

## Aim of lesson

To see the Passover and Exodus as a pattern of our redemption brought about by the death of Christ.

## Bible background

Exodus 11; 12; 13.

## Outline of lesson

### Bible Search: Passover facts

Begin with the first section in the workbook. The children should look in Exodus 12 to fill in the gaps in the story. They could work in pairs or individually, and the result should read something like:

On a certain date, the 10th day of the month, the Israelites had to follow certain instructions God had given them. They had to kill a one-year-old lamb, which was special because it had to be perfect. The blood was used to paint the doorposts and the lintel of the house. They ate the lamb roasted, with unleavened bread and bitter herbs, and they ate it in haste, dressed ready for a journey. For the next seven days they had to avoid eating anything with leaven in it. The feast was called the Passover because the angel of death passed over the house. On the day following the feast they left Egypt.

Go through their answers together, and build up the story as you do. Explain the reason for many of the details. For example, they ate whilst standing up and with 'loins girded' because they were going to be off in the morning; bitter herbs were included in the meal to remind them in years to come of the bitterness of bondage in Egypt. Show how the last plague, the Passover and the Exodus relate to each other.

### Christ our Passover

Lead the class into the next section in the workbook, and ask for their ideas on the parallels between Jesus Christ and the Passover lamb. 1 Peter 1:18,19 is a good reference to start them off.

### Lessons for us

Bring the class back to the narrative in Exodus, showing that it was the day after the night of the Passover that the Israelites went out of Egypt, free. Ask them to compare the Israelites' life before and after the Exodus. Encourage them to suggest their ideas first. Use the third section in the workbook to record the ideas that are brought out. Try to draw out not only the negative things about Egypt but also the opposite positive things about being free. These notes and references may help:

- Slavery / freedom, Deuteronomy 6:21-23,
- Oppression, cruelty, being a nobody / being cared for, loved and special, Exodus 1:8-14,22; 4:22,
- False gods / serve the true God, Deuteronomy 4:34-35,
- Sickness and disease / health, Deuteronomy 7:15,
- False sense of security / real protection, Exodus 16:2-3.

Having established a clear picture of the difference it made to the Israelites, ask for ideas from the class on how we can have our lives transformed in the same way by accepting 'the blood of the Lamb'. The following references may be useful, but encourage the class to think of what real slavery to the world means in their own terms. For example, what it means to be a slave to fashion or television or to 'what others will think'.

- Romans 6:17-18; 8:1-2
- 1 Peter 2:9-10
- Matthew 6:24
- Colossians 2:13; Revelation 3:17-18
- Luke 12:16-21.

## Digging deeper

### Going to Egypt

This exercise explores God's attitude to going to Egypt and makes reference to the fulfilment of prophecy in Jesus. It helps us to see the pattern of our salvation – being saved from slavery to sin through the water of baptism.

### Relevance to our lives

Ask the class to make a list during the week of things that people choose to be slaves to. Discuss their list next week and ask if there are any that are really worth serving in the long run.

There are patterns of behaviour that can enslave us, either because they become habitual or because we have chosen a group of friends from which it is hard to break free. Paul wrote "All things are lawful for me," but not all things are helpful. "All things are lawful for me," but I will not be enslaved by anything." (1 Corinthians 6:12 ESV).

## Prayer

Lord, help us to understand how you can set us free in Christ. Help us not to be slaves to things that are of no real value.

## **Other suggestions for activities**

- Plan a dialogue between an Israelite father and his firstborn son during the day of preparation for the Passover. Show their fears and confidence.
- Make a newspaper set in this period with different members of the class preparing articles or illustrations of
  - the recent plagues and this last one,
  - the opinions of the Egyptians,
  - the Passover of the Israelites,
  - the Israelites leaving Egypt, and
  - Pharaoh's fury.