

QUARTER & SUBJECT

COURSE DESCRIPTION

BIBLE PASSAGES

Fall 2014 James	The book of James presents steps of spiritual growth; e.g., correct response to trials and temptations; how to practice tongue control; avoiding partiality.	James
Winter 2014–15 Proverbs	Spiritual fitness comes through applying God's Word to daily situations, so the student will be challenged to apply Biblical principles to daily life.	Proverbs
Spring 2015 Joshua	Principles from the book of Joshua can be applied to living a victorious Christian life; e.g., obey God's commands; move forward by faith; remember that sin always has a price.	Joshua
Summer 2015 Current Issues	God's Word has answers to today's issues, such as war, homosexuality, postmodernism, substance abuse, the media, and suicide.	Selected passages throughout Scripture
Fall 2015 The Bible	Beginning with inspiration, this course includes Bible study fundamentals and Bible study methods.	Selected passages throughout Scripture
Winter 2015–16 Cults & False Religions	Recognizing that the Bible warns against false teachings and presents Jesus Christ as the only way to God, this course helps today's students understand the cults and false religions in our world today.	Selected passages throughout Scripture
Spring 2016 Romans	The book of Romans teaches us how to be Right with God and how to have Right Thinking and Right Living.	Romans
Summer 2016 Choices	We can learn from the choices made by Biblical characters such as Ruth, Jonathan, Ahab, Nehemiah, Judas, Peter, and others.	Selected passages throughout Scripture
Fall 2016 Genesis	God's sovereignty and man's accountability are presented through the major events and characters of Genesis: creation, the Fall, the Flood, Babel, Abraham, Isaac, Jacob, and Joseph.	Genesis
Winter 2016–17 Baptist Distinctives	The Biblical distinctives of eternal security, baptism, Communion, church polity, and the priesthood of believers are foundational Baptist beliefs.	Selected passages throughout Scripture
Spring 2017 John	Jesus' Public Ministry, Jesus' Private Ministry, and Jesus' Passion Ministry are presented in this study of the book of John.	John
Summer 2017 Exodus	Covering events from Israel's slavery in Egypt to worship in the tabernacle, this course deals with events and topics that have significance for today's teens.	Exodus
Fall 2017 1, 2 Timothy; Titus	The letters Paul wrote to Timothy and Titus provide instruction for young people today in the areas of Christian living, Christian service, and godly lifestyles.	1, 2 Timothy; Titus
Winter 2017–18 Future Events	This study of "last things" gives an overview of Biblical prophecy and then looks in detail at events from the Rapture of the church to the Great White Throne Judgment.	Selected passages throughout Scripture
Spring 2018 Philippians	Paul's letter helps believers realize that joy, an inward quality produced by the Holy Spirit, is expressed in a number of ways, including fellowship, the gospel, harmony, and contentment.	Philippians
Summer 2018 Acts	This study on the book of Acts emphasizes evangelism and missions in the early church and challenges today's teens to reach their world for Christ.	Acts





FOLLOW THE DELIVERER

EXODUS

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THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with
references is available upon
request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

SENIOR HIGH TEACHER

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Building Lives by the Book

HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

The book of Exodus is full of exciting adventure, heart-wrenching trials, and frustrating failure. We never grow tired of reading the accounts of the plagues, the parting of the Red Sea, and the provision of manna, water, and quail.

While Exodus serves as a historical narrative of the formation of the nation of Israel, it also serves as a study of God Himself. Throughout the accounts recorded in the book, God continually showed His character to the Children of Israel, inviting them to trust Him on the basis of Who they knew Him to be. Israel's frustrating failure always stemmed back to their negligence to remember Who God is and what He had done for them.

This quarter is designed to help your students learn the character of God. It is also intended to challenge your students to intentionally remember God's character and their own personal deliverance from sin as they go about their days.

Encourage your students to engage in the material through their *Real Faith in Life* devotions and by memorizing their memory verses each week. Use the worksheets, case studies, and other helpful resources on the resource CD to effectively teach the lessons.

The Israelites' journey from the beginning of Exodus to the end changed their lives in a way they never could have anticipated. May your "journey" through Exodus also be life-changing for you and your students!

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Newsprint or butcher paper
- Construction paper; poster board

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

GOD, THE GREAT SAVIOR

LESSON TEXTS

The book of Exodus

MEMORY VERSES

“Therefore God dealt well with the midwives: and the people multiplied, and waxed very mighty. And it came to pass, because the midwives feared God, that he made them houses” (Exod. 1:20, 21).

TOPIC

Trusting God for the future

THEME

Believers can trust God to direct their futures.

DESIRED STUDENT RESPONSE

Each student will commit the events of his or her future to God’s leading.

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Copies of worksheet 1 from the resource CD
- Bibles with subtitles
- Following My Deliverer statement for lesson 1 from the resource CD

NOTES TO THE TEACHER

The book of Exodus is known for its dramatic recounting of Israel's deliverance from the bondage of Egyptian slavery. The burning bush, the plagues, and the parting of the Red Sea are all accounts that awe us as we read about God's claiming of the nation of Israel to be His people. Exodus 1 sets the stage for the book as we learn about the dire straights of the Children of Israel under Egyptian bondage. Though God is not mentioned until close to the end of the chapter, His fingerprints are evident. He was the One Who brought Israel to Egypt to escape the famine. He was the One Who multiplied the Children until they became a threat to one of the most powerful men on earth.

No one—either of the Israelites or of the Egyptians—could have imagined what God was about to do. While none of us is probably in such extreme circumstances as the Israelites, we also cannot see what God might be doing in our lives and what He might be planning for our futures. Use this week's overview of the book of Exodus to challenge your students to consider God's character and their response to it. Encourage them to trust God with the unknowns of their futures.

OUTLINE

- I. Who Wrote Exodus?
- II. When Was Exodus Written?
- III. What Is Exodus About?
 - A. God is the sovereign king
 - B. God is the holy judge
 - C. God is the personal redeemer
- IV. Why Does Exodus Matter to Us?
 - A. We are in desperate need of being rescued from our sin
 - B. God is completely capable of running our lives
 - 1. God has promised to never leave or forsake us
 - 2. God has promised to protect and preserve us
 - 3. God has promised to work all things for the good of His children

FOCUS THEIR ATTENTION (5–10 MINUTES)**WINNING TRUST**

Discuss the following questions with your students. Have a volunteer record on the board students' answers to the first question.

- What are some characteristics of a good coach? (Experience,

wisdom, love for sport, love for team members, humility, willingness to sacrifice, high standard for performance.)

- How many of these characteristics could you know about a new coach on the first day of practice?
- How many could you know about by the end of the season?
- How is trust built between a coach and the team members? (Through time and shared experiences, the team members can see the character of the coach and choose to trust him or her.)
- Why is trust important between a coach and the team members? (It's much easier for the team members to respond in obedience to a coach they trust, especially during trying practices and games.)

Explain that today's lesson is an overview of the book of Exodus, which is an account of God's revealing Himself to the Children of Israel, letting them know Him and learn to trust Him through time and shared experiences.

STUDY THE BIBLE (30–40 MINUTES)

Review students' answers to Monday's through Friday's *Real Faith in Life* devotions to discuss how Exodus 1 sets the scene for the events of the rest of the book. Use the following commentary to teach students about the significance of Mosaic authorship and the tyranny of the Egyptian pharaohs.

When embarking upon a survey of Scripture, it's always helpful to begin by asking the common journalistic questions of who, what, where, when, and why. Answering these questions about Exodus will give us a foundation upon which we will construct a correct understanding of God's glory being displayed in the deliverance of His people from Egypt.

I. Who Wrote Exodus?

Although scholars have historically been divided over the authorship of Exodus, conservative scholars have argued successfully for Moses' authorship. The book of Exodus explicitly verifies Mosaic authorship in Exodus 17:14: "And the LORD said unto Moses, Write this for a memorial in a book, and rehearse it in the ears of Joshua: for I will utterly put out the remembrance of Amalek from under heaven." Moses also recorded on tablets the Lord's words from the Mount Sinai experience (24:4; 34:27, 28). Other portions of the Pentateuch also verify Mosaic authorship. For example, Deuteronomy 31:9 states, "And Moses wrote this law, and delivered it



If most or all of your students have not completed their devotions, divide the class into five groups and assign a day to each group. Encourage students to complete their devotions regularly to prepare their minds and hearts for Sunday School.

unto the priests the sons of Levi, which bare the ark of the covenant of the LORD, and unto all the elders of Israel.” Several other Old Testament passages refer to Moses as the author of Exodus. Among these are 1 Kings 2:3, Nehemiah 8:1, and Nehemiah 13:1. Christ Himself referred to Moses as the one who penned Exodus. He introduced a quotation of Exodus 20:12 and 21:17 by saying, “For Moses said, Honour thy father and thy mother; and, Whoso curseth father or mother, let him die the death” (Mark 7:10).

Because Moses wrote Exodus, we are given an eyewitness account of the Hebrews’ exodus from Egypt. Exodus isn’t legend; nor is it folklore. The account wasn’t written after centuries of being passed down orally from generation to generation; we are getting a documented, eyewitness, firsthand account. Understanding that Moses himself experienced what he wrote breathes life into his narratives and gives us a direct and detailed account of seeing God’s great power on display—and of even being in the all-consuming presence of God Himself (Exod. 3:1–6; 19:16–25; 33:18–23).

As exciting and detailed as Moses’ description is, let us ever be mindful that the power and presence of God are so indescribably awesome that they supersede human comprehension (Ps. 139:6; 145:3; Isa. 55:9; 1 Cor. 2:10–12). This explains why Moses hid his face at the burning bush. He was unable (and afraid) to look upon the all-consuming glory of God (Exod. 3:6)!

II. When Was Exodus Written?

Most conservative scholars date the Exodus in the fifteenth century. This date corresponds with the reign of the Egyptian pharaoh Amenhotep II. During this time Egypt was a world superpower. It was not a nation to be trifled with; rather, it was a nation that was to be feared and dreaded. Egyptian rulers (pharaohs) carried supreme authority. The pharaoh of Exodus 1 and 2 was Thutmose III (1479–1425 BC). Because he feared that the Hebrews would join ranks with his enemies, Thutmose III forced them to construct garrisons and storage cities from bricks of mud and straw (Exod. 1:11; 5:7–18).

Driven by fear of losing his kingdom, the pharaoh took drastic action in attempt to control the Hebrew population. He not only oppressed the Hebrews with slave labor (1:8–14), he also instructed the Hebrew midwives (among whom were Shiphrah and Puah) to kill all the male children at birth (vv. 15, 16). But Pharaoh’s plan failed. The Hebrew population—which had already multiplied exponentially since the days of Joseph (vv. 1–6)—swelled greatly. The forced labor only intensified the population growth. The Hebrew midwives refused to follow the pharaoh’s orders and instead “saved the men children alive” (v. 17). When they were called in for questioning, they reported to the pharaoh that the Hebrew



As you discuss Friday’s devotions and the actions of the midwives, recite this week’s memory verses.

mothers were strong and vigorous—giving birth before the midwives arrived (vv. 18, 19).

Did the midwives lie? It's possible that they really didn't get to the homes in time to deliver the babies. It's also possible that they purposely delayed their arrival until after the babies were born. Scripture does not tell us. It does tell us, however, that they were blessed because they feared God (*not* because of their actions).

God blessed the midwives for fearing Him above their fear of the pharaoh, and He gave them children of their own (v. 21). Seeing his plans foiled only served to infuriate the pharaoh and prompted him to offer this edict to his own people: "Every [Hebrew] son that is born ye shall cast into the river, and every [Hebrew] daughter ye shall save alive" (v. 22).

Exodus 1 not only sets the stage for us as the preface to the book; it's packed with clues that God was about to do something great on behalf of His people. After four hundred years of forced labor in Egypt, God would hear the cries of His people (3:7, 8) and, following the death of Thutmose III (2:23), would sovereignly rescue them from the dictatorial hand of Thutmose III's son, Amenhotep II. Moses, who was born during this time, gave the play-by-play account of God displaying His omnipotent and sovereign authority over one of the most powerful men on earth.

Remind students that we know the end of the story, but the Israelites could only see their desperate surroundings. Challenge students to consider what it might have been like to be born and to grow up in this situation.

III. What Is Exodus About?

Allow students to work in pairs, and distribute a copy of worksheet 1 to each pair. Have students look in their Bibles to see if there are subtitles in their copies of Exodus. Hand out Bibles with subtitles to any groups who need them.

Instruct students to think of Exodus as a dramatic musical and to create a playlist of the major "songs" (big events) that would be included on the soundtrack. Encourage students to be creative with their song titles and to record in the appropriate spot on the worksheet the references where these events are found.

See the *Baptist Bulletin* article called "Did They Lie, and Was the Lie Justifiable?" online at <http://www.baptistbulletin.org/?p=1839>.



When pairs are ready, have them share their song titles and explain the events each song would describe. Then write the following sentences on the board: “God is the sovereign king”; “God is the holy judge”; “God is the personal redeemer.”

A. God is the sovereign king

Have students share events from their playlists that would show that God is the sovereign king. Use the following commentary to supplement students’ answers.

The book of Exodus confirms that God controls all events of the past, present, and future. Exodus proves that nothing (and no one) is outside our Lord’s sovereign control—not even the stubborn rebellion of the Pharaoh himself (Exod. 4:21). God’s rescuing of His people from Egypt was the proof that God is the only sovereign king of the universe. The Jews could take comfort in remembering how this sovereign God deliberately and powerfully worked on their behalf.

B. God is the holy judge

Have students share events from their playlists that would show that God is the holy judge. Use the following commentary to supplement students’ answers.

Because He is a holy judge, God could not stand idly by and watch as His people suffer at the hands of Pharaoh. God’s holy compassion for His people—coupled with His faithfulness to them—moved Him to bring judgment upon Pharaoh and to bring redemption to His people. The Children of Israel experienced God’s holy judgment after they disobeyed His commandments and made and worshiped the golden calf (32:9, 10, 25–29).

C. God is the personal redeemer

Have students share events from their playlists that would show that God is the personal redeemer. Use the following commentary to supplement students’ answers.

As Pharaoh discovered, God involves Himself in the affairs of

this world and in the lives of His people. He is not a disconnected deity, a passive bystander, or a silent onlooker when it comes to the events of this world. He is the God Who sees and hears. He is the personal God Who redeems and rescues.

God's personal involvement with His people is an often-visited theme in Exodus. Consider these examples:

In Exodus 1:20 and 21, the Lord blessed the midwives with children (an ironic blessing in a time when it was dangerous to have children!).

In Exodus 2:23–25, following the death of Thutmose III, the Lord heard the desperate groanings of His people, and remembered His covenant with Abraham, Isaac, and Jacob. Verse 25 concludes with these words: “And God looked upon the children of Israel, and God had respect unto them.”

In Exodus 3:7 and 8, the Lord revealed to Moses that He had heard His people's cries, had known their sufferings, and had graciously come down to deliver them out of the Egyptians' hands to bring them into the land that flowed with milk and honey.

In Exodus 16:9 and 12, the Lord acknowledged that He had heard the murmurings of His people due to their hunger, and He answered their need by providing them with daily bread.

Yet the greatest expression of God's personal involvement and care is not in giving bread to hungry people. It's not even in hearing their cries for help and freedom from Egyptian oppression. The greatest expression of God's personal salvation is in the gift of His Son, Jesus Christ. Ultimately, the account of the Exodus, the provision of manna, and the giving of the Mosaic law are all intended to point us to Christ and His cross. In the giving of the Ten Commandments God was revealing our inherent sinfulness and need of a Savior (Gal. 3:24). In the giving of manna, God was showing mankind that physical bread is incapable of satisfying the human soul—only the Living Bread from Heaven could do that (John 6:47–51). And in hearing the Hebrews' constant pleas for help and freedom from the Egyptian oppressor, God was showing His delight in rescuing and redeeming sinners from the slave market of sin (Gal. 4:5; Col. 1:14). In Exodus, God came down to deliver His people out of the hands of the Egyptians (Exod. 3:8). At the cross, Jesus—God in flesh—came down to redeem His people from the eternal consequences of their sin (John 6:51). Moses' account, then, is intended to draw our attention not to the Red Sea (or even to Sinai) but to Calvary, where the Son of God displayed His eternal power over sin, death, and the Devil.

IV. Why Does Exodus Matter to Us?

ASK: Why does knowing that God is the sovereign king, the holy judge, and the personal redeemer

See Romans 15:4 and 1 Corinthians 10:11. Old Testament passages play a significant role in the life of the New Testament believer; it's through the examples of the Old Testament saints that God gives hope!

Propitiation carries the idea of Christ satisfying God's holy demands for a sacrifice, removing us from condemnation by sheltering us from the wrath of God, and absorbing it on our behalf. Christ is our mediator, standing between us and God's holy wrath.

matter to us? Allow students several minutes to respond; then use the following commentary to draw students' attention to the application these three themes have for their lives.

The grand redemptive themes in Exodus are not only great theological truths to be believed; they are intended to elicit a response from us. God's glory, power, holiness, deliverance, compassion, and mercy as seen in Exodus are revealed to us to teach us. So what do these great truths teach us about ourselves and God?

A. We are in desperate need of being rescued from our sin

The reprehensible and unconscionable situation of the Hebrews in Egypt is quite apparent. They were in desperate need of being rescued from the hands of their merciless taskmasters and baby killers. Apart from Christ, our situation is equally (and perhaps even more so) desperate. The Bible is clear: we need a Redeemer. We need someone to rescue us from our hell-qualifying sin (Rom. 3:23; 6:23). Apart from the saving grace of Jesus Christ, we are not only enslaved to sin; we are under an eternal death sentence (Rom. 5:12). As the holy Judge Who loves righteousness, God must pour out His wrath on sin. He cannot overlook it or excuse it. He must deal with it.

The good news is that God did deal with it. Just as He did with Pharaoh and the Egyptian oppressors, God came to the rescue! He sent His Son to the earth "to seek and to save that which was lost" (Luke 19:10). And that's exactly what Christ did! He lived a perfect and sinless life, which qualified Him to rescue sinners from our bondage to sin and death (Heb. 2:14, 15). He willingly died upon the cross, absorbing the wrath of a holy Judge against our sin (Rom. 3:25; 1 John 4:10). Sinners are eternally redeemed and rescued from their sin only when, by God's grace, they place their faith and trust in Christ alone for salvation (Eph. 2:8, 9; John 3:16; Acts 16:31). Christ is the great emancipator, dying to free sinners from the tyrannical power and authority of sin (Rom. 6:14).

B. God is completely capable of running our lives

Because He is the sovereign king who takes orders from no one, and because He is the personal Savior Who is intimately involved in His peoples' lives, we can put our total trust in Him. The sovereign King Who rescued His people from Egypt is the same personal Savior Who has made many irrevocable and unbreakable promises to us.

1. God has promised to never leave or forsake us

God never left the Hebrews—even when they had been slaves in Egypt for four hundred years. He was with them. He heard their cries for help. He saw their pain and oppression. No one had to catch His attention or awaken Him from sleep. He knew His people personally and intimately because He was with them. The same is true for us. God hears our cries. He knows our pain and struggles. He knows us personally and intimately because He is constantly and eternally with us.

2. God has promised to protect and preserve us

With the Hebrews, God protected them from certain death at the banks of the Red Sea when Pharaoh's armies were bearing down on them. Scripture is replete with evidences of God's protective care for His children. Because God is sovereign—even over life and death—we can rest in His protection and preservation even in dangerous situations.

3. God has promised to work all things for the good of His children

Romans 8:28 states it clearly and succinctly: “And we know that all things work together for good to them that love God, to them who are the called according to his purpose.” Although Romans 8:28 is a New Testament verse, its truth is confirmed on every page of Scripture. God is actively working in *all* things for His glory and our good. Chance is not in God's vocabulary. Neither is fortune or luck or happenstance. There are no accidents with God. Nothing catches Him off guard, and nothing surprises Him. God had His people right where He wanted them—even during those four hundred years of hard labor. But what good could God have intended in allowing His people to endure such suffering?

First, remember the circumstances in which God brought the Hebrew people to Egypt. Remember that in His preserving grace, God sent Joseph ahead to Egypt to provide food for his family during a severe famine and to keep God's covenant people alive. Joseph asserted his confidence in God's goodness: “But as for you, ye thought evil against me; but God meant it unto good, to bring to pass, as it is this day, to save much people alive” (Gen. 50:20).

Second, remember that even in the pain and suffering of His people, God was blessing them. The Hebrew population was booming (Exod. 1:7, 12). We must remember that even the longest-lasting, most difficult trials are sprinkled with blessings and will lead to even greater blessing.

Third, remember that God is fulfilling His eternal plan for His people. Ultimately, He was bringing them through Egypt (a four-hundred-year trip) to lead them into the Promised Land. Not only

are God's purposes always good, His timing is always perfect. Those four hundred years in Egypt would later serve to continuously remind the Jews of God's great power, love, and grace (Deut. 4:34; 7:18, 19; 29:3; Ps. 78:42–51; 105:26–36; Isa. 63:11–15). God was not wasting time—or lives. He was patiently fulfilling His perfect plan for the Jews.

So let us take comfort, regardless of the circumstances we are facing. God is in control of all things, and is actively working in those events and situations to bring about our good and His glory. Trust implicitly in Him! “Blessed is the man that trusteth in the LORD, and whose hope the LORD is” (Jer. 17:7).

APPLY THE TRUTH

(10 MINUTES)



Direct students' attention to the worksheet in their student books (p. 8). Instruct them to individually fill in the playlist with events they anticipate for their future.

After several minutes, have volunteers share some of the songs on their playlists. Remind students that the Israelites in Egypt could not have predicted any of the amazing things on the “playlist” of their future, and we cannot know what our futures hold either. However, we have something the Israelites did not have: recorded Bible history. We can see the character of God, Who holds our future, and we can trust Him to care for us the way He has always cared for His children.



Post the lesson 1 Following My Deliverer statement on the bulletin board display: I show that I follow my Deliverer when I trust Him with my future.

Have students pray in groups of two or three. Encourage them to focus their prayer time on communicating to God their hopes and fears for the future and on pledging their trust to Him to care for those hopes and fears.

Ask any volunteers who have been to the top of a tall building to describe what they saw when they looked down. Ask: Why do things that look so large on the ground look so small from up high? (Different perspectives.) Encourage students to complete their week 2 devotions to see how one man's perspective on his life differed greatly from God's perspective on it.