

The LORD Your God

Main Ideas

- God is the greatest authority and has the right to command and expect obedience.
- God declares Himself as the God of His people and shows His goodness.
- God declares Himself as the Liberator freeing His people from bondage.

Key Verse

Exodus 20:2—"I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery."

Scripture

1. Exodus 19:4-6, 8a
2. Exodus 20:2
3. Psalm 89:11

Curriculum Resources

- Nametags (CH-1A, one for each student, see Preparation)
- **Discussion 1A-1C (CH-1B, see Preparation)**
- **Question Card—Who? What? How? Why? (1A)**
- Classroom Mural (see Preparation)
 - Mural Diagram (1B)
 - Prologue 1-2 (1C-1D)
 - Crown (1E)
 - House (1F)
 - Red Sea (1G)
 - Cross (1H)
- **Yahweh Visuals**
 - **Sovereign 1 (1I)**
 - **Self-Sufficient 2 (1J)**
 - **Eternal 3 (1K)**
 - **Almighty 4 (1L)**
 - **Unchanging 5 (1M)**
- Application Game (see Supplies and Preparation for Application Activity)
- A Note to Parents (for each student)
- Parent Page for Lesson 1 (for each student)
- Student Banner (for each student, see Preparation and the Important Note on Student Banner)

Other Supplies

- Bible (preferably English Standard Version)
- 1- to 2-lb. weight (or a 32-oz. unopened can of food)
- For Peanut Butter Sandwich Illustration (see Preparation)
 - Adult male volunteer
 - Jar of peanut butter
 - Loaf of bread
 - Knife
- Pillowcase
- 4 or 5 more weights (or canned goods)
- Optional: Whiteboard and markers
- Tape
- The Righteous Shall Live By Faith Family Devotional (for each family)

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the children and adults in your class.

Nametags—Print the **Nametags** on cardstock and cut out one for each student. You could laminate them after writing the student's name on them. The nametags could be taped onto the students' clothing, or you

could punch a hole to attach the nametags with a safety pin, or even punch two holes for a ribbon so that they could be worn around the neck.

Discussion Card—Print a **Discussion 1A-1C** card for each small group, write the discussion card information on the whiteboard, or prepare to electronically display the PDF provided for this purpose.

Adult Male Volunteer—Before class, choose a man to help with the peanut butter sandwich demonstration and give him the supplies. (This will avoid a child thinking the sandwich belongs to you since it was your bread and peanut butter.)

Classroom Mural—The mural pieces will be used to create a large multi-pieced visual to use throughout the study. Pieces can be placed each week on a wall. You will need a space slightly larger than 43" x 33" for the completely assembled classroom mural. For this lesson, print the **Prologue 1-2, Crown, House, Red Sea,** and **Cross** mural pieces. All but the Prologue 1-2 pieces will also need to be cut out. Use the **Mural Diagram** to see how to place each piece. To speed up the placement of the mural pieces during the lesson time, mark the spots for the pieces used in each lesson with tape. You will add to the classroom mural during each lesson, and the classroom mural (except the Cross piece) should be displayed throughout the study. At the end of this lesson, the Classroom Mural should look like this:



Student Banner—If you have not purchased Student Banner Packets for your class, print the **Student Banner** for the students. and cut out the **Prologue, Crown, House, Red Sea,** and **Cross** pieces from the Classroom Handouts folder in Curriculum Resources. Either cut out the pieces or provide scissors for others to cut them out. Optional: You may want to make these into magnets. Laminate the piece after attaching the magnet.

Note: If the parents have The Righteous Shall Live By Faith Family Devotional Guide, they already have a copy of the Student Banner and the banner pieces. However, it still may be helpful to have each student make their own banner in class.

Important Note on Student Banner

Each student should receive a Student Banner printed from the Curriculum Resources (on the CD or as downloads) or purchased as a printed Student Banner Kit. This banner can be used in a variety of ways throughout the study:

- At the beginning of class or during transition time (using the previous week’s piece/s for review).
- During class at the appropriate points in the lesson.
- At the end of the class time.
- As a take-home review, sending pieces home each week. (Note: If parents have a Family Devotional Guide, a Student Banner and pieces are included at the back of the book.)

Supplies and Preparation for the Application Activity

(Each week, the game will provide the application part of the lesson. For this first lesson, a short application is included in Discussion 1C. In future lessons, the game will provide application opportunities.)

For each small group

Option 1—Order The Righteous Shall Live By Faith Game Kit from Truth78.org. Follow the instructions on the provided instruction sheet for minimal assembly and use.

Option 2—Print and assemble **The Righteous Shall Live By Faith Application Game** (from the Curriculum Resources CD or downloads). Follow the instructions on the provided instruction sheet for assembly and use.

Supply Box for Both Options 1 and 2—It would be helpful to provide a shoe box or a plastic box for each small group to store the following supplies for use during the study: 14 letter-sized envelopes that you will label for the cards as described on the instruction sheet; scissors; markers and any other decorating supplies for the craft cards, such as glitter, glitter pens, stamp markers, stickers, sequins, etc.; the Craft Cards; pencils; a stack of scrap paper (approximately 4” x 5”) or a small pad of paper, and 78 removable stickers to mark your progress. Note: For the Craft Card for Lesson 9, you will also need three business-sized envelopes for each student.

Introduction

2 weights,
whiteboard,
markers

(Call a child to the front of the room. Put the **1- to 2-lb. weight** in one of the child’s hands. Ask him to pump both arms up and down 10 times.)

Which arm was easier to move? Why? Did the weight help or hinder you?

(Put a second **weight** into the child’s other hand. Then ask the child to do some simple actions (e.g., tie his shoes, write his name on a **whiteboard**, touch his toes 10 times).

Was it harder to do those things with the weights in your hands? What if you had those weights in your hands for the whole day—when you eat breakfast, when you make your bed, when you brush your teeth, when you comb your hair, when you do your schoolwork, when you play basketball...How do you think you would feel by the end of the day? Do you think you would just want to get rid of these weights? Would you want to be free from them? Would you say, “Just get rid of these things!”? You would probably do whatever you needed to do to escape these weights!

(Take the **weights** from the child’s hands.)

“Ahh! The great escape!”

Large Group Lesson



- ? *The Bible tells us about a great escape—a great escape from bondage—the Exodus. Can anyone tell me what the word “exodus” means? [going out, the way out]*

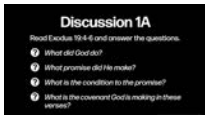
(Display the **Question Card**.)

Let’s see if we can answer some questions about the Exodus:

- ? *Who? Who left in the Exodus? [the Hebrews; children of God; Israelites]*
- ? *Where? From where did they leave? [Egypt] Where did they go? [Into the wilderness on the way to the Promised Land]*
- ? *What? What was the situation? [They were slaves for Pharaoh.]*
- ? *How? How did they escape from Pharaoh? [God sent many plagues to make Pharaoh let the people go; God miraculously opened the Red Sea for them to pass through to the other side.]*
- ? *Why? Why did the Hebrews need to leave Egypt? What reason did God tell Moses to give Pharaoh? [That they might serve God.]*

In the wilderness, God miraculously provided food and water for the Israelites. He had proven that He could take care of His children by bringing them out of Egypt, leading them through the Red Sea, and giving them food and water. In the wilderness of Sinai, the Israelites camped by the mountain while Moses went up Mount Sinai. There God gave Moses His words to speak to Israel.

(Refer the class to **Discussion 1A**.)



Discussion 1A

Read the following verses and answer the questions.

Exodus 19:4-6—“You yourselves have seen what I did to the Egyptians, and how I bore you on eagles’ wings and brought you to myself. ⁵Now therefore, if you will indeed obey my voice and keep my covenant, you shall be my treasured possession among all peoples, for all the earth is mine; ⁶and you shall be to me a kingdom of priests and a holy nation. These are the words that you shall speak to the people of Israel.”

Questions

- ? *What did God do? [brought the Hebrews out of Egypt]*
- ? *What promise did He make? [Israel would be His treasured possession, a holy nation.]*
- ? *What is the condition to the promise? [Israel had to obey God and keep His covenant.]*
- ? *What is the covenant God is making in these verses? [God would be their God and bless them if the Israelites would obey Him and worship Him alone.]*

Moses told the Israelites about God’s promise to Israel that they would be blessed if they would obey God and keep His covenant. Let’s see how Israel responded to God’s covenant made to them through Moses.

(Ask the class to look up Exodus 19:8a. Read the verse as follows.)

Teacher: “All the people answered together and said,”

Let’s read the next sentence together: “All that the LORD has spoken we will do.”

After this, God told Moses He would come in a thick cloud upon Mount Sinai and speak to Moses. The people would see that Moses was God’s chosen spokesperson to them. God gave specific instructions about His coming on Mount Sinai.

- For two days, the people had to pray and think about God—they had to put their minds on spiritual things.
- They had to wash their clothes and be clean before God.
- God had instructed Moses to tell them that they could not even go near Mount Sinai, the mountain where God would give the commands to Moses. If they even touched the mountain, they would be put to death.
- God is holy—He is set apart from everything else. He is above all things. God is so great, so good, and so worthy of respect that man could not even go near the mountain where God would come down.
- Only Moses was given special permission to approach God on the mountain so that God could give the commands—the law—to Moses to give to Israel.

Prologue mural pieces, Mural Diagram, tape

(Using the **Mural Diagram** as a guide, **tape** the **Prologue 1-2** mural pieces to the proper place on a wall to start the **mural**, and read the verse.)

Exodus 20:2—“I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery.”

(Refer the class to **Discussion 1B**.)

Discussion 1B

❓ Does this seem like an odd way for God to start the Ten Commandments? Exodus 20:2 is called the prologue—it goes before the law. Why do you think God put the prologue before the Ten Commandments?

❓ What is God saying in the prologue?

Discussion 1B

❓ *Does this seem like an odd way for God to start the Ten Commandments? Exodus 20:2 is called the prologue—it goes before the law. Why do you think God put the prologue before the Ten Commandments? [Many important documents start with a “prologue”—an introduction or beginning to a document. God wanted to show the importance of this covenant. But even more than that, God wanted to make known to Israel some very important truths.]*

❓ *What is God saying in the prologue? (Let students answer this question, making their own observations of the text.)*

Illustration

(Ask the first row of students to stand up, mill around, and ignore your first instruction to sit down. They should only sit down AFTER you remind them of your authority as their teacher. You as the teacher should now walk out of the room, and then walk back in and make the following statement.)

Everyone needs to sit down. (None of the students should sit down at this point.)

(Repeat the exercise, but this time when you return add to the statement.) *I'm the teacher, and I say that everyone needs to sit down.* (The students should now obey your command.)

Classroom mural

What is the difference between the first and second times when I came into the room? When I start with "I'm the teacher," you realize that I am in charge of the class—that I am the authority—that I am in charge.

If I come into the room and say: "I'm the teacher, and everyone needs to sit down. If you want to ask a question, you must raise your hand. You may not talk when I am talking." Why can I make those rules?

Are you going to say, "I don't like your rules. I'm going to change your rules"? Why not?

Understanding a teacher's position and authority will help you to understand the prologue and the Ten Commandments.

(Point to the **Prologue** mural piece.)

? *First, who is talking—who is giving the commandments? [the LORD]*

The LORD—or "Yahweh" in Hebrew—is giving the commandments. The prologue and the Ten Commandments are like God saying, "I'm God, and this is what I say."

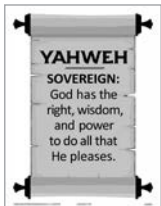
(Unless you are displaying the following visuals electronically, call five students to the front of the class. Give each student one of the **Yahweh Visuals** and ask them to hold up their visual as you read the meaning of the attribute mentioned.)

The name "Yahweh" shows God's authority—it shows that He is in charge; He doesn't receive commands from anyone; no one is in charge of God.

- *Yahweh means that God is sovereign. Sovereign means: God has the right, wisdom, and power to do all that He pleases.¹*
- *The name "Yahweh" means that God is self-sufficient—God doesn't need anything or anyone.*
- *Yahweh means that God is eternal—God has no ending, He lives forever.*
- *The name Yahweh means that God is almighty—God can do anything.*
- *Yahweh means that God is unchangeable—God never changes.*

(Show a child where to **tape** the **Crown** mural piece on the **mural**.)

We are going to put a crown on our banner to remind us that Yahweh is in charge—like a king.



Tape, Crown mural piece

¹ This definition of sovereign is from the Truth78 curriculum, *The ABCs of God* by Jill Nelson.

Illustration

(Call the **adult male volunteer** to the front of the room with his **supplies to make the peanut butter sandwich**. Ask him to make a peanut butter sandwich. After he has made the sandwich, ask the class the following questions.)

Whose peanut butter sandwich is this? Why?

Could I tell [Mr...] how many pieces to cut his sandwich into? If he wants to cut it in half, can he? If he wants to cut it into four pieces, can he? How about if he wants to cut it into 16 pieces? Do I have any right to tell him how to cut his sandwich? Why?

[Mr...], what could you do with this sandwich now? (He should list several things.)

Can I tell [Mr...] what to do with his sandwich? No—If he wants to eat it, he can. If he wants to give it away, he can. If he wants to save it for later, that is his right. If he wants to throw it away, he can throw it away. It is [Mr....'s] right to decide what to do with the sandwich because it belongs to him.

What would you think of me if I took the sandwich and did what I wanted with it?

What gives God the right to make commandments? What gives God the right to decide what is right and what is wrong? What gives God the right to tell us what to do and what not to do?

(Have a Sword Drill with the following verse to discover the answer. See the Sword Drill instructions in the appendix.)

Psalm 89:11—The heavens are yours; the earth also is yours; the world and all that is in it, you have founded them.²

? *What gives God the right to make commandments? [He is the Creator of all things.] (Make sure that the point is made that the maker of something has the right to do what he wants with what he has made. [Mr. ...] has the right to do what he wants with his peanut butter sandwich, because he made the sandwich.)*

God has the right to do whatever He wants with His creation.

(Refer the class to **Discussion 1C**.)

Discussion 1C

Do you like to be told what to do? How do you feel when you are told what to do? Do you like rules? How do you respond to rules? Why?

Would you rather do whatever you want to do or be told what to do? What does this tell you about yourself? (Make sure the children understand that there is rebellion in all of our hearts.)

Adult male volunteer, supplies to make peanut butter sandwich

Discussion 1C
 1 Do you like to be told what to do? How do you feel when you are told what to do? Do you like rules? How do you respond to rules? Why?
 2 Would you rather do whatever you want to do or be told what to do? What does this tell you about yourself?
 3 Even though God has the right to tell us what to do, the natural human heart's response to God's rule and His commandments is rebellion. What are the consequences of rebellion to God's rule? Why is this hard?

2 Additional texts: Deuteronomy 10:14; 1 Chronicles 29:11; Nehemiah 9:6

Even though God has the right to rule man, how does the natural human heart respond to God's rule and His commands? Give some examples. What are the appropriate responses to God's rule? Why is this hard?

Classroom mural

(Point to the **Crown** mural piece on the mural.)

Because God made the world and everything in it, He is the sole (only) owner of all things, and therefore He has the right to do whatever He pleases. He is the King of all creation—the King of the Universe.

(Point to the phrase “your God” on the **Prologue** mural piece.)

God is not only “Yahweh”— the authority, the one in charge—He is also “your God.” This means He is personal, inviting you to be in relationship with Him, offering to you that you be family with Him.

As I read Exodus 19:4-6 again, raise your hand when you hear in the text that God is Israel's God, a personal God who desires relationship with His people.³

Exodus 19:4-6—“You yourselves have seen what I did to the Egyptians, and how I bore you on eagles' wings and brought you to myself. ⁵Now therefore, if you will indeed obey my voice and keep my covenant, you shall be my treasured possession among all peoples, for all the earth is mine; ⁶and you shall be to me a kingdom of priests and a holy nation. These are the words that you shall speak to the people of Israel.”

Tape, House mural piece

(Ask a child to **tape** the **House** mural piece on the mural.)

God is inviting Israel to be family—He wants to live among them and be their own personal God. The Egyptians had many gods, but they were not personal. They were harsh, and the Egyptians spent their lives trying to please their gods—trying to make their gods happy—because they were afraid of the anger of their gods. Yahweh, the God of Israel, offers to be “your God,” to be at home with you. He invited Israel, and He invites you through trusting in Jesus, to be His people.

Classroom mural

(Point to the **Crown** mural piece.)

*So we see God's greatness and God's goodness (point to the **House** mural piece) in the prologue.*

(Point to the last phrase of the **Prologue** mural piece and read it.)

“...who brought you out of the land of Egypt, out of the house of slavery.”

*Last of all in the prologue, God reminds Israel of something that shows He is Yahweh—the One who is almighty and in charge (point to the **Crown** mural piece), and that He has a heart for His people, which shows that He is really their God (point to the **House** mural piece). He performed miracles, sending plagues on the Egyptians, opening the Red Sea, and freeing His people from slavery.*

? *What was it like for the Hebrews to be slaves in Egypt? [they had to work under unfair conditions; they weren't free to go where they wanted; they couldn't leave Egypt]*

³ Additional passage: Deuteronomy 7:6-8

In our opening illustration the weight on [child's name] was a burden that kept [his] hand from moving freely.

Illustration

**Weights,
pillowcase**

(Call a child to the front of the class. Put the **1- to 2-lb. weight** in the **pillowcase** and ask the child to carry it over his back.)

Slavery was like a weight or burden, too. It kept the Hebrews from being free. It made life difficult for them. God freed His people from slavery in Egypt.

There was another kind of slavery that weighed down the Hebrews and weighs all men down—the weight of sin.

Name some sins—some wrong heart attitudes.

(Take the pillowcase back from the child and, as the class calls out the names of some sins, put **more weights** in the **pillowcase**.)

Sin is a heavy burden to carry—our hearts are not free when they are full of sin.

(Place the **pillowcase with the weights** back on the child's back.)

God not only wanted to free the Hebrews from slavery, but He also wanted to free them from the weight of sin.

Classroom mural

(Point to the **Mural**.)

*God is Yahweh—in charge of all things and almighty (point to the **Crown** mural piece); God is “your God”—a personal God who invites you to be His family (point to the **House** mural piece); and God is the Liberator—the One who frees from slavery in Egypt.*

**Tape, Red Sea
mural piece**

(Put the **Red Sea** mural piece on the **mural**. Then, remove the **pillowcase with weights** from the child's back.)

In the great escape from Egypt, God made a way out for the Hebrews by opening the Red Sea. And God has made a way of great escape from the burden and the punishment for sin through His Son, Jesus.

**Tape, Cross mural
piece**

(**Tape** the **Cross** mural piece on top of the **Red Sea** mural piece. Then, close in prayer, thanking God that He is the LORD, that He is a personal God, and that He is the Liberator.)

Application Activity

Distribute the supplies for The Righteous Shall Live By Faith Application Game to each small group. Have them prepare the game for use following the instruction sheet. If you have purchased the Game Kits, the preparation work will be minimal. When the game is ready to use, have them acquaint themselves with the rules, set-up, and pieces. Then, they can use any time remaining to pray for each other. (In future lessons, this game will provide opportunity for application of the lesson and includes the Craft Card as a connection to the lesson.)

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Send Home

- A Note to Parents (for each student)
- Parent Page for Lesson 1 (for each student)
- The Righteous Shall Live By Faith Family Devotional Guide (for each family)
- If you are not planning to assemble the Student Banner in class, send home the Background, and the Prologue, Crown, House, Red Sea, and Cross pieces. Note that the Cross piece should be lightly taped to the banner so that it can be removed later. Also note that if parents have the Family Devotional Guide, it includes a copy of the Student Banner and its pieces.

Who?
What?
How?
Why?



Assembled Mural Diagram



OTHERS

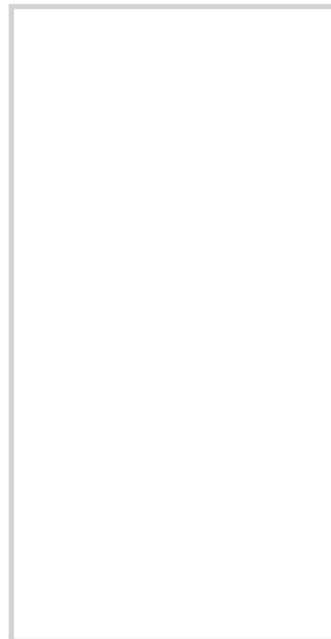
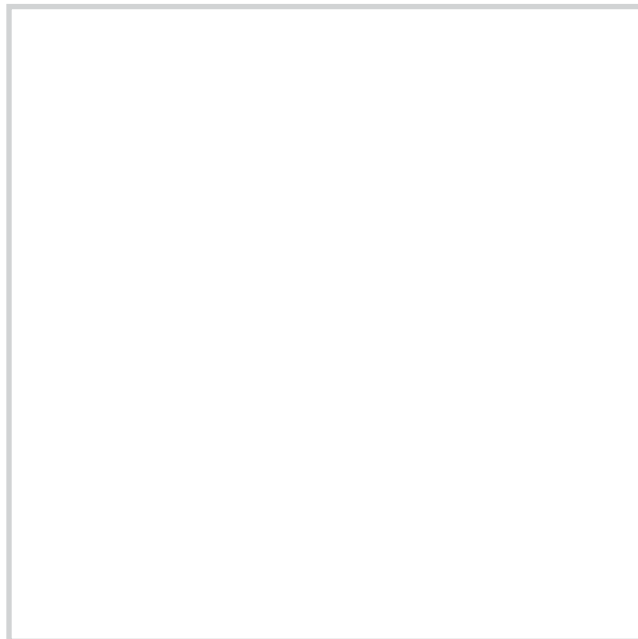
GOD

You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself.—Luke 10:27



I AM THE LORD

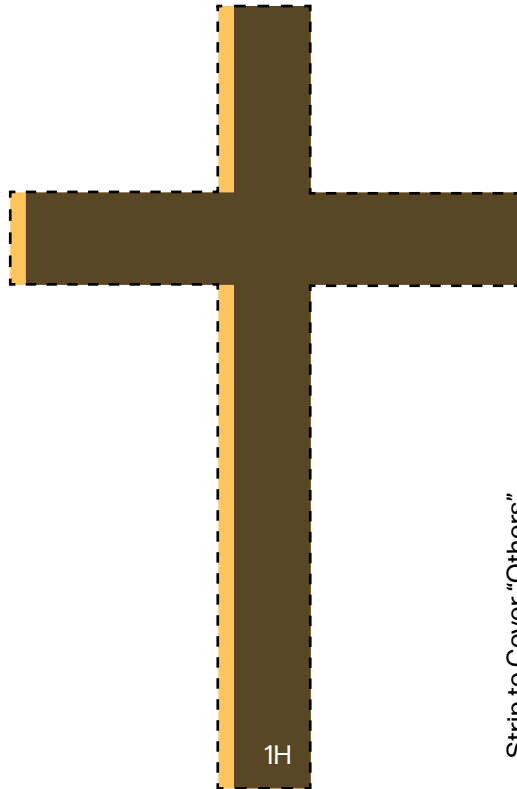
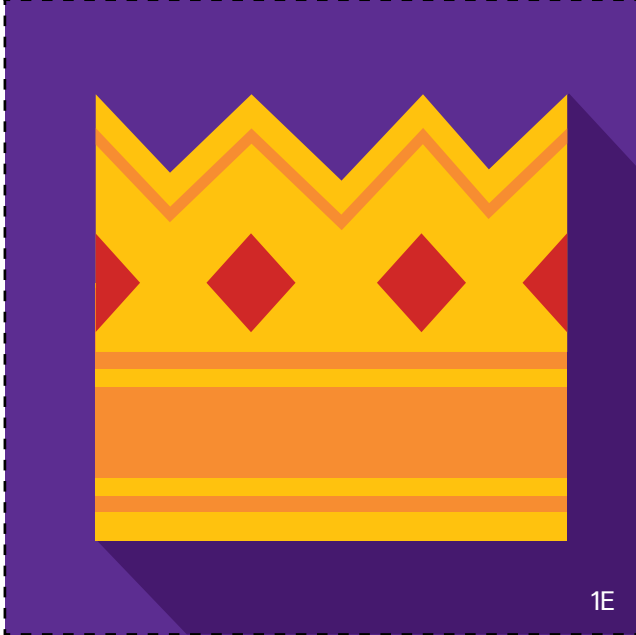
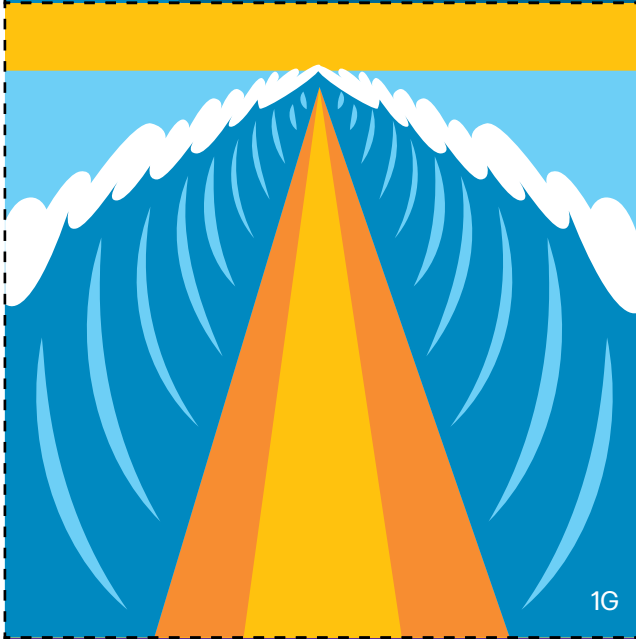
who brought you out
out of the house



A scroll with a brown, textured surface and a wooden binding on the right side. The scroll is partially unrolled, showing text. Below the scroll are two empty rectangular boxes with light blue borders.

RD YOUR GOD,
of the land of Egypt,
se of slavery.

Sample Lesson



Strip to Cover "God"

2E

8D

Strip to Cover "Others"

YAHWEH



SOVEREIGN:

God has the
right, wisdom,
and power
to do all that
He pleases.

YAHWEH



**SELF-
SUFFICIENT:
God doesn't
need anything.**

YAHWEH



ETERNAL:

**God has no
beginning and
no ending.**

YAHWEH



ALMIGHTY:

**God is
all-powerful;
He can do
anything.**

YAHWEH



UNCHANGING:

**God never
changes.**



Discussions for Lesson 1

Discussion 1A

Read the following verses and answer the questions.

Exodus 19:4-6—“You yourselves have seen what I did to the Egyptians, and how I bore you on eagles’ wings and brought you to myself. ⁵Now therefore, if you will indeed obey my voice and keep my covenant, you shall be my treasured possession among all peoples, for all the earth is mine; ⁶and you shall be to me a kingdom of priests and a holy nation. These are the words that you shall speak to the people of Israel.”

Questions

- ① *What did God do?* [brought the Hebrews out of Egypt]
- ① *What promise did He make?* [Israel would be His treasured possession, a holy nation.]
- ① *What is the condition to the promise?* [Israel had to obey God and keep His covenant.]
- ① *What is the covenant God is making in these verses?* [God would be their God and bless them if the Israelites would obey Him and worship Him alone.]

Discussion 1B

- ① *Does this seem like an odd way for God to start the Ten Commandments? Exodus 20:2 is called the prologue—it goes before the law. Why do you think God put the prologue before the Ten Commandments?* [Many important documents start with a “prologue”—an introduction or beginning to a document. God wanted to show the importance of this covenant. But even more than that, God wanted to make known to Israel some very important truths.]
- ① *What is God saying in the prologue?* (Let students answer this question, making their own observations of the text.)

Discussion 1C

- ① *Do you like to be told what to do? How do you feel when you are told what to do? Do you like rules? How do you respond to rules? Why?*
- ① *Would you rather do whatever you want to do or be told what to do? What does this tell you about yourself?* (Make sure the children understand that there is rebellion in all of our hearts.)
- ① *Even though God has the right to rule man, how does the natural human heart respond to God’s rule and His commands? Give some examples. What are the appropriate responses to God’s rule? Why is this hard?*



Lesson 1

The LORD Your God

Question: What does the name “Yahweh” mean?

Check the lesson summary in the devotional guide for Lesson 1 to find the answer!