**Modified Version of Ruhi G3 Lesson 3**

*This lesson is long, and you may have to pick and choose which to include, or make two lessons out of it. The story can be divided into two lessons as well.*

**Opening Prayers- Prayer Sharers**

**Review quotes-** anyone who has memorized can share

(He is and hath from everlasting been…)

**Practice prayer** that they are learning

**“O my God, my Lord and my Master! I have detached myself from my kindred and have sought through Thee to become independent of all that dwell on earth and ever ready to receive that which is praiseworthy in Thy sight. Bestow on me such good as will make me independent of aught else but Thee, and grant me an ampler share of Thy boundless favours. Verily Thou art the Lord of grace abounding.”**

-The Bab

**If not mentioned last time, can say…**

**So why would we be praying to be independent of all things?** **Why is it important to be clinging to God alone? Does this mean we don’t love our family or listen to them?** Of course not- we love our family and our friends, AND, we make sure that we are doing what will win GOD’s good pleasure. Sometimes what will win our friend’s good pleasure will cause us to LOSE God’s good pleasure. **Can you think of an example?** Ex. like if they are making fun of someone or excluding someone, and want you to join in or when you go along with things that people are doing that don’t feel right. We ALWAYS have to be thinking- would this be pleasing to GOD? That should be our goal. Also, seeking after truth independently- asking God to guide you to what is right- is very important. That is why we make sure we make time to pray and read Holy Writings regularly to be inspired and to walk a path that is pleasing to God.

DO MOVEMENTS- (see video on [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson- or earlier lesson on Abraham)

If didn’t have time last class, can do the **FACT CARD GAME from Abraham lesson**…

**Intro to Lesson:**

*The purpose of today’s lesson is for the children to understand that the Manifestations of God are Divine Educators, that Each brings a set of laws and ordinances suited to the capacity of the age in which He appears, and that these laws enable human beings to develop their spiritual powers and create a more just and beautiful world. The children will learn specifically about the life of Moses, Who, as explained by Abdu’l-Baha, established laws and ordinances that “gave life to the people of Israel, and let them to the highest possible degree of civilization at that period.” The following ideas may assist you in speaking to the children on this important subject.*

The Manifestations of God are Divine Educators. In order to advance from age to age, humanity needs a Divine Teacher at every stage, One Who can help it to understand how God wants it to organize its affairs and develop its capacity. In this way all the wonderful qualities and attributes with which He has endowed humanity can shine forth. Every Manifestation brings a set of laws and ordinances that is suitable to the capacity of the people among whom He appears, perfectly geared for that age. His laws and ordinances tell them how God wants them to live, in order to advance in knowledge and understanding and draw closer to humanity’s glorious destiny. Without the laws and teachings of God’s Manifestations, true progress would not be achieved. Think of a field or an orchard. If left wild, without care, no fruitful trees would grow on it. But when its plants are tended and trained, it becomes a beautiful garden; the thorns and thistles give way to delicious fruit and fragrant flowers. In the same way, by following the laws and ordinances of the Manifestation of God for today, we are able to develop our capacity more fully and, as a people, attain great heights of accomplishment.

Moses was a Manifestation of God Who appeared after Abraham, when His people were ready to receive a NEW set of laws and ordinances that would enable them to reach a new level of progress. The laws and ordinances of God brought by Moses educated His people, trained and disciplined them, freeing them from the darkness of ignorance and leading them into the light of knowledge and true understanding.

**Questions:**

* Who are the Divine Educators of the world of humanity?
* Why do the Manifestations bring the laws of God?
* What happens to a field or an orchard if it is left untended?
* How is human progress affected by the education provided by the Manifestations of God?
* What did Moses establish among the people?
* What was attained as a result of the teachings brought by Moses?

**(You may want to tell part of the story of Moses here)**

**Memorization:**

The quotation we are going to memorize from the Writings of Baha’u’llah reminds us that all the Manifestations of God come to educate humanity. By following the laws they bring us, we learn how to live with dignity befitting the noble station that God has conferred on every human being. (see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson for movements to the quote)

**“The purpose of these Educators, in all they said and taught, was to preserve man’s exalted station. Well is it with him who in the Day of God hath laid fast hold upon His precepts and hath not deviated from His true and fundamental Law.”**

**Preserve: to keep safe from harm**

The artwork that Rose made was so beautiful that her Mom wanted to protect it from harm by putting it in a lovely frame.

**The Day of God:** Whenever a new messenger of God comes to the world, it is known as the Day of God. We are living at a time that has been promised in all the religions as the Day of God, because Baha’u’llah- the most recent Messenger of God- has come in the glory of the Father.

**Precepts: rules**

John knew that the precepts brought by God in the Writings of Baha’u’llah were there for his protection, so he followed them very carefully- like the precept to pray and read the Sacred Writings each day.

**Not deviated: to deviate means to stray from a standard or principle.**

In the Bahai Writings it says that talking about people badly behind their backs is one of the most grevious sins. Because Jennifer wants to be faithful to the teachings and not deviate from them, when people begin to talk badly about others in front of her, she changes the subject to something positive.

**Songs:** (see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) for lyrics and some music)

* **Tiny Seed**
* **Make Firm Our Steps** by Joe Crone
* **Bluebird of Happiness** (following the laws of God helps ensure true happiness)
* **Nine Great Teachers (or another one that is requested from songbook)**

**Cooperative Games:**

**Group Transformation**

Divide class into groups of 4 or 5 (evenly divided). Each group works together to create sculptures and objects using only their bodies. They must include all members of their group in each sculpture. The sculptures can be moving or still. Here are some sculpture ideas:

-computer, bulldozer, helicopter, food processor, shower, car, book, etc.

**Some reflection questions:**

Did everyone feel included in this activity? Why or why not?

How did you decide who did what in your group? Did you consult properly? How could this be improved?

**Peluca**

Get into a circle with one person in the center. This person will then call out elephant, bull, or rabbit. The person that is pointed out, as well as the person on each side of him/her, will have to coordinate their actions and make each animal as described.

Elephant: center will stick both hands in front of their nose in a cylinder to form a trunk. On each side of them they will form the ears by leaning over placing one hand cupped by the person’s ear.

Bull: center person will put their arms out in front of them, with elbows bent, and have their hands in fists, like hooves. The outside people will put their thumbs out with the rest of the fingers closed (looks like a horn on either side).

Rabbit: center places their hands in front of them with their wrists bent, and their front teeth over their closed lips (like bunny teeth) while the outside two put their elbow on either shoulder of the person in the middle and flop their wrist over like bunny ears.

If they do not get into this position by the count of 5 by the pointer then the last to get into position will become the center person, after dancing a funny dance called the peluca while everyone chants- “We all want (name of child) to dance the peluca. X 2 Peluca por aqui, peluca for aya, peluca por delante, peluca por atras.”

**Story**

**Props:** Handcuffs, small basket or picture of Moses basket, crown for a prince, picture of great stone pyramids, sheep, staff, large snake, small snakes, red silt/sand, hail stones (paper wadded up), locusts, frogs, toy medical kit (for disease), gold coins, ten commandments written out on paper in shape of stone tablets, the Torah,

*Today’s historical episode recounts the life of Moses. In relating this narrative to the children, whether in whole or in part, you should be sure to emphasize that Moses guided the Hebrew people out of slavery and educated them through the law of God, raising them to a higher level of civilization.*

Moses was born in the land of Egypt thousands of years ago. His family was among the many descendants of the children of Abraham, the Hebrew people, who had settled and prospered long before in the Promised Land. Most people lived by farming and tending animals, and when drought come to the Promised Land and water had grown scarce, the Hebrew people made their way to Egypt, where they lived happily for a long time. But eventually the king of Egypt, known as the Pharaoh, became fearful of the Hebrew people, believing they might try to overtake his land, and so he made them into **slaves**. Even worse, he ordered that all their newborn male children be killed to prevent them from growing into solders who could rise up against him. It was around this time that Moses was born.

Imagine the fear that filled the heart of Moses’s mother when she gave birth to her new little Son. For three months she was able to keep Him in hiding, but when she could conceal Him no longer, she put Him in a **small basket** and sent it floating down the Nile, praying that He would be found and saved. Later her daughter Miriam discovered that her tiny brother have been taken from the basket to the household of the Pharaoh who was persuaded to spare His life, and had given the name Moses. So it was that Moses came to be raised in the Pharaoh’s palace and was treated as his very son. He was a **prince.**

At times, young Moses would inspect the work of the Hebrew slaves, who were laboring under harsh conditions to build structures and **great stone pyramids** at the Pharaoh’s command. He saw the cruelty with which they were treated, and He grew troubled by their suffering. Moses, of course, came to know that He, too, was of the Hebrew people, which, unlike the Egyptians who worshipped idols, believed in one God, as taught by Abraham. Eventually Moses met His sister Miriam and His older brother Aaron, who had been born before the Pharaoh’s cruel order. Still, He was separate from His people, a member of the Pharaoh’s household.

One day, however while carrying out an inspection of some construction work, Moses saw an Egyptian overseer striking a slave, who was struggling to defend himself. The man cried out for assistance, and Moses swung out His arm to help him. The overseer fell to the ground, killed by the powerful blow.

News of the incident quickly spread throughout the city, and Moses fled from Egypt to escape the Pharaoh’s men, who sought to put Him to death as punishment for killing one of the ruler’s overseers. Moses begged God for forgiveness, as His intentions had been but to help the beleaguered Hebrew slave, and He asked God to show Him the way forward. He was led to the land of Midian, where He was taken in by the family of a prosperous **shepherd.** He eventually married one of the shepherd’s daughters and was given responsibility for several flocks of sheep, spending long hours alone in the open countryside tending to the animals. The suffering of the enslaved Hebrew people in Egypt was never, however, far from His thoughts, and especially during times of solitude in the countryside, He would pray and meditate, asking God for guidance.

It was while tending sheep, alone, that Moses became aware of the Station to which God had called Him. He saw a bush burning in the countryside that was not consumed by the flames. As He approached the bush the Voice of God could be heard, bidding Him to make His way back to Egypt and with His brother Aaron by His side, call on the Pharaoh to free the Hebrew people. Moses was assured that He would be given the strength to accomplish so great a task, liberating the Hebrews from the yoke of oppression and guiding them to the land of their Forefather, Abraham.

In accordance with God’s command, Moses returned to Egypt and went with Aaron to see the Pharaoh. Though He had spent so many years as a simple shepherd, majesty and grandeur had become manifest in Him. Moses asked that the Hebrew people be allowed to return to their homeland to worship and serve God. He proclaimed the message of the oneness of God, Creator of all things, but the Pharaoh refused to listen and demanded proof of the greatness of God. At this, Moses cast down his **staff,** and as it fell to the ground, it turned into a **serpent** before the eyes of all in the Pharaoh’s court. But the Pharaoh was not convinced. He believed that his own priests and sorcerers could perform acts as great as Moses, so he called them to the palace to demonstrate their skill. Once they had gathered, all of Pharaoh’s sorcerers cast their staffs to the ground where they, too turned into serpents. But when these serpents encountered the one that Moses had cast it swallowed each of them up in turn. Of course, Bahaullah explained that the staff of Moses was in reality “**the rod of celestial dominion”.** He tells us that Moses possessed Divine knowledge and we know that through the Pharaoh’s priests tried to disprove His claims, the proofs that Moses put forth, like the serpent, overpowered the arguments they made. Yet still the Pharaoh would not accept Moses’ Message of one God. His heart was hardened, and he would not let the Hebrew people go.

Not long after, Moses retuned to the Pharaoh and warned him that ten plagues would afflict the land of Egypt if he did not free the Hebrew people. But the Pharaoh was heedless to the warning, and one by one the plagues came. First there was a heavy flood that filled the River Nile with **red silt**, overflowing the reservoirs and contaminating the water so there was little to drink. Next, great **hail stones** fell and destroyed the crops, creating s shortage of food. The hail stones were followed by swarms of **locusts** so thick that they blocked the sun. Then a scourge of **frogs** overran the city. Prior to the onset of each plague Moses would foretell the event and would call on Pharaoh to relinquish his grip on the Hebrew people, and each time the Pharaoh would refuse until he saw the consequences of the plague. He would then promise to let the people go. But each time he would break his promise and, in anger, increase the burden on the enslaved people. Egyptians and Hebrews alike blamed Moses for all he suffering in the land.

When the tenth plague came, **disease** spread everywhere and took many lives. Even the Pharaoh’s eldest son became sick and dies. The Hebrew households were, however, passed over by the plague. At last, after this tenth affliction, with his country and family devastated, the Pharaoh told Moses that He could take the people out of Egypt.

Moses led the Hebrew people through the desert. Day and night they travelled, until they reached the shores of the Red Sea. The people were exhausted, hungry and thirsty. They had barely stopped when they realized the Egyptian army was pursuing them. The Pharaoh had changed his mind once again and wanted to return the people into bondage. Now there were trapped. With the Egyptians behind them, they could not turn back; yet they could not move forward since there was no way across the sea. There seemed to be no escape, and they feared for their lives. They began to lose hope. But Moses reminded them that God would not abandon them and would always take care of them. Then as the Egyptians drew nearer, God commanded Moses to raise His **staff** and stretch His hand out over the sea. As he did so the water divided, leaving a path for the people to pass through. With another wave of His hand the water flowed back again, washing away the Egyptian army and leaving the Hebrews safe on the other side of the Red Sea.

The sea now behind them, the people still had a long way to travel through the hot, dry desert. Conditions were harsh, and food and water were scarce. Discontent began to grow. Many complained and doubted Moses and the teachings of God. When they reached the foot of Mount Sinai, Moses left the people and climbed the mountain to commune with God. In His absence the people turned back to the old ways. They melted their jewelry and created a **golden idol,** which they started to worship, forgetting the one true God. After forty days Moses returned. He carried **two stone tablets** upon which were inscribed God’s laws, the Ten Commandments, Seeing that the people had returned to the worship of idols, Moses destroyed what they had made and begged God to show forgiveness to them.

The tablets had also been destroyed in the confusion, so Moses returned to Mount Sinai and communicated with God for another forty days, at the end of which He came down from the mountain. His face radiant, with a **new set of tablets**, again engraved with Ten Commandments, laws by which Hebrew people should live. For example, they were commanded to recognize the one true God, to honor their fathers and mothers, and not to murder or steal or speak dishonestly. Moses told people that if the obeyed these laws of God, they would become a holy nation. In response, the Hebrews who came to be known as the Jewish people, promised to be obedient to God’s commandments. Later the laws and teachings brought by Moses were recorded in a Holy Book called **the Torah.**

At last, after many long years in the desert, they neared Canaan, the Promised Land Moses was then very old. From a mountain top, He could see the Promised Land and knew that the Hebrew people had reached their goal. His Mission was complete, and it was there, on the mountain top, that His earthly life came to an end. Moses had guided His people with wisdom and gave them God’s Ten Commandments to obey, and so they were raised out of slavery to a high state of civilization.

**Facts:**

*You may wish to include the following information in the games you are devising to help the children retain important facts.*

(see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) for the fact cards for this lesson; they can be used in the way described in Lesson 2)

* Moses was born to a Hebrew family in Egypt… thousands of years ago.
* Moses was raised in…the Pharaoh’s palace as a prince.
* Ten plagues afflicted Egypt before…the Pharaoh agreed to free the Hebrew people.
* Moses led the Hebrew people…out of Egypt.
* The Ten Commandments are…God’s laws that Moses brought to humanity.
* Some of the Ten Commandments are…to honor one’s father and mother, not to steal, not to murder, and not to speak dishonestly.
* The laws and teachings brought by Moses are recorded in….a Holy Book called the Torah.

**Drama:**

Today you may help the children enact the episode of the crossing of the Red Sea. Ask them to imagine they are the Hebrew people following Moses out of Egypt. What thoughts do they have when they reach the Red Sea and see the Pharaoh’s army in pursuit? What is their reaction when they see the water parting? How do they move through the path that has opened for them? What do they do when they at last reach safety? You may find it useful to prompt the children with some words form the episode you recounted earlier.

**Art/Drawing:**

To deepen the children’s understanding of the Manifestations of God as Educators of humanity, you may find it helpful to ask them to do a drawing in two parts. On one side of the page, they could draw an uncultivated field of thistles and thorns, and on the other, a garden with trees bearing fruits and blooming with flowers.

**Review:**

After helping the children to review the quotation they learned as part of today’s lesson, have them recite from memory the quotation below, which they learned in Grade 2.

**“The Tongue of My power hath, from the heaven of My omnipotent glory, addressed to My creation these words: ‘Observe My commandments, for the love of My beauty.’” –Baha’u’llah**

(You can use images on [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson to review the quote with the children, if you would like)