



OVERVIEW

Youth	Day 1	Day 2	Day 3	Day 4	Day 5
Title	On Fire: God's Eternal Glory	From Captivity: God's Gracious Glory	Through the Deep: God's Mighty Glory	On the Mountain: God's Awesome Glory	In Person: God's Living Glory in Jesus Christ
References	Exodus 3:1—4:17 (The Burning Bush)	Exodus 7:1—12:51 (Deliverance from Egypt)	Exodus 13:17—14:31 (Red Sea Crossing)	Exodus 19:1—20:20 (Mount Sinai)	Exodus 13:21, 22; Nehemiah 9:12, 19; various Scriptures about Christ
Focus	Confidence in God	Rescued by God	Help from God	Commitment to God's Word	God's glory in us through Christ Jesus
Memory Verses	"Be thou exalted, O God, above the heavens; let thy glory be above all the earth" (Psalm 57:5).	"I will call upon the LORD, who is worthy to be praised: so shall I be saved from mine enemies" (Psalm 18:3).	"Thou hast made the heaven and the earth by thy great power and stretched out arm, and there is nothing too hard for thee" (Jeremiah 32:17).	"As for God, his way is perfect; the word of the LORD is tried: he is a buckler to all them that trust in him" (2 Samuel 22:31).	"The Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth" (John 1:14).
Games	<ul style="list-style-type: none"> Fan the Flames Obstacle Confidence 	<ul style="list-style-type: none"> Fabulous Frog Hop Hail-ter Skelter 	<ul style="list-style-type: none"> Red Sea Catch Cross the Sea: Water Balloons 	<ul style="list-style-type: none"> Jumbo Emu Egg Race Mountain Stackup Down, Down, Down the Mountain Mighty Mountains 	<ul style="list-style-type: none"> Boomerang Baton Wherever I Go Good News Soccer Glorious Good News
Snacks	<ul style="list-style-type: none"> Aussie Trek Apple Bites Burning Bush- Mallow Outback Bush 	<ul style="list-style-type: none"> Aussie Banana Bites Kookaburra Caramel Apple Slices Fairy Bread 	<ul style="list-style-type: none"> Sea Turtle Swim Red Sea Crossing Great Barrier Reef Snack Kangaroo Face 	<ul style="list-style-type: none"> Fruit Kabobs Koala Cupcakes Under the Sea Snack 	<ul style="list-style-type: none"> Brighton Beach Pudding Confetti Yogurt Ocean Road Sun Crackers Outback Stargazing Sandwiches
Crafts	<ul style="list-style-type: none"> Design Your Own Boomerang Clothespin Croc Funny-Feathered Emu Painting 	<ul style="list-style-type: none"> Bondi Backpack Bank Freddie the Frilled- Neck Lizard Clip-On Kookaburra 	<ul style="list-style-type: none"> Color Your Own Coral Reef Frame Clay Echidna Emmie the Emu 	<ul style="list-style-type: none"> Swoopin' Sydney Glider Hug-a-Book Koala Off-Road in the Outback 	<ul style="list-style-type: none"> Sun Wave Catchers Selfie with a Quokka Good News Bracelet Down Under Didgeridoo

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YOUTH

TEACHER BOOK



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ON FIRE GOD'S ETERNAL GLORY

Exod. 3:1—4:17 (*The Burning Bush*)



MEMORY VERSE

"Be thou exalted, O God, above the heavens; let thy glory be above all the earth" (Ps. 57:5).

EXTRA CREDIT VERSES

2 Tim. 1:7; Heb. 13:6; 1 John 5:14

TOPIC

Confidence in God

THEME

God's eternal glory gives us confidence in Him during life's adventures.

DESIRED STUDENT RESPONSE

Students will express their confidence in God to lead them through life.

TAKEAWAY

God is worthy. Be confident in Him!



- Greet students with enthusiasm. Get to know each student.
- Make sure you have a completed registration card (30208) for each student.
- Distribute nametags (33033) and Kookaburra Coast Passports (33034).
- Open the class time with prayer.

Teacher Tip ►

If time is short, put the rubber bands on the pencils before class.

Teacher Tip ►

Consider showing the video of how to make a pencil bridge as groups construct their bridges. Pause the video at each step so groups can follow the instructions step-by-step.



Option 1: Sydney Harbour Bridge: Science Experiment

Materials

- Pencils; small rubber bands; nonbreakable items as weights to set on top of the completed bridges; online video for kids that shows how to build a pencil Da Vinci bridge; *optional*: picture of the Sydney Harbour Bridge.

Before class: Follow the video's instructions to build a pencil Da Vinci bridge as a sample so students can see what a completed one looks like.

The largest steel arch bridge in the world is in Australia. The Sydney Harbour Bridge (*show the picture if available*) stretches across the harbor in Sydney. Using pencils and rubber bands, we are going to build our own versions of the Sydney Harbour Bridge!

ACTIVITY: Organize the class into groups of two or three students. Give each group a minimum of 12 pencils and 36 rubber bands. Students wrap three rubber bands wrapped around each pencil—one rubber band in the middle and one close to each end of the pencil—and then work together to build a pencil bridge. When the bridges are complete, students experiment with how much weight their bridges can hold, using the items provided.

ASK: Which bridge would you have more confidence in to hold you: the Sydney Harbour Bridge or your pencil bridge? Why?

The Sydney Harbour Bridge is much stronger than our pencil bridges. In today's lesson we will see that we can find great confidence in Someone Who is greater and more capable than anything or anyone: God Himself.

Option 2: Draw Australia

Materials

- Australia picture for each student from the director resources CD (33002); blank paper; Kookaburra Coast pencils (33176).

How well can you draw something from memory? Let's find out.

DISPLAY: Briefly show the picture of Australia so all students can see it, then hide the picture. **ACTIVITY:** Provide each student two pieces of blank paper and a pen. Students draw an outline of Australia from memory. When they're finished, distribute the picture of Australia, and instruct students to trace it. Students share their comparisons with the class.

Did you think it would be easy to draw Australia from memory? No matter how well you thought you could draw it, tracing it works better. Similarly, when we have all the tools for a job, it's easier to complete it with confidence. Thankfully, when God calls us to a job, He always provides everything we need. We can be confident in God!



INTRODUCTION

Materials

- Beautiful flowers; a picture of Australian scenery from the director resources CD (33002).

Glory means “dignity, honor, infinite perfection, majesty, and splendor.” When something is glorious, we can see or understand how impressive it is. Take these flowers, for example.

SHOW: Hold up the flowers for students to see.

Flowers contain rich colors, exotic shapes and arrangements of petals, and fragrant aromas. When you look at a flower, it stands out as something beautiful. When you recognize that beauty, you are seeing the flower’s splendor, or glory.

DISPLAY: Show a picture of a breathtaking Australian landscape. Point out the glory of God’s creation.

God is excellent too, but in a far greater way than anything He created. Many people in Bible history experienced God’s glory, but few experienced it in a more powerful way than Moses did.



EXPLORE THE BIBLE

Materials

- Bible; *optional*: picture of a cobra or a large rubber snake.

Before class: Recruit a helper to be Pharaoh and act big, strong, and imposing when indicated.

Moses’ life demonstrates God’s excellence in power and grace. God empowered Moses, a simple man, to lead Israel.

Moses had a unique childhood. Even though he was a Hebrew, he was adopted by Pharaoh’s daughter and grew up as a prince of Egypt. Meanwhile, the other Israelites had a much different experience. They were slaves. As he grew, Moses became concerned with the way the Israelites were treated. Thinking he was being helpful, Moses killed an Egyptian for mistreating a Hebrew slave. Moses then escaped to Midian, where he became a humble shepherd.

ASK: What would it feel like to have your life uprooted and drastically changed? What are some feelings Moses might have had? **ACTIVITY:** Allow volunteers to share their thoughts.

One ordinary day, while Moses tended his flock, he came across something that would change his life forever.

READ: Have a volunteer read Exodus 3:2. **ASK:** How would you react if you saw a burning bush like this one?

◀ Teacher Tip

Be sure to explain that beauty is merely one facet of glory. Glory is much broader than just how beautiful something is. It includes excellence in all attributes.

◀ Teacher Tip

Open in prayer and teach with an open Bible.

I. God's Glory Displayed (3:1–9)

■ Perhaps some students have faced upheaval, e.g., a move, changing schools, or canceled plans.

Teacher Tip ►

You may need to give the definition by yourself the first time, but students should pick up on the words, which are in alphabetical order to make them easier to remember.

Teacher Tip ►

Explain to students that holiness means “to be set apart.” God is set apart from all creation in the excellence of His attributes and His absolute purity. God is perfect; He never sins.

II. Moses’ Lack of Confidence (3:10–22)

Not only was the bush burning, but it wasn’t being consumed. If God wants to make a bush burn without being consumed, He has the power to do it! Moses saw God’s glory firsthand.

ASK: Remind me, what is glory? (*Dignity, honor, infinite perfection, majesty, and splendor.*)

Moses witnessed God’s glory and couldn’t resist investigating. As Moses approached the bush, God spoke to him.

READ: Have a volunteer read 3:4 and 5. **ASK:** Why did God make Moses remove his sandals? (God is so holy that even the ground near Him demands respect.)

Moses was in the presence of Almighty God, Who would accept nothing but the highest level of respect. So Moses removed his sandals.

READ: Have a volunteer read 3:6. **ASK:** Why did Moses hide his face? (*He realized he was talking to God Almighty, and God’s holiness and power scared him.*)

God identified Himself to Moses. This was the God Who had made a covenant with Moses’ ancestors. With some understanding of God’s power, Moses hid his face. While God doesn’t require people to live in fear, His glory—or (indicate that students should say the words with you) “dignity, honor, infinite perfection, majesty, and splendor”—is so awesome that if we really understood it, it would shake us to the core. Moses knew God deserved his utmost respect.

READ: Have a volunteer read 3:7 and 8. **ASK:** What do these verses tell us about God’s concern for His people?

Israel had been enslaved for years, and God had finally had enough. He planned to deliver the Israelites out of Egypt and make them prosper in a better land.

God is far above mankind, yet He loves us so much that He built His plans around rescuing us. Just as God laid down a plan to rescue the Israelites from slavery, He has a plan to rescue all mankind from the penalty of our sin. We can be confident in God!

God told Moses His plan to rescue Israel, but how would Moses be involved?

READ: Have a volunteer read 3:10. **ASK:** What was Moses’ responsibility? (*Moses was to confront Pharaoh and lead Israel out of Egypt.*)

Imagine being in Moses’ position. You’d fled Egypt because Pharaoh wanted you dead. You were not welcome in Egypt, let alone in Pharaoh’s presence to boss him around. Yet God told Moses this would be his role.

ACTIVITY: “Pharaoh” comes to front of room. He should look imposing and mean, flex muscles, beckon with a “bring it on” motion, etc. **SAY:** Anyone here want to confront Pharaoh? **READ:** Have a volunteer read verse 11. **ASK:** Why did Moses argue against returning to Egypt? (*He didn’t have the authority to challenge Pharaoh.*)



Moses immediately objected to God's plan. He wanted no part in confronting Pharaoh, the most powerful person in the world. Moses preferred to continue living as a shepherd and let God pick a more qualified helper.

READ: Have a volunteer read 3:12. **ASK:** Why could Moses be confident he would complete the job? (*God would be with Him.*)

God wouldn't abandon Moses to perform the task in his own strength. God would guarantee success and be with Moses the whole way through. Considering that God was speaking to Moses from a burning bush, Moses could rest assured that God had the power to bring him through any assignment!

READ: Have a volunteer read 3:13. **ASK:** What was Moses' second objection? (*Israel wouldn't follow him.*)

This time Moses argued that Israel wouldn't accept his leadership. Why wouldn't they believe Moses could free them from Pharaoh? (*Anyone could claim God had sent him, and Moses couldn't even tell them God's name.*)

READ: Have a volunteer read 3:14 and 15. **ASK:** What is significant about God's name? (*God's name expresses His existence and that He relies on nothing but Himself.*)

Take a moment to consider what God said. It would be easy to disregard God's name because it's such a simple statement, but consider the words. God said He is the "I AM." This name indicates that God depends on nothing for His existence and that He is the source of all that exists. God is the only thing in the whole universe that we can always depend on. The name "I AM" carried all the authority Moses needed to lead the Israelites.

READ: Have a volunteer read 3:19–22. **ASK:** How would Pharaoh respond? (*Although Pharaoh would resist, eventually the Egyptians would send the Israelites away with great wealth.*)

God assured Moses that Pharaoh would ultimately cave in and send the Israelites away. At first Pharaoh would resist, and God would strike Egypt with devastating plagues. Moses would not lose. He could be totally confident in God.

READ: Have a volunteer read 4:1. **ASK:** What was Moses' argument this time? (*Israel would need more than just God's name.*)

Although Moses had witnessed a tremendous display of God's excellence, he still wouldn't take God at His word. God had guaranteed Moses success, but Moses wanted a way to prove himself to Israel.

READ: Have a volunteer read 4:2–5.

God provided a visible way for Moses to prove his calling. When Moses threw his staff to the ground, it became a snake, perhaps a cobra. This snake was so real that Moses ran. (Show picture of cobra or rubber-snake cobra if desired.) I think I might have run too! Thankfully, God turned the snake back into a normal wooden

III. Moses Empowered (4:1–17)

staff when Moses picked the snake up by its tail. This mighty miracle would be a powerful sign that Moses was sent by God. This miracle should have satisfied Moses' doubts.

READ: Have a volunteer read 4:10–12. **ASK:** Why could Moses be confident that God could help him speak? (*God had created his ability to speak.*)

Moses argued that he lacked the speaking skills for this assignment. But God reminded Moses that He was the One Who had created the ability to speak. God could overcome any of Moses' speaking deficiencies. Moses needed to accept his role and place his confidence in God.

READ: Have a volunteer read 4:13. **ASK:** What is your first reaction when you must do something scary?

Moses ran out of excuses. He simply wanted God to send someone else.

READ: Have a volunteer read 4:14–17. **ASK:** Why was God angry with Moses? (*Moses had disobeyed and refused to place his confidence in God.*)

God had had enough of Moses' excuses. So God allowed Moses' brother, Aaron, to speak for him; but God would give His orders to Moses. It's sad that Moses kept arguing with God. Notice that every time Moses objected to God's plan, his confidence was placed in the wrong thing—himself! Of course he would be afraid to confront the most powerful man on earth when he was looking to himself for strength. Only God has the power to accomplish everything He pleases. We must place our confidence in God.



Salvation Poster
(33036)



Materials

- Bible; lesson 1 student books (33017); salvation poster (33036); pencils.

Before class: Pray for students who have not yet trusted in Christ for salvation. Pray that saved students would submit to Christ's authority.

God's glory should have proved to Moses that he could depend on God for anything. In the same way, we can depend on God. Although we aren't promised success in everything, we are promised salvation from sin and eternal life with God through Jesus Christ.

ACTIVITY: Encourage students to take notes on the Who Is Jesus activity as you discuss. **ASK:** Who is Jesus? (*He is God and He became human.*) **ASK:** Why did Jesus have to die on the cross? (*Our sin separated us from God, but God loves us and provided a way across that separation through Jesus Christ's death.*) **ASK:** Why did Jesus rise from the dead? (*His resurrection guarantees eternal life for us.*) **ASK:** How can a person receive Christ's payment for sin and gain eternal life? **DISPLAY:** Use the salvation poster to explain how to be saved.

Teacher Tip ►

Ask students to bow their heads and close their eyes. Then ask students who wish to talk more about salvation to look up at you. Assign workers to students who respond.

If you have already believed in Jesus Christ for salvation, you can have total confidence that you have eternal life and are God's child. As you live for God, you will still encounter trials and temptations, but you can have confidence that through God's power you can overcome sin.



True Confidence

Materials

- Bible; lesson 1 student books (33017); colored pencils.

Moses displayed worldly confidence when he focused on his own abilities instead of God's. We can make the same sinful mistake. Let's contrast Biblical confidence with worldly confidence.

ACTIVITY: Refer students to their True Confidence activity pages to complete.

The world tells us to have confidence in ourselves, but we often fail and have limited abilities. When we have confidence in God, however, we can rest assured He will accomplish everything He promises. We can be confident in God.



**“Be thou exalted, O God, above the heavens; let thy glory be
above all the earth” (Ps. 57:5).**

God is glorious. His power and excellence can be seen throughout creation. As creatures of God, we have the responsibility to recognize His glory and praise Him with our words, thoughts, and actions each day.

Option 1: Bookmark

Materials

- Paper; colored pencils; scissors.

ACTIVITY: As a group, read the verse a few times. Then students design a bookmark but write only the first letter of each word in the verse on the bookmark. When they have finished, allow several minutes for them to practice reciting the verse using only their bookmarks as a reminder. Students keep their bookmarks, to use and as a reminder of the verse.

Option 2: Crescendo

ACTIVITY: Students recite the verse together several times until they have it memorized. Each time they repeat the verse, they increase their volume from a faint whisper to a mighty shout (i.e., “growing in confidence” as they say the verse).

◀ Teacher Tip

Hold your Bible open as you teach the verse, emphasizing that the verse is from the Bible.

◀ Teacher Tip

This activity should be done in a location where it won't bother other classes.



APPLY IT NOW!

Option 1: Quality “Koalifications”

Materials

- Whiteboard; dry erase marker; picture of a koala’s paw from the director resources CD (33002).

Before class: Print or project and trace two large outlines of a koala’s paw from the director resources CD. Label one paw, “God’s Qualifications” and the other “Moses’ Qualifications.”

DISPLAY: Show the picture of the koala’s paw.

God uniquely designed the koala’s paw. He designed a koala to have five digits on each paw, but two of them are opposed to the others – like our thumbs are to our other fingers. This helps them hold firmly to branches and grip their food well.

ACTIVITY: Have the class work together to come up with a list of qualifications for both Moses and God. Invite student volunteers to come and write their ideas on each of the paws.

In today’s lesson, God very graciously showed Moses that He alone was qualified to help him. As we look at these two lists, it is clear God is the one who is most qualified to help. Because God is worthy, we can be confident He will lead us through life.

Option 2: The Foundation of Our Confidence

Materials

- Legos; paper.

Before class: Connect a 12" line of Legos to act as a foundation for a Lego wall. On a piece of paper, write “Trust in Jesus for salvation” and tape it to the foundation. Create multiple foundations for multiple groups.

ACTIVITY: Divide students into groups of four and give each group a bucket of Legos. Instruct the groups to build a standing wall with their Legos, with one rule: Only one brick may touch the floor. See how high students can get their walls before they fall.

ACTIVITY: Give each group a 12" foundation and ask groups to try again, using the foundations. **ASK:** Why were you able to build higher walls this time?

Our confidence in God is based on the gospel; that is, Jesus died for our sins and rose again so we could have life and peace with God. If you have not trusted in Jesus to save you from the punishment your sins deserve, you are trying to build a wall with a one-brick foundation. Eventually your wall will collapse. Our confidence in God starts with the gospel. Because God sent Jesus to save us from our sins, we can trust Him to help us with everything else we will face during life.

Teacher Tip ►

Qualifications for Moses could include (1) raised in Egypt as a prince, (2) now a fugitive, (3) a shepherd, (4) didn’t think he could speak well. Qualifications for God could include (1) the great “I Am,” (2) all-powerful, (3) created Moses and his mouth, (4) in control of everything that happened to Moses as he went before Pharaoh.