Stand Still, Watch, Then Sing

The Bible Lesson at a Glance
God leads His people out of Egypt to the Red Sea. To the Israelites, it seems a foolish place to be, backed up against the sea. But God leads them to this place to demonstrate His power to take care of them, even when it seems impossible to escape from the pursuing Egyptian army. When they see God’s power used on their behalf, His people sing a song of praise and gratitude.

This is a lesson about worship.
We can praise God for His love and active help and deliverance in our lives. Many times we feel we are caught by circumstances that will destroy us. Yet if we listen to God and follow Him, He will provide us with the same deliverance today. Because of that love and care we praise Him.

Teacher Enrichment
“This song and the great deliverance which it commemorates made an impression never to be effaced from the memory of the Hebrew people. . . . That song does not belong to the Jewish people alone. It points forward to the destruction of all the foes of righteousness and the final victory of the Israel of God. . . .  
“The daily blessings that we receive from the hand of God, and above all else the death of Jesus to bring happiness and heaven within our reach, should be a theme for constant gratitude. . . . We should praise God for the blessed hope held out before us in the great plan of redemption, we should praise Him for the heavenly inheritance and for His rich promises; praise Him that Jesus lives to intercede for us” (Patriarchs and Prophets, p. 289).

How has God rescued me from my enemies? What can I do to praise Him?
Welcome
Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly. You may debrief students on the previous lesson to help them see the chronological continuity of the Bible stories from one week to another. Then ask students to share a few things they have learned from the current lesson prior to Sabbath School. Ask: What was the most interesting part of the Bible story? What activity did you find the most helpful? Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. Transition into the Readiness activity of your choice.

Program notes

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LESSON 5

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

Timbrels
As students arrive, have them join in making a timbrel (or hand drum).

Prepare for each student: One heavyweight paper plate (or two lightweight ones glued together), 1.25 yards (one meter) of ribbon or thick colored yarn, markers.

Have students punch six holes at equal intervals about half an inch from the edge. Tell them to decorate the plate with things for which they want to praise God. Use ribbon or thick brightly colored yarn to tie bells to the plates.

Debriefing
Say: The Bible is full of examples of people singing praises to God for rescuing them from trouble. When has God rescued you from trouble? (Encourage responses.) How did you respond? (Encourage responses.) Let’s praise God together for what He has done for us. As a group sing one of your favorite praise songs, using your timbrels as part of the accompaniment. Let’s say together the power text, Exodus 15:2.

“The LORD is my strength and my defense; he has become my salvation. He is my God, and I will praise him, my father’s God, and I will exalt him” (Exodus 15:2).

We praise God for His power in our lives.

Accommodations for students with special needs:
Allow students with special needs who experience difficulty with this activity to work with a partner who could assist them.

B

Hidden Power
Stretch a balloon to make it easier to blow up. Say: Can anyone blow up this balloon without putting it to their mouth? (Wait for suggestions and/or let them try.) Pour a cup of water into a clean, empty bottle. Add 1 teaspoon of baking soda and mix with a straw. When all the baking soda is dissolved, quickly pour a teaspoon of lemon juice or vinegar into the bottle and stretch the balloon over the mouth of the bottle. The balloon will inflate. (The baking soda and lemon or vinegar mix creates carbon dioxide, which rises and blows up the balloon.) Try this experiment at home first.

Debriefing
Ask: Why did the balloon inflate? (Explain that it was a chemical reaction that produced carbon dioxide.) The gas had the power to do something that we couldn’t. In what situations in your life would you like to have access to extra power? (Wait for responses.) We have a God who has the power to do for us what we cannot do for ourselves. Let’s say together the power text, Exodus 15:2,

“The LORD is my strength and my defense; he has become my salvation. He is my God, and I will praise him, my father’s God, and I will exalt him” (Exodus 15:2).

We praise God for His power in our lives.
YOU NEED:
- three sets of instructions

**Praise Power**
Divide your class into three groups according to their interest in the following tasks: (1) Think of and write a definition for the word *praise* that a 5-year-old child would understand; (2) list as many different ways to praise God as possible; (3) plan a role play showing something for which you would like to praise God. Give some time for each group to work; then let each group share with the large group.

**Debriefing**
Ask: When is it easy to praise God? In what circumstances would you find it hard to praise God? What is your favorite way to praise God? How do you think praising God changes your life? Let’s say together the power text, Exodus 15:2,

“The Lord is my strength and my defense; he has become my salvation. He is my God, and I will praise him, my father’s God, and I will exalt him” (Exodus 15:2).

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**Accommodation for students with special needs**
Guide students with special needs to groups that offer them assistance in participation. Identify their skills and encourage these students to contribute in ways that allow them to experience success.

**Fellowship**
Allow students to report things that they are pleased or troubled about. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors. Get contact information from the adult who brought them to church. Early in the following week, send a postcard or e-mail letting the visitors know how much you enjoyed having them in your class and that you would like to see them again.

**Suggested Songs**
- “He Is the Lord” (*Praise Time*, no. 41)
- “Who Is Like Unto Thee?” (*He Is Our Song*, no. 36)
- “The Battle Belongs to the Lord” (*He Is Our Song*, no. 85)
- “Oh, Magnify the Lord” (*He Is Our Song*, no. 12)

**Mission**
Use *Adventist Mission for Youth and Adults* (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. For the mission story, have a map of the world where the students can identify the location of the mission story and compare it to where they are. You could use pushpins to mark where the mission story takes place.

**Offering**
Say: *God works through people. Our offerings help others understand the power He provides for their lives.*

**Prayer**
Before prayer, ask your students to share any special thanks they have. Then ask for prayer requests. Have two or three volunteers pray. Close with a prayer for the students, for the birthday and other special event celebrants, as well as for the visitors.
Introducing the Bible Story
Ask for two volunteers. Have the rest of the students line up in rows all facing the same way and stretch out their arms and touch—forming passages. When you say “Change,” they should each turn 90 degrees and stretch out and touch the other way, forming new passages. Blindfold one volunteer, asking them to find their way along the passages. The other volunteer should stand on a chair and call directions to the blindfolded volunteer. Remember to call “Change” at regular intervals so the paths keep changing.

Debriefing
After the blindfolded person has attempted to get through the maze, say: Sometimes we find ourselves in impossible situations, but God always has a solution for which we will be able to praise Him. In our lesson today the Israelites can’t see any way out of their predicament.

Experiencing the Story
Have student volunteers read Exodus 14:15-21. Divide the class into the following groups according to their interests. Create an instruction sheet for and assign an adult facilitator to each group.

**Art Group:** Create a poster or drawing to illustrate this Bible story.

**Music Group:** Think of a current song or make up a new song that illustrates one of the points from this lesson.

**Map Group:** Use Bible maps to outline the trip from Egypt to the Red Sea. Use Bible resource books to find out what the land that they traveled through was like. What natural dangers did they face? Make a simple map of this region with their journey sketched on it.

**Math Group:** In Exodus 14:15-21 find as many number facts as you can. Do any of the numbers have special significance?

**Research Group:** Use The Seventh-day Adventist Bible Commentary, volume 1, pages 516, 517 to research these verses from Exodus 14:4, 8, 17. Explain the phrase “and God hardened Pharaoh’s heart.”

Debriefing
Allow time for the students to work. At the end of the period ask each group to share with the rest of the class what they have discovered or created. Ask: **What did you learn about God? What can you praise Him for? What did you learn about God’s power in the lives of the Israelites?**

We praise God for His power in our lives.

Accommodation for students with special needs:
Identify the skills and talents of students with special needs and based on those, assign them to groups in which they would feel most comfortable participating.
**Exploring the Bible**

Have students use their Bibles to find the answers to the following questions from Exodus 14 and 15. Give help as needed.

**Ask:**
- **Who told the Israelites to go to the sea?** (Exodus 14:1, 2. God.)
- **Why did He want them there?** (Verses 3, 4. So God could gain the glory and teach the Egyptians that He was Lord.)
- **Why did Pharaoh let the Israelites go, then change his mind and pursue them?** (Exodus 12:29-33; 14:5. He let them go as a result of the final plague. However, when Pharaoh and his advisers realized that they had lost their slaves they decided to bring them back.)
- **What did the Israelites focus on in their grumbling to Moses?** (Exodus 14:10-12. They were afraid when they saw Pharaoh’s army.)
- **What is significant about Exodus 14:14?** (They didn’t have to do anything. They just had to wait and watch what God would do.)
- **How does the pillar of cloud play a part in this story?** (It was a sign of God’s protection to the Israelites and became a source of confusion to the Egyptians; see Patriarchs and Prophets, p. 284, last paragraph, and p. 290, last paragraph.)
- **What did the Egyptians recognize about this event (verse 25)?** (The Egyptians realized that the Lord was fighting for the Israelites.)
- **What effect did this miracle have on God’s people (14:31; 15:1)?** (They learned to put their trust in God.)

**Say:** God acted in a very dramatic way to save the Israelites. He does not always act in such a dramatic way, but He does always act to help His people. We can always praise Him for the power He has promised.

**We praise God for His power in our lives.**

**Accommodations for students with special needs**

Make available a handout with the list of Bible references and questions from this activity if there are students with visual impairments or other special needs in your class who would benefit from having it.

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**Darren’s Story**

Read the following scenario aloud to your students:

Darren’s teacher called him up to her desk. She said, “Darren, I was really surprised that you didn’t turn in a project yesterday.”


“You know your grade will really go down because of this missing assignment.”

“But I did turn it in,” Darren said. “I put it right here on your desk yesterday.”

“If you did, then it would be here, wouldn’t it?”

Darren didn’t know what to do. His project was an important assignment. He knew it would be a big part of his grade. His dad had promised to buy him a new piece of camping equipment if he had good grades this marking period. What could have happened to his project?

Darren tried to talk to his teacher again, but it didn’t seem to help. She had already graded all the project reports, and his was missing. His teacher never accepted late assignments. Darren knew that it was no use asking for more time to redo his project.

Very discouraged, he went home. He didn’t tell his parents. Instead he talked to God. “Please, God, find that paper.”

One week passed. Two weeks passed. Report cards would go home in two more days. Darren had given up.

The next day Darren’s teacher called him up to her desk again. She held out her hand to him. In it was his paper, with an “A” marked in red on the top. “Darren, I don’t know what to say. I’m really sorry about this. Your paper was mixed in with another group of papers. I found it last night.”

Darren took the paper and jumped into the air with a whoop. His friend Rob looked at him as if he were crazy. Darren just looked back and said, “Praise God.”

**Debriefing**

**Ask:**
- How would you have felt if you were Darren? Have you ever been in a similar situation in which everything seemed hopeless and you asked God for help? What happened? (Encourage students to share.)
- When did God answer Darren’s prayer? What do we sometimes need to do? (Be patient, trust, ask for the gift of faith. Read Exodus 14:14.)
APPLYING THE LESSON

(Optional)
Pick one of the following scenarios or make up your own to reflect issues that concern your group:
1. Your best friend accuses you of doing something you didn’t do, and won’t talk to you anymore. What kind of power do you need to deal with this?
2. You have moved to a new school, and one of the older students is bullying and threatening you. What kind of power do you need to deal with this?

We praise God for His power in our lives.

SHARING THE LESSON

Praise the Lord
Invite students to share if they had the opportunity during the past week to help someone to embrace God’s promises and praise Him for His protection. Brainstorm with the students situations they are facing, or they know others are facing, which are difficult or seem impossible. Ask: What kind of things do our friends need to know about God’s power when they face (name a situation)? (Encourage responses; compare responses to the reactions of the Israelites in today’s Bible lesson.)

Write the following texts where all can see: Psalm 9:9; Psalm 9:10; Psalm 13:5, 6; Psalm 16:1; Psalm 16:7, 8; Psalm 17:6; Psalm 18:2; Psalm 18:6; Psalm 18:18, 19. Distribute art supplies and precut bookmark-sized paper. Ask students to create a bookmark for someone who is facing a difficult situation. On the bookmark they should write “Praise God for ______” and include a quality or activity mentioned in one of the promises listed (example: “Praise God for being a stronghold in time of trouble”).

Debriefing
Say: Let’s remember that God is our refuge, and

We praise God for His power in our lives.
**Closing**

**Prayer and closing comments:**
Say: God is with us all the time and has solutions for all our problems. Let’s close by praising Him for being with us. I will say an activity and you respond by saying “Thank You for being with me.”

Say: **When I am sleeping**, thank You for being with me.
**When I am eating**, thank You for being with me.
**When I am traveling**, thank You for being with me.
**When I am at school**, thank You for being with me.
**When I am playing**, thank You for being with me.
**When I am happy**, thank You for being with me.
**When I am sad**, thank You for being with me.
**When I am lonely**, thank You for being with me.
**When I am afraid**, thank You for being with me.
**At all times**, thank You for being with me.

**Reminder to parents:**
Say: Check out the student Bible study guide to find Parents’ Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.

**Coming up next week:**
Say: God sends food from heaven. We worship God when we follow His instructions on how to live.
LESSON 5

Think of a time you were really afraid. When have you ever felt that you were all alone and there was no one to help you? Remember when you prayed and were surprised by the answer to your prayer?

Moses looked out over the tent city by the edge of the Red Sea. It wasn’t quite the place that Moses would have chosen to camp. They were backed into a corner with nowhere to go. But Moses trusted God and knew that since God had told them to camp there, God had an escape plan.

Back in Egypt, Pharaoh began to realize what an awful mistake he had made. He had just allowed all his free labor to escape. Perhaps he thought, How will the state building program continue? Who will build the palaces? Who will mend the roads? Maybe he called a cabinet meeting, and as they began to discuss events, it became clear that everyone else was wondering the same thing.

They needed to act immediately to get things back to normal. Pharaoh’s intelligence chief reported that the Israelites were camped by the Red Sea and were a sitting target. It would be no problem to round them up and bring them back. Pharaoh ordered 600 special chariots prepared to lead the other available chariots.

After the thrill of leaving Egypt, the Israelites camped and waited. Time dragged. They had time to reflect. Here they were out in the desert, camped by the sea. They were a sitting target for anyone who came by. This was not the Promised Land. What was going to happen to them? Being a slave was pretty grim, but was living in the desert any better? At least in Egypt they had food and shelter. They began to grumble among themselves.

The news spread like wildfire through the camp and with it panic. The Egyptian army had been spotted on the horizon. The people went to Moses complaining, “Was it because there were no graves in Egypt that you brought us to the desert to die? What have you done to us by bringing us out of Egypt? Didn’t we say to you in Egypt, ‘Leave us alone; let us serve the Egyptians’? It would have been better for us to serve the Egyptians than to die in the desert!” (Exodus 14:11, 12).

Moses listened patiently to all their complaints and fears and then reassured them, “Do not be afraid. Stand firm and you will see the deliverance the Lord will bring you today. The Egyptians you see today you will never see again. The Lord will fight for you; you need only to be still” (verses 13, 14). Reluctantly the people went to their tents, and Moses went to talk to God. What should he do?

God told Moses, “Raise your staff and stretch out your hand over the sea to divide the water so that the Israelites can go through the sea on dry ground” (verse 16).

As God spoke, the large pillar of cloud that had been leading the people began to move over them and placed itself between the Israelites and the advancing Egyptians.

As darkness came, the cloud turned into fire on the Israelites’ side and lit up the campsite. God sent a strong wind that blew all night, making a path through the sea. Tribe by tribe, all the Israelites went through the sea to the other side.

The Egyptians began to feel uneasy. They realized that this darkness wasn’t normal. Maybe they should go home. Suddenly the darkness and the cloud lifted. The Israelites’ tent city had disappeared! They looked in disbelief. Then they saw the pathway through the sea. Fear and panic were replaced by anger at the thought of their slaves escaping their grasp. The Egyptians charged after them.

The chariots began to get stuck in the soft mud. Then with a shout of panic the Egyptians tried to turn and run for safety, but it was too late. The waters began to flow back. The army was destroyed—men, horses, chariots.

The Israelites stood on the beach on the other side hardly able to believe their eyes. God had told them to stand and watch, and He would deliver. And that was just what had happened. God had delivered them. What an awesome God!

People hugged each other and laughed and cried. They began to sing. They sang a new song, a special song. A song of redemption. A song of hope. Moses’ sister, Miriam, took up her tambourine, and soon other women joined her, making music and dancing while the rest of the people watched and sang, celebrating God’s great power and their deliverance.
KEY REFERENCES

- Exodus 14:1-21
- Patriarchs and Prophets, chap. 25, pp. 281-290
- Our Beliefs nos. 22, 11, 3

POWER TEXT

“The Lord is my strength and my defense; he has become my salvation. He is my God, and I will praise him, my father’s God, and I will exalt him” (Exodus 15:2).

POWER POINT

We praise God for His power in our lives.

Sabbath

- Do: Do the activity on page 46.
- Learn: Begin learning the power text.

Sunday

- Read: Read Exodus 14:1-14 and this week’s story, “Stand Still, Watch, Then Sing.”
- Review: Review the power text.
- Pray: Ask God to show you the ways that He works for you when you feel “backed up against a wall.”

Monday

- Read: Read Exodus 14:15-20.
- Imagine: Imagine you are a reporter traveling with Moses. In your Bible study journal, write a news report about the events in the verses you just read.
- Review: Review the power text.
- Pray: What are some things in your life that appear hopeless? Ask God to give you faith that He will help you.

Tuesday

- Read: Read Psalm 27:14.
- Remember: Remember a time you had to wait for something to happen. What made the time of waiting easy or difficult?
- Do: Share with a discouraged person God’s promises, as well as your experiences about God’s care and protection.
- Review: Review the power text.
- Pray: Ask God for the gifts of patience and trust.

Wednesday

- Read: Read Exodus 14:21-31.
- Report: Continue your news report, perhaps drawing a “photo” illustration to go with it.
- Think: When has God rescued you in a special way?
- Review: Review the power text.
- Pray: Create a Thank You card for God and say it to Him.

Thursday

- Think: Why do you think it is important to praise God for the things He does for us?
- Sing: Sing or make up a praise song to sing to God.
- Review: Review the power text.
- Pray: Thank God for at least three specific things. Write them in your Bible study journal.

Friday

- Read: Read Psalm 100:2.
- Think: How many times is the word “my” used in the power text? What do you think the use of this word shows about how the people felt about God?
- Decide: Make the decision today that God is your God, that He belongs to you, and you belong to Him.
- Write: In your Bible study journal, write a report telling God about your decision.
- Share: Share the power text with your family at worship.
- Pray: Praise God that you are His son or daughter.