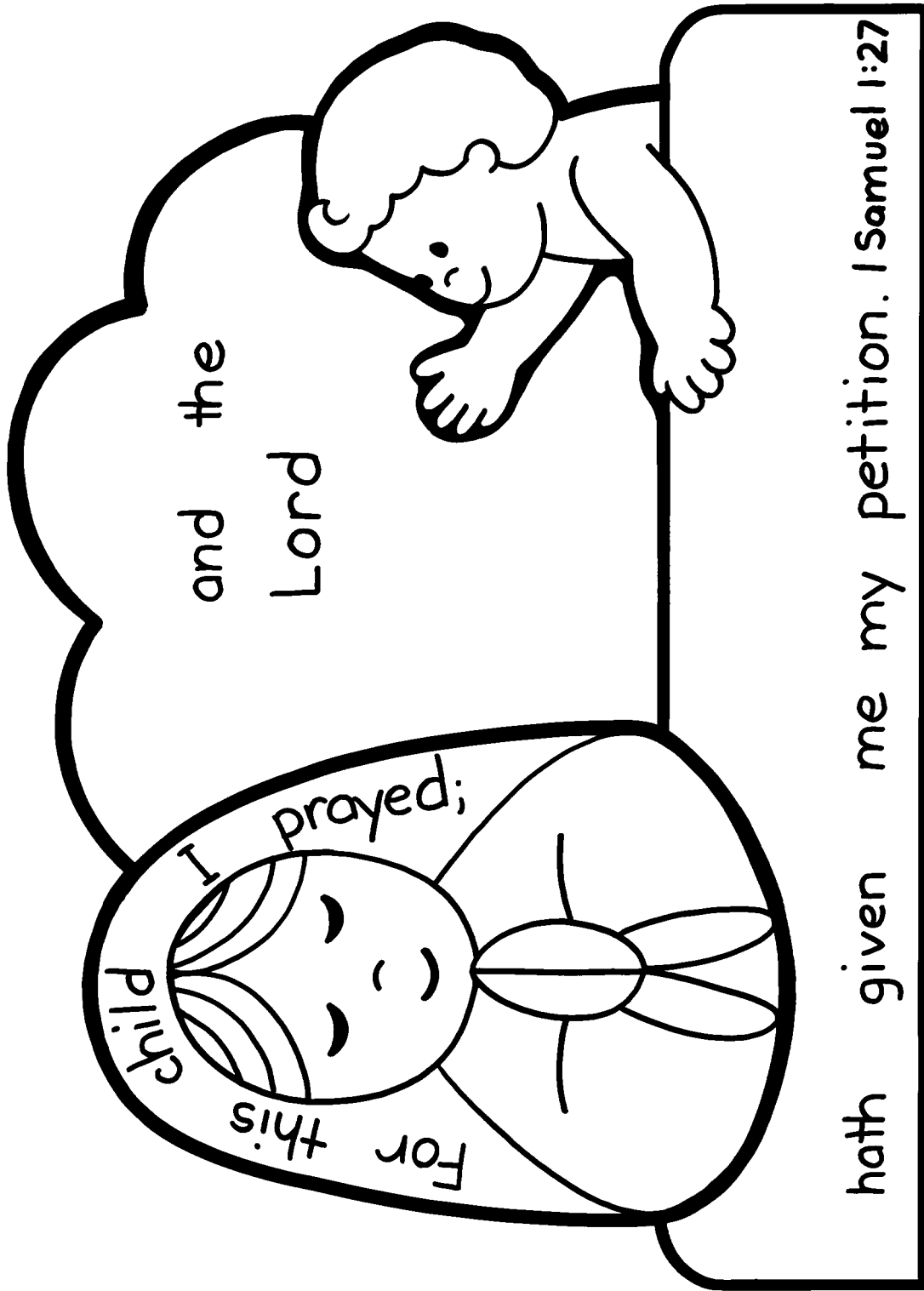
What might be some of the character traits Hannah helped to instill in Samuel?

PRE-SCHOOL SUGGESTIONS

Action Play — Do What Hannah Did. Ask each child to find a spot in the room which will be his own “space.” Each child should return to his own place when you say “space.” Give the following directions one at a time. Allow the children time to carry out the directions, then say “space” before giving the next direction.

1. Show how Hannah prayed for a son.
2. Show how Hannah washed Samuel’s clothes.
3. Show how Hannah fixed Samuel’s food.
4. Show how Hannah sewed coats for Samuel.
5. Show how Hannah looked when Samuel was naughty.
6. Show how Hannah took Samuel to the Temple.
7. Show how Hannah thanked God for Samuel.
8. Show how Hannah walked to the Temple.
9. Show how Hannah walked to the altar and prayed.
10. Show how Hannah walked home, and show by your face how she felt when God answered her prayer.
11. Show how Hannah carried the baby Samuel.
12. Show how Hannah held Samuel’s hand and took Samuel for walks.

Cut out the four small pictures showing events in the story of Hannah (see Patterns). Let your children ar-



Jochebed, Mother of Moses

TEXT Exodus 2:1-10; Hebrews 11:23-26

OBJECTIVE The students will be able to explain how God used Jochebed to protect and instruct Moses in the things of God.

MEMORY VERSE By faith Moses, when he was born, was hid three months of his parents. — Hebrews 11:23

MEMORY VERSE SONG

By faith Moses, when he was born, was hid three months of his
par-ents. By faith Moses, when he was born, was hid three months.

MEMORY VERSE IN ACTION

BY FAITH MOSES — Make fists one on top of another.

WHEN HE WAS BORN — Rock baby in arms.

WAS HID — Left hand up like shelter, right hand “hide” under it.

THREE MONTHS — Hold up three fingers.

OF HIS PARENTS — Hold right hand above head, palm down, shorter for mother, taller for dad.

MEMORY VERSE VISUALIZED

Cut apart into sections the baby in a basket. (See pattern at end of lesson.) Put the baby on the board first, adding the basket and the water as these portions of the verse are learned.

BIBLE LESSON OUTLINE

Introduction: Bring to class several items used for protection such as a hard hat (falling objects), umbrella (rain), life jacket (deep water), or shield (weapons). Discuss what each protects us from, but conclude by pointing out how much better God’s protection is.

Progression of events:

1. Because of Pharaoh’s decree, Moses’ parents hid him until he was three months of age.
2. His mother made an ark of bulrushes and placed the baby in it.
3. The basket was placed on the river, and Miriam watched nearby.

4. Pharaoh’s daughter came to the river, saw the basket and discovered the baby.

5. She had compassion on the child.

Climax: Miriam was sent to find a nursemaid for the child, and brought the baby’s own mother.

Conclusion: God’s protective hand was over Moses, and He allowed the baby’s mother to have her child once more. Thus, she could instruct him in the ways of God.

BACKGROUND INFORMATION

The clan of 70 Israelites had entered Egypt 430 years earlier at the request of Joseph. They lived in peace in the rich land of Goshen (the Nile delta) for probably only 30 years (compare Acts 7:6 and Exodus 12:40). In spite of the next 400 years of hardship, the people multiplied greatly until there were at least two million Hebrews.

The Pharaoh was determined to stop the growth of this people and so issued the decree to kill all the male babies. However, Scripture tells us that Jochebed and Amram (Numbers 26:59) were not afraid of the king’s command because of their faith and trust in God (Hebrews 11:23).

Although Moses became the son of Pharaoh’s daughter, he was raised by his own godly mother. She no doubt instilled within the heart of Moses faith in God

and a sense of purpose as she repeated the story of his miraculous deliverance from death.

Pharaoh thought he had “dealt wisely” (Exodus 1:10) with the Hebrews in order to keep them in subjection. However, God used Pharaoh’s treachery and hardness of heart to bring about the miraculous deliverance of His own people through Moses. When it came time for Moses to choose for himself, the humble faith of his mother was more attractive than all the wealth of Egypt (Hebrews 11:24,25).

IN-CLASS ACTIVITIES

Cattail — Cut cattail head from brown felt or velour paper, and stems and leaves from green construction paper (see Patterns). Glue to blue background. Across the bottom print the words, “A Mother Has Faith.”

Allow each of your students to make a baby in a nut-shell. For each baby, you need half a walnut shell, one peanut in the shell, one square of flannel about 1½”, and markers. Draw a face on the peanut, wrap in flannel, and put into the walnut shell. Let each child take his baby home.

Make a copy of the baby and one of the basket in the bulrushes (see Patterns). Color the basket and the baby. Cut a slit in the basket. Cut out Baby Moses and slip in the basket.

Help your students “hide” Baby Moses and Miriam. Copy the picture of the basket and the bulrushes. Color the picture. Color the bulrushes green or cut from green paper. Cut on heavy lines. Put glue along bottom of picture. Glue on bulrushes to hide Baby Moses and Miriam.

Fold a large sheet of brown construction paper. Draw semi-circle baskets on both top and bottom. Inside, put Baby Moses, or draw him (see Patterns). If you use the pattern, have children color the baby, cut out and glue into the basket.

Mini Viewer — Needed: Scissors, transparent tape, crayons, an empty kitchen matchbox, a roll of adding machine tape, and lots of imagination! To make the viewer: Cut two slits in the center of the top of the matchbox, about two inches apart. You may decorate the viewer by wrapping the outside in paper and then coloring it or covering it with contact paper. To make the film: Mark off 2” spaces on the adding machine tape to make frames. Write the title of your film on the **second** frame. Then begin drawing each part of your story. You make figures talk by using a “word bubble.” Write **THE END** on the last frame of your film. Color your film. Slip the inside of the box into the sleeve, bottom side down. Thread your film from right to left through the

slits and in between the bottom of the box and the sleeve. Pull the film slowly through the viewer to see the story. You might make a tape-recorded sound track to go along with the frames of your story. Use a bell or some special sound to indicate when to move the film forward. You can store your films in the viewer. Suggestion: For older youngsters, frames could be cut from Christian comic books and glued onto the tape to make a film.

QUESTIONS

Why did Jochebed, mother of Moses, have to hide him when he was a baby?

What do you think were the feelings of Jochebed when she put her baby in the little ark in the river?

Because of God’s protecting hand, who found Moses when he was hiding in the River Nile?

How was Moses’ mother able to help her baby after he was found by Pharaoh’s daughter?

Miriam was just a young girl at this time. What characteristics might describe her? Were you in her place, what might your feelings have been?

What incidents in this story reveal God’s answer to the prayers of this family?

Did Moses’ mother talk to him the most about God or Pharaoh? How was Jochebed able to implant the truths of God and Moses’ true heritage in his mind and heart? What influence did that have in his later life and the decision he made as a young man?

What might Moses’ life have been like had he chosen to remain in Egypt as the son of Pharaoh’s daughter? How might we compare the decision Moses made with the one we all must make at some time in our life?

PRE-SCHOOL SUGGESTIONS

Give each child a copy of the simple drawing of the baby in the basket (see Patterns). Let them draw in the tall grass which hid the baby.

Tell the story with a doll with blanket in a basket (nut shell may be used). Use blue cellophane for water, plastic or silk greens for flags. Make a simple line drawing of the king with a frown. Make scroll and write “decree” words on it. Doll figures can act out the story.

REVIEW IDEAS

Start with the square sheet of paper at least 3 feet by 3 feet. Fold each corner to the center, making another smaller square. Turn over and repeat folding in the corners, making a smaller square. Turn over again and on the outside flaps write “Mom,” “Mother,” “Mommy,” and “Mama.” On the inside of the flaps put stickers of faces, including Jesus’ face. Underneath the flaps write questions about each of the lessons.

Examples: Today’s memory verse
Name of Bible mother

Name or sing one of the songs learned this unit
 Name three ways to help Mom
 Who taught Moses about God?
 To start, child picks one of Mother's nicknames. You move your fingers back and forth saying the letters of that word (M-o-m-m-y). The child picks a sticker that is showing and you raise the flap to ask the child a question. The child should be able to answer. It is a good idea to have at least two questions under each flap in case the same flap is chosen again. This could involve several children.

Cut out the lesson symbols (see Patterns) in a size appropriate for display with words on a chalkboard. Arrange the symbols in a random order on a bulletin board. Explain to your group that to review the lesson they will help you write a story using these symbols. Write simple sentences on a chalkboard but leave blanks to fill in with the pictures. When they tell you which picture should be placed there, remove the symbol from the adjacent bulletin board and use a piece of double stick tape to mount it in the proper spot. Note: You may need to cut out some of the symbols more than once. Write your story out in advance and count

the number needed. Be sure you identify what each symbol stands for with your group before starting the story.

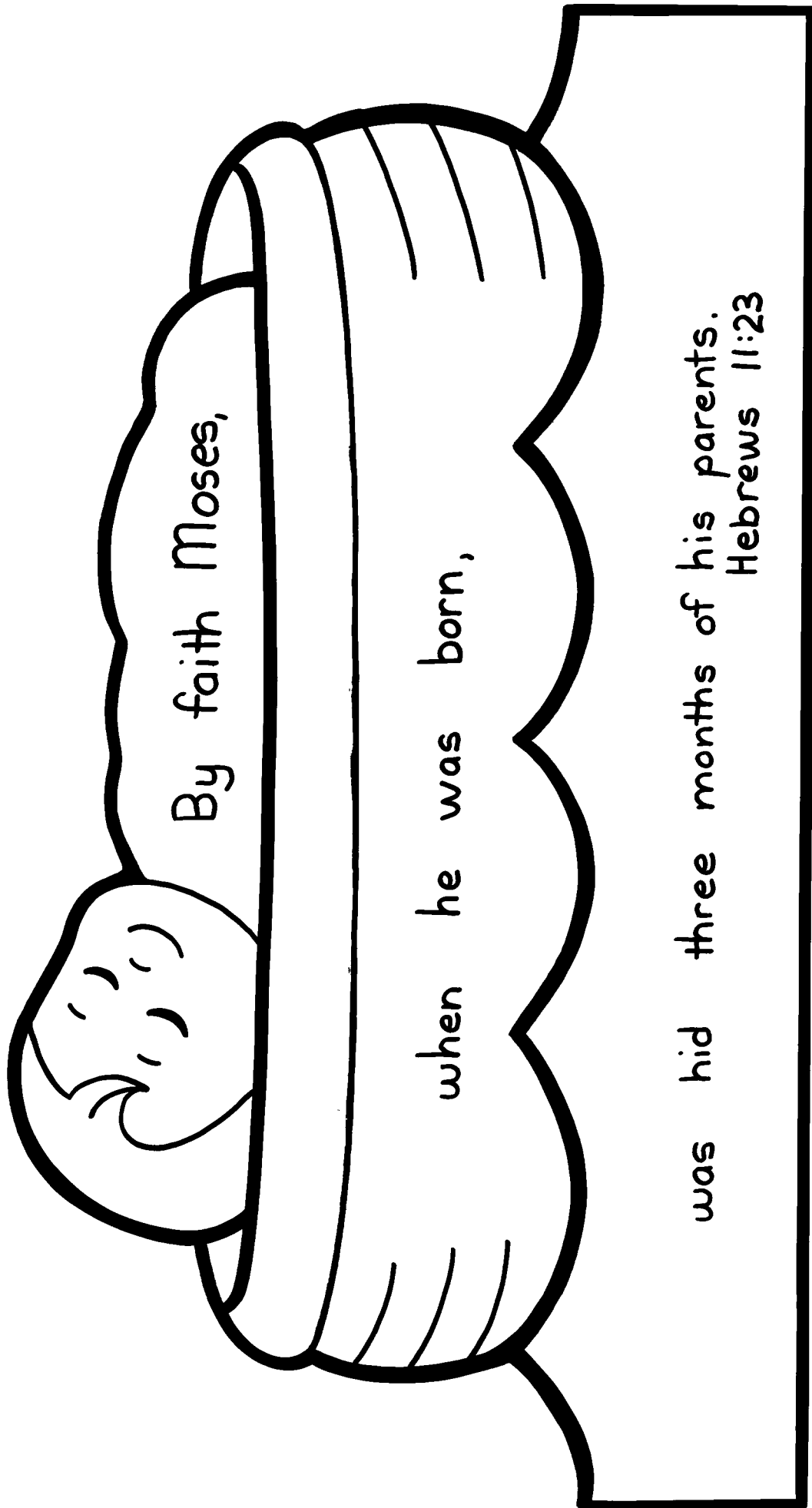
COORDINATING SONGS

"More About Jesus"

SUPPORT MATERIAL

- Baby Moses — Suede-graph, Concordia
- Baby Moses — by Ruth Odor, Standard Publishing
- Baby Moses — Happy Day Book, Standard Publishing
- Baby Moses — Magic Picture Book, David C. Cook
- Baby in a Basket — Palm Tree Book, Concordia
- Baby in a Basket — Scripture Press
- The Baby in a Basket — by Ruth Odor, Standard Publishing
- God Watches Over Baby Moses — Inlay puzzle, Standard Publishing
- Stories About Moses — Pict-o-graph, Standard Publishing
- Princess and the Baby — Arch Book, Concordia
- The Young Moses — Coloring and Activity Book, Bible Discovery Aids

NOTES



By faith Moses,

when he was born,

was hid three months of his parents.
Hebrews 11:23