

## How Does God Rescue?

### Session summary:

CEIS Primary 1.C asks **‘How Does God Rescue?’** and shares something more about God’s rescue plan by considering many different examples of rescue in the Old Testament, specifically throughout the life of Moses. From his story, we learn that God provides rescuers (Moses for the Israelites), gives us freedom (Exodus from Egypt), provides for our daily needs (manna & quail), and gives us rest (the Promised Land). We then consider God’s promise to bring another prophet “just like Moses” (Deut. 18:15). We look at the clues in Jesus’ life and compare how God provided rescue through Moses, and how He provides an even bigger rescue through Jesus. In doing this, we seek to demonstrate how God’s big rescue plan was always intended, as early as the time of Moses, and is communicated in the Bible as One Big Story.

Session Topic	Learning Outcomes <i>We aim to:</i>	Pedagogy <i>Learning will be achieved through:</i>	Success Criteria <i>By the end of this session students will:</i>
<b>Discovering different stories of God’s rescue from the life of Moses and how this reflects the life and purpose of Jesus as a Rescuer.</b>	<ol style="list-style-type: none"> <li>Explore four different important stories from the life of Moses and identify how each story demonstrates a different form of God’s rescue: the rescue of baby Moses, the parting of the Red Sea, the gift of manna in the wilderness, and the Promised Land.</li> <li>Discover what these stories reveal about the different ways in which God rescues, in particular how he provides a Rescuer or leader to guide people to freedom and rest.</li> <li>Establish a connection between the life of Moses and the life of Jesus, as a fulfillment of God’s promise to raise up another prophet “like Moses” from the Israelite people.</li> <li>Determine how this connection reveals God’s big plan to rescue everyone through Jesus: how the Bible tells this big story of rescue, and what this might mean for the students themselves.</li> </ol>	<ol style="list-style-type: none"> <li>Reading comprehension: engagement with short texts from the Bible, and other text narratives via listening, sight reading and viewing.</li> <li>Creative play: Sessions are based on using physical resources and props to illustrate stories and more abstract concepts. Students are encouraged to engage with these resources according to their own understanding.</li> <li>Independent inquiry: questions and activities are designed as open-ended with no set or desired product, so students may be free to develop their own ideas and responses to stimulus questions.</li> <li>Group engagement: Students are encouraged to communicate verbally and work with each other, as well as the CEIS staff and volunteers, in large and small groups while progressing through stories and activities.</li> </ol>	<ol style="list-style-type: none"> <li>Be familiar with four significant stories from the life of Moses from the books of Exodus and Deuteronomy in the Bible.</li> <li>Be able to identify from these examples how God rescues by providing leaders, freedom, nourishment, and rest.</li> <li>Assess to what extent the person of Jesus reflects the person of Moses, and how he is another, bigger example of how God rescues.</li> <li>Develop further questions and wonderings about the topics of God, the Bible, Jesus and the rescue plan either for personal or collective investigation in future terms.</li> </ol>

**SESSION SEQUENCE: How does God Rescue?**

Time	Who	Broad structure
15 mins	Team Leader - all students	<ol style="list-style-type: none"> <li><b>Arrival activity: (general welcoming conversation)</b></li> <li><b>Orientation:</b> What are some different ways people can be rescued? There can be many different kinds of rescuers. For Christians, God is the Big Rescuer.</li> <li><b>Introducing the story of Moses:</b> in the story of Moses, in the Old Testament, we will discover many examples of <i>how</i> God rescues and how He promised to rescue in the future, after the time of Moses.</li> </ol>
20-30 mins	Volunteers and small groups of students	<p><b>For all stations:</b> the story of Moses via use of an interactive map and flipbook story with illustrations.</p> <ol style="list-style-type: none"> <li><b>Activity 1: Loose Parts Creation - Desert vs Promised Land</b> <ol style="list-style-type: none"> <li>Students discuss what it would be like to wander the desert, and wonder what the Promised Land would be like in comparison.</li> <li>Students discover the connection between the Promised Land for the Israelites, and the Promised Land that comes by having faith in Jesus (key verse: Hebrews 4:5). The Promised Land is the place of rest, with God forever, for those who believe, both now and in heaven.</li> <li>Students create split artworks together or individually using loose parts (a variety of craft materials): one half depicts desert and the other half depicts Promised Land.</li> </ol> </li> <li><b>Activity 2: Drama - playing out the story of the Red Sea and Manna in the Wilderness</b> <ol style="list-style-type: none"> <li>Students discuss the idea of freedom from slavery, and how the Israelites may have felt after crossing the Red Sea.</li> <li>Students discover the connection between freedom for the Israelites, and freedom for all people through Jesus (key verse: Galatians 5:15). In Jesus, we are free to love and serve others instead of being 'stuck' in hate or fighting or brokenness.</li> <li>Students act out the short play, using props, of the crossing of the Red Sea. Students play all roles and coordinate their own stage direction with support from the Volunteer leader.</li> </ol> </li> <li><b>Activity 3: Haiku - students either write or listen to a haiku and create actions</b> <ol style="list-style-type: none"> <li>Students discuss the story of Moses being rescued as a baby, because of his mother's faith and God's protection.</li> <li>Students discover the connection between Moses being saved as a baby from a terrible law, and Jesus being saved as a baby from a terrible law (key verse: Matthew 2:13). In both situations, God protected and saved the one He was going to use as a rescuer and leader: He always has a plan.</li> <li>Students create haiku poems based on any part of the story they heard. Younger students have the option of making up actions to some pre-written haikus provided for them.</li> </ol> </li> <li><b>Activity 4: Drama - playing out the story of Manna in the Wilderness</b> <ol style="list-style-type: none"> <li>Students discuss the idea of feeling hungry and tired in the desert and how it would feel to receive the food you needed in those conditions.</li> <li>Students discover the connection between God providing manna from heaven and Jesus being the 'true' bread from heaven and the Bread of Life (key verse: John 6:25). Jesus is even more important than our everyday food because he brings us eternal life with God.</li> <li>Students act out the short play, using props, of the provision of manna and quail in the wilderness. Students play all roles and coordinate their own stage direction with support from the Volunteer leader.</li> </ol> </li> </ol>
10 mins	Team Leader - all students	<ol style="list-style-type: none"> <li><b>Summary &amp; conclusion</b> <ul style="list-style-type: none"> <li>Via a game of 'Match' on the board, students make the connections between elements of Moses' story they have learned and the corresponding events in Jesus' life that were explained in the stations.</li> <li>The Big Answer: <b>God provides rescuers (like Moses, and ultimately Jesus) to bring people from hardship and trouble to safety and rest.</b> Moses was God's provided rescuer to bring the Israelites out of slavery and towards the Promised land and even provided them with the food they needed to survive the wilderness. Jesus was God's provided rescuer who came for all people and resolves the bigger problems that come with broken relationships, pain, death, and separation from God. Jesus makes a way for us to enjoy life with God forever in safety and peace.</li> </ul> </li> </ol>