

Semicontinuous

**Exod. 3:1-15**

**Ps. 105:1-6,  
23-26, 45b**

Complementary

**Jer. 15:15-21**

**Ps. 26:1-8**

**Rom. 12:9-21**

**Matt. 16:21-28**

# Called by Name

**Goal for the Session** After hearing the story of Moses and the burning bush, children will imagine what God might be calling them to do.

## ■ PREPARING FOR THE SESSION

### Focus on Exodus 3:1–15

#### WHAT is important to know?

—From “Exegetical Perspective” by Gary W. Charles

God gives Moses a seemingly insurmountable task to accomplish, but God will not allow Moses to assume that he will engage the powers of Egypt alone. Moses assumes he needs more authoritative information, but the voice from the burning bush reminds Moses that he knows more than enough: “Thus you shall say to the Israelites, ‘The Lord, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you’: This is my name forever, and this is my title for all generations” (v. 15).

#### WHERE is God in these words?

—From “Theological Perspective” by Rebecca Blair Young

God uses the name, YHWH Elohim, the Hebrew expression for Lord God, in reference to God’s relationship with Israel’s ancestors. In the context of human relationship, God graciously identifies Godself in familiar and familial terms. This three-step progression—from God’s identification of Godself as Supreme Being, then as Supreme Being who acts in human history by sending shepherds, and finally as the God in relationship with Israel—is God’s way of acknowledging and responding to Moses and to Israel, joining in the common refrain, “Here I am.”

#### SO WHAT does this mean for our lives?

—From “Pastoral Perspective” by H. James Hopkins

Moses learned that it was time to let go of his life as a shepherd and embrace a new role as the deliverer of the Hebrew people. What old ways of being have we been asked to let go of? What current ways of being are we being asked to let go of? What new ways of being are we being asked to claim? Absent the appearance of a burning bush, how do we know when it is time to let go of the old and take hold of the new?

#### NOW WHAT is God’s word calling us to do?

—From “Homiletical Perspective” by Geoffrey M. St. J. Hoare

The import of this name is that YHWH cannot be reduced to a characteristic any more than captured in a definition. However comfortable we may be with ambiguity as an intellectual matter, most of us, at the level of practical theology, want everything sorted out, logical, definitive, and clear. YHWH will fill out the content of the character implied in the divine name as the promised constancy and fidelity unfolds in history. In Exodus 20:2 YHWH will offer content to the name: “I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery.”

**FOCUS SCRIPTURE**

**Exodus 3:1–15**

**YOU WILL NEED**

- small table
- green cloth
- Christ candle, matches or battery-powered candle
- Bible
- offering basket
- Color Pack 1, 2, 27, 32
- Resource Sheet 1, 2
- Singing the Feast*, [bit.ly/SingingTheFeast](http://bit.ly/SingingTheFeast)
- scissors

For Responding

- option 1: copies of Resource Sheet 3, scissors, crayons, craft sticks, tape, glue
- option 2: Color Pack 2, orange, red, and yellow construction paper; scissors; newsprint; marker; pens; dark poster board; tape
- option 3: newsprint; marker; 1" orange, red, and yellow ribbon; fine-tipped permanent markers; 18" twig; stapler; yarn
- option 4: plastic storage containers with lids; clean sand; small stones; plastic forks; *Singing the Feast*, [bit.ly/SingingTheFeast](http://bit.ly/SingingTheFeast)

## Focus on Your Teaching

Most children understand that when they hear their name called, it requires some kind of response. If a parent uses their full name, they may shudder at the prospect. Younger children are very open to the idea that God speaks to people today, though perhaps not from a burning bush. Older children may have questions and be a little more cynical. Be ready to tell about the ways in which you have heard God's call and how you have responded. One response may be teaching church school.

*Loving God, help me to recognize your voice of love and hear what you might be calling me to do. Amen.*

## LEADING THE SESSION

### GATHERING

*Before the session*, print the gathering litany on newsprint or poster board to use in each session. Display Color Pack 1. Cut apart the memory verse on Resource Sheet 2. For option 2 in Responding, draw a simple tree trunk in the middle of a dark piece of poster board. For option 3 in Responding, cut the ribbons into 3' lengths. For option 4 in Responding, make a sample sand garden.

As you greet the children, have them help you arrange the green cloth on the small table to make a worship table. Place a Christ candle (white pillar candle with a symbol of Christ etched or drawn on it), an offering basket, and a Bible open to Exodus 3 on it.

Tell learners that the green cloth means the church is in the Ordinary Time (or the Season after Pentecost), a part of the church year when there are no special days. Point to this season on Color Pack 1.

Light the Christ candle. If you wish, have a child gather the offerings.

Sing the gathering song for these weeks, "Bim Bom" (Color Pack 27, *Singing the Feast*). Note that the words *bim* and *bom* have no meaning, but the words *Shabbat shalom* are Hebrew for "peaceful Sabbath."

Then lead the group in this gathering litany:

**Leader:** Loving God, be with us today.

**Children:** We have come to learn about you.

**Leader:** Teacher Jesus, we want to follow your teachings.

**Children:** We have come to learn what you teach.

**Leader:** Holy Spirit, we look for your help.

**Children:** Amen.

If open flames are not allowed in your Sunday school, use a battery-powered candle.

### Bim Bom

Bim bom bim bim bim bom  
Bim bim bim bim bim bom.  
Bim bom bim bim bim bom  
Bim bim bim bim bim bom.

Shabbat shalom!  
Shabbat shalom!  
Shabbat, shabbat, shabbat,  
Shabbat shalom!

Extinguish candle.

Have the children sit in a circle. Call a child's name and ask her or him to perform a specific action such as hopping on one foot, twirling around, or making a funny face. The child stands, performs the action, then calls on another child and names an action to do. Continue until every child has been called. Ask:

- ✪ Who called your name this week?
- ✪ What is it like to hear your name called?

Comment that in today's Bible story God calls someone's name.

## EXPLORING

Ask a child to get the Bible from the worship table. Explain that today's story is from the book of Exodus in the Old Testament, the books of the Bible written before Jesus was born. Invite the children to tell what they know about Moses. Explain that when Moses grew up he went to live in another country. Tell the story on Resource Sheet 1 (God Calls Moses).

Suggest that the children take off their shoes like Moses did and slowly walk to look at the burning bush on Color Pack 2. Ask:

- ✪ What might Moses see? Hear? Smell?

Say to the children: "Feel the warmth of the flames. Hear the crackle of the fire. Listen! A voice is speaking from the bush! Cover your eyes with your hands."

After a moment, ask:

- ✪ What did God call Moses to do?
- ✪ What did Moses say?

Show the children the words for Exodus 3:12 from Resource Sheet 2 (Rebus) prepared earlier. Together, arrange the pieces to form the verse. Read the verse together. Repeat it five times. Each time, turn over one piece until no words are showing. Ask:

- ✪ How do you think God's promise helped Moses?

Sit in a circle around Color Pack 2. Play "Blessed to Be a Blessing" (*Singing the Feast*). Invite the children to look at the image, listen to the music, and imagine what God might be calling them to do. When the music ends, ask:

- ✪ When might people hear God's voice today?
- ✪ What might God be calling you to do?

## RESPONDING

If possible, offer at least two options so the children have a choice. One might be more challenging to interest older children who can work on their own.

1. **Puppets** With puppets, the children will imagine how God might call them. Follow the instructions on Resource Sheet 3 (Moses and Me) for making puppets. Have the

If children have difficulty imagining what God is calling them to do, ask questions like: Is there someone who needs help? How could you show God's love this week? Who could you encourage? How could you look after the earth?

EASY  
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children practice being Moses and saying, “God has called me to lead the people out of Egypt.” Then, have the children turn the puppet around, and say, “God has called me to (*children name something God might call them to do*).”

2. **Art Activity** Children will create art that helps them imagine what God is calling them to do. Place Color Pack 2 nearby for inspiration. Have children cut large flame shapes from construction paper. Ask them to imagine what God might be calling them to do. List their ideas on newsprint. Have children choose one idea and print it on their flames. Attach the flames around the tree trunk on dark poster board.
3. **Ribbon Mobile** Children will use their imagination to think about God’s call in their lives. Ask the children to think about what God might be calling them to do. List their ideas on newsprint. Have each child choose one idea and print it on a length of ribbon. Lay the ribbons over the twig to create flames. Adjust the two ends to hang evenly. Pinch both sides of each ribbon together under the twig and staple. Tie the ends of a length of yarn to the twig, about 8" apart. Hang the mobile where the ribbons will move in the breeze and look like dancing flames.
4. **Sand Gardens** Sitting with a meditation sand garden will allow children to reflect on God’s call. Show the meditation sand garden you made, and demonstrate how to quietly rake it with a plastic fork while praying or saying a Bible verse. Distribute supplies. Begin by filling containers  $\frac{3}{4}$  full with sand. Add stones to the container, encouraging children to try different arrangements until they are pleased. Distribute plastic forks. Play “Music for Meditation” (*Singing the Feast*) and invite children to rake patterns in their sand gardens as they think about what God may call them to do. Provide lids and encourage children to take their sand gardens home.

## CLOSING

Play and sing “This Little Light of Mine” (Color Pack 32, *Singing the Feast*) as the children gather at the worship table. Light the candle.

Ask the children to take deep breaths and pay attention to their breath as it comes in and goes out. Observe that God is as close to them as their breath. God is always with them.

Pray:

*God of stories, thank you for stories that help us discover more about you and what it means to live in Jesus’ ways. Amen.*

Invite the children to pile their hands in the middle of the circle for the closing ritual:

**Leader:** Let us go out remembering that

**All: God goes with us.**

Extinguish the candle. Thank each child for coming and affirm positive contributions. Remind them that you will pray for them throughout the coming week.

### This Little Light of Mine

This little light of mine,  
 I’m gonna let it shine.  
 This little light of mine,  
 I’m gonna let it shine.  
 This little light of mine,  
 I’m gonna let it shine,  
 Let it shine, let it shine, let  
 it shine.

Everywhere I go . . .

Jesus gave it to me . . .

**God Calls Moses****based on Exodus 3:1-15**

When the Hebrew people were slaves in Egypt, they were very badly treated. But God had a plan to help them, and Moses was part of God's plan.

Moses had grown up in the royal palace, so Moses knew about Pharaoh. When Moses was a young man, he ran away from the palace and lived in the wilderness, caring for sheep.

One day, Moses saw something very strange. A bush was on fire. Well, the bush was blazing away, but it wasn't burning up. Suddenly, Moses heard God calling to him from inside the bush.

"Moses! Don't come any closer," God commanded. "Take off your sandals. You are standing on holy ground."

Moses did what God said and waited to hear what God wanted.

"I am the God of your parents and grandparents," God said. "I am the God of Abraham, Isaac, and Jacob."

Moses covered his face with his hands, for he was afraid to look at the burning bush.

"I have heard the cries of my people in Egypt," said God. "I have seen how badly they are treated and I have counted every tear they have shed. Now I am sending you to Pharaoh so you can lead my people out of Egypt and take them to a new home."

Moses didn't think he could do what God was asking.

"I am nobody," Moses said. "How can I go to Pharaoh and lead the people out of Egypt?"

"I will be with you, Moses. I will help you," God answered.

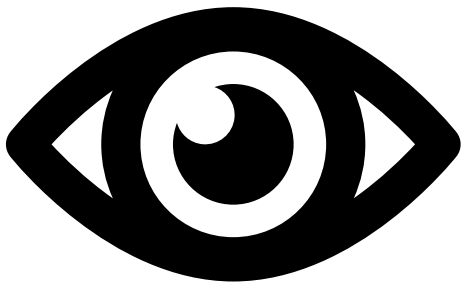
"Yes, but . . ." spluttered Moses. "What if they ask me your name? What do I tell them?"

"I AM WHO I AM," answered God. "Tell them the one called I AM sent me to you. Tell them I am the God of Abraham, Isaac, and Jacob."

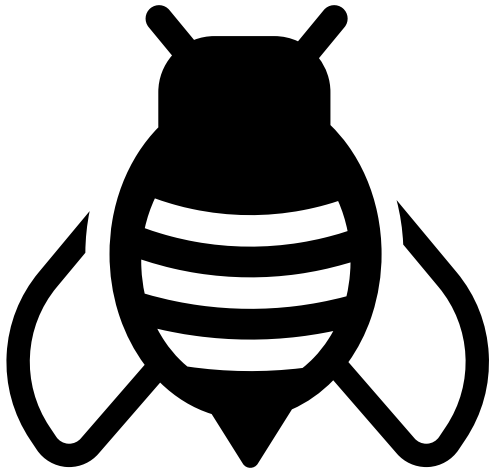
Moses obeyed God and went to Pharaoh. And that was the beginning of a whole new adventure.



**Rebus**



will



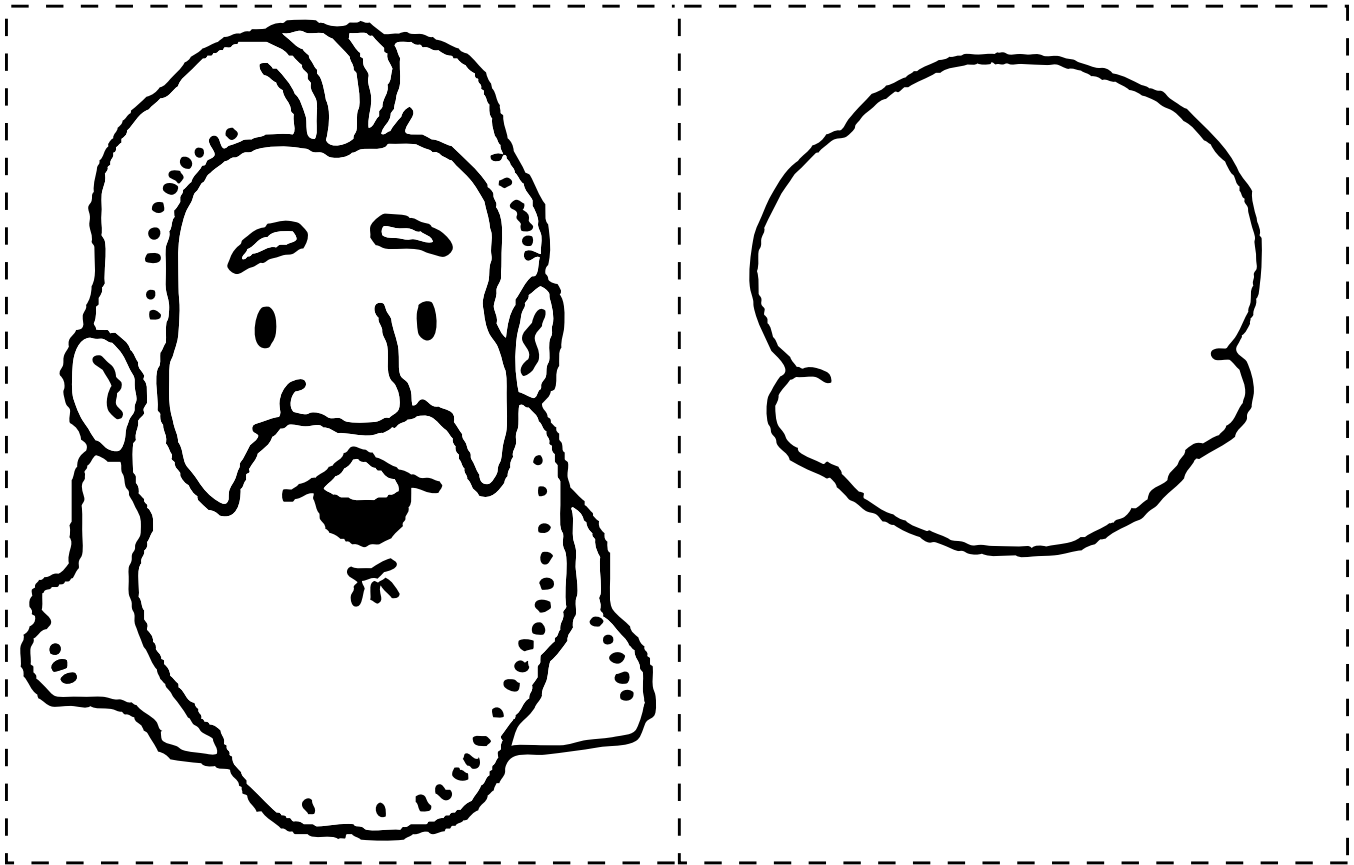
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## Moses and Me

**Directions:**

- Draw your face in the blank outline.
- Cut out both faces.
- Tape a craft stick to the back of one face.
- Glue the other face to the other side so you have a puppet with Moses' face on one side and your face on the other.



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# Holy Encounter, New Response

**Goal for the Session** *Hearing about Moses' call, adults will seek ways to encounter the holy and discern new avenues of discipleship.*

## ■ PREPARING FOR THE SESSION

### Focus on Exodus 3:1–15

#### WHAT is important to know?

—From “Exegetical Perspective” by Gary W. Charles

God gives Moses a seemingly insurmountable task to accomplish, but God will not allow Moses to assume that he will engage the powers of Egypt alone. Moses assumes he needs more authoritative information, but the voice from the burning bush reminds Moses that he knows more than enough: “Thus you shall say to the Israelites, ‘The Lord, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you’: This is my name forever, and this is my title for all generations” (v. 15).

#### WHERE is God in these words?

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God uses the name, YHWH Elohim, the Hebrew expression for Lord God, in reference to God's relationship with Israel's ancestors. In the context of human relationship, God graciously identifies Godself in familiar and familial terms. This three-step progression—from God's identification of Godself as Supreme Being, then as Supreme Being who acts in human history by sending shepherds, and finally as the God in relationship with Israel—is God's way of acknowledging and responding to Moses and to Israel, joining in the common refrain, “Here I am.”

#### SO WHAT does this mean for our lives?

—From “Pastoral Perspective” by H. James Hopkins

Moses learned that it was time to let go of his life as a shepherd and embrace a new role as the deliverer of the Hebrew people. What old ways of being have we been asked to let go of? What current ways of being are we being asked to let go of? What new ways of being are we being asked to claim? Absent the appearance of a burning bush, how do we know when it is time to let go of the old and take hold of the new?

#### NOW WHAT is God's word calling us to do?

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The import of this name is that YHWH cannot be reduced to a characteristic any more than captured in a definition. However comfortable we may be with ambiguity as an intellectual matter, most of us, at the level of practical theology, want everything sorted out, logical, definitive, and clear. YHWH will fill out the content of the character implied in the divine name as the promised constancy and fidelity unfolds in history. In Exodus 20:2 YHWH will offer content to the name: “I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery.”

**FOCUS SCRIPTURE**

***Exodus 3:1–15***

## Focus on Your Teaching

When struggling with a decision, many Christians yearn for a clear sign from God. Yet the idea of encountering the Holy One may make us distinctly uncomfortable. It is one thing to yearn for discernment, but quite another to feel God calling us to something we feel ill-equipped or disinclined to do. Further, many decisions call for leaving behind the familiar and embarking on new, uncharted paths. In this session, adults will explore an unexpected encounter with the holy.

*Make me aware, O God, of your presence with me and with those I lead.  
Fill me with a sense of awe and wonder. Amen.*

### YOU WILL NEED

- newsprint
- red and orange markers
- copies of Resource Sheet 2
- copies of Resource Sheet 1
- hymnals with “Here I Am, Lord”
- copies of Resource Sheet 1 for the next session

### For Responding

- option 1: copies of Resource Sheet 1, pens, paper, newsprint, marker
- option 2: white drawing paper; red, orange, and yellow tissue paper; white glue thinned with water; small paintbrushes
- option 3: Bibles, downloaded word cloud examples, or newsprint, colorful markers

## LEADING THE SESSION

### GATHERING

*Before the session*, sketch on newsprint a simple, bare-branched bush that covers most of the sheet. On newsprint or a board, list the information from the sidebar about God’s threefold response to Moses’ question about God’s identity. For option 3 in Responding, go to [worditout.com](http://worditout.com), read the directions for making an online word cloud and download and print some examples.

Welcome everyone and make introductions as needed.

Form pairs and invite participants to tell about a time when they had to tackle a new challenge and how they felt during the transition.

Gather as a whole group and invite volunteers to report about their experience.

Explain that in today’s session they will meet a potential leader who had to tackle a new challenge. Encourage them to keep their experiences in mind as they hear about God’s call to a new leader.

Pray the following or a prayer of your choosing:

*Instill in us a sense of wonder and mystery, O Holy One, as once again we encounter your Word. In the name of your Son, Amen.*

In Israel's history, the role of shepherd had multiple meanings. Moses' pilgrimage with his flock presents him simultaneously as a seeker and a leader, shepherding his followers while he seeks divine guidance.

1. "The God of Abraham, Isaac and Jacob": God identified as the God of Moses' ancestors.
2. "I Am Who I Am": God is actively present for God's people.
3. "I Am has sent me to you": The Present One sends Moses to be present for the people.

## EXPLORING

Remind the group that Exodus 1–2 tells that Moses was a child of enslaved Israelites, oppressed by Pharaoh. Moses was saved and raised by Pharaoh's daughter. To fill in the blanks of the intervening time, ask one volunteer to read aloud Exodus 2:11–14, another to read verses 15–22, and a third to read verses 23–25.

Tell the group that today's focus scripture is about an encounter with the Holy One, so you will read the passage with the expectation that participants may experience a sense of mystery and awe in the reading. Invite the group to imagine themselves in the wilderness. Read aloud Exodus 3:1–6. Allow a brief period of silence. Then have participants come forward in turn, write the question or thought they have about the reading somewhere on the branches of the bush with red or orange markers, and read aloud their words for the group.

Ask adults to form pairs to read Exodus 3:7–15. Distribute Resource Sheet 2 (A Dialogue between Moses and the Holy One). Ask one person in each pair to read the part of Moses and the other the part of God.

In the total group after the reading, ask each person to underline the verbs pertaining to God's actions in verses 7–10. Discuss:

✿ What do these action verbs tell us about the nature of this Holy One?

Distribute Resource Sheet 1 (Focus on Exodus 3:1–15) and ask participants to read the "What?" and the "Where?" excerpts in silence. On newsprint, list the information from the sidebar about God's threefold response to Moses' question about God's identity. Add to the information the threefold progression from the "Where?" excerpt (God as Supreme Being, as one who acts in human history, and as one who is in relationship with Israel). Refer participants to the sidebar. Discuss:

✿ What is meant by the statement that God's three-step identification of Godself is God's way of joining in the common refrain of "Here I Am"?

✿ What aspects of God's nature remain a mystery to Moses in this narrative, and to you?

Ask the group to read the "Now What?" excerpt. Invite adults to discuss how they respond to the ambiguity that exists in relating to a Holy One who is so far beyond our ability to define. Ask:

✿ How has God continued to reveal Godself to us?

To lead into Responding, ask the group to read the "So What?" excerpt and reflect in silence on the four questions posed there.

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## RESPONDING

Choose one or more of these activities depending on the length of your session:

- 1. Saying Yes and No** In evaluating old and current ways of being disciples, adults can begin to discern what new ways God may be calling your congregation. Distribute paper and pens and ask adults to answer the four questions in the “So What?” excerpt with your congregation in mind. Then discuss what old and current ways of doing things they believe your church is being called to let go of. Record responses on newsprint, encouraging the group to avoid debating or passing judgment on the ideas. Do the same for new directions your congregation may be being called to embrace. Plan to give the ideas to your pastor or governing board.
- 2. A Sign of God’s Presence** An image of the enduring flame can serve as a reminder of both the mystery and the affirmation of the presence of the Holy One. Give participants sheets of white paper and yellow, orange, and red tissue paper. They can tear flame shapes from the tissue paper, place them on the white paper, and lightly paint over the tissue with white glue mixture, overlapping the tissue flames. Encourage participants to use the flames to center their prayer time just as they might a lit candle.
- 3. Create a Word Cloud of the Text** Creating a word picture of portions of the focus scripture can offer a new avenue into encountering the holy in the text. Invite adults to read Exodus 3:1–15 silently again, identifying words and phrases that seem to jump out or catch their attention. Have them jot these down. Show them the examples you downloaded. If adults have smartphones, they can go to [worditout.com](http://worditout.com) and follow the online directions. Make group or individual word clouds using the program and save to print later.

For a low-tech version, have adults jot down words or phrases from the text that are significant to them. Give each person a sheet of newsprint and colored markers and invite them to make a word cloud by printing or writing the words on the sheet in any pattern, shape, or color they like. Invite adults to view each one in silent reflection. Display them where they can be seen by members of the congregation.

## CLOSING

Sing “Here I Am, Lord” or read the words as a poem, with participants taking turns reading stanzas and everyone reading the refrain.

Enter a time of prayer, inviting participants to consider in what ways their interactions have been holy ground for them today. Ask those who wish to do so to respond to the following: “Today, I was standing on holy ground when . . .”

Distribute copies of Resource Sheet 1 for the next session, or e-mail it to the participants during the week. Encourage participants to read the focus scripture and Resource Sheet 1 before the next session.

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### WHAT is important to know?

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God gives Moses a seemingly insurmountable task to accomplish, but God will not allow Moses to assume that he will engage the powers of Egypt alone. Moses assumes he needs more authoritative information, but the voice from the burning bush reminds Moses that he knows more than enough: “Thus you shall say to the Israelites, ‘The Lord, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you’: This is my name forever, and this is my title for all generations” (v. 15).

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## A Dialogue between Moses and the Holy One



**Moses:**

Moses! Moses!

Here I am.



**God:**

Don't come any closer. Take off your sandals—the ground where you are standing is holy.

I am the God who was worshiped by your ancestors Abraham, Isaac, and Jacob.

I have seen how my people are suffering as slaves in Egypt, and I have heard them beg for my help because of the way they are being mistreated. I feel sorry for them, and I have come down to rescue them from the Egyptians.

I will bring my people out of Egypt into a country where there is good land, rich with milk and honey. I will give them the land where the Canaanites, Hittites, Amorites, Perizzites, Hivites, and Jebusites now live. My people have begged for my help, and I have seen how cruel the Egyptians are to them. Now go to the king! I am sending you to lead my people out of his country.



**Moses:**

Who am I to go to the king and lead your people out of Egypt?



**God:**

I will be with you. And you will know that I am the one who sent you, when you worship me on this mountain after you have led my people out of Egypt.



**Moses:**

I will tell the people of Israel that the God their ancestors worshiped has sent me to them. But what should I say, if they ask me your name?



**God:**

I am the eternal God. So tell them that the Lord, whose name is "I Am," has sent you. This is my name forever, and it is the name that people must use from now on.

This is my name forever, and this is my title for all generations.

Based on Exodus 3:4c–15

# *Joining the Feast*

Year A, Fall  
Proper 17—Reign of Christ Sunday



# What you will find in *Joining the Feast!*

## The Church Year Calendar

Describes the important church festivals and special days for the coming season. It provides theological reflections on their importance for the church's life and our own lives.

## The Shape of the Season

Presents an overview of the focus scriptures for the weeks in the coming season. It discusses the biblical and theological significance of each of the passages.

## Joining Worship and Learning: Making the Connections and Time with Children

A helpful feature in this section of *Joining the Feast* is the inclusion of the stories on the focus scriptures from the multi-age course. These stories can be used in the children's time during worship. Notice that some songs are used by several age levels but not in the same session. If you are interested in including a prayer, poetry, or artwork from an age level, speak with the leader in advance. May your congregational worship be enlivened by these suggestions to join worship and learning.

## Joining Mission and Learning

Help the participants in the *Feasting on the Word Curriculum* connect with existing service opportunities in your congregation. Review this list, and offer suggestions to the leaders. Give this chart to the chair of the mission or outreach committee so that the work of the committee can be strengthened through the church school.

## Litanies and Prayers

A selection of poetic prayers and responsive readings that helps worship leaders connect the church's educational and worship experiences to find fullness and blessing in the praise and service of God.

## Children's Bulletins

A fun activity page is provided weekly to give children a sense of belonging and help them feel welcome in the worship experience. These special children's bulletins connect their worship experience to the education themes.

## Joining the Feast

We invite you to “Join the Feast”!

Our exciting *Feasting on the Word Curriculum* offers great opportunities for the local church. Pastors, educators, and participants can experience the wonder of God’s nourishing word to us. For church schools, for study groups, and in preparation for teaching and preaching, the resources here will deepen and strengthen our faith. We have an amazing “feast” set before us! We desire and can find further understanding in our faith—of who God is and what God has done!

*Joining the Feast* helps pastors, educators, and worship leaders plan for education and worship. We want to assist in reflecting on how to incorporate scriptural and seasonal emphases across different parts of the church’s life.

*Joining the Feast* can be shared in education and worship committees. It enables important biblical themes to be integrated into the church’s study and worship experiences. A chart of suggestions for ways educational emphases can be used in worship is a feature of what follows here. Church school teachers can discuss these materials with each other to enhance education for all age levels in the church. Pastors who plan their lectionary preaching will find taking an overall look at this church season to be useful for their preparations. In all this we want to join teaching and preaching. We want the church’s educational and worship experiences to find fullness and blessing in the praise and service of God!

An important goal for pastors and educators in the church is to connect or join the church’s educational experience with the church’s worship experience. People of all ages who participate in church school study can find their Christian faith enhanced when the Scriptures read and proclaimed in worship reinforce and expand what they have been considering in their educational time. Education and worship can be mutually supportive in helping God’s word in Scripture come alive in the Sunday morning experience. Consideration of the same lectionary reading in preaching can deepen the insights gained in church school.

Pastors who want to build on what has been done in education welcome this *Feasting on the Word Curriculum* as a way to prepare congregational members for directions into which the sermon can lead. Those who participate in the education time will find the insights gained there enhanced by preaching which considers the same passage and brings God’s word to bear in fresh and nourishing ways. So as we “Join the Feast,” joining the church’s educational and worship dimensions can bring to life the richness of God’s word in Scripture.

Donald K. McKim



Circle the item in each line that is part of the story. Color all of the other images.

## God Calls Moses

based on Exodus 3:1-15

Long ago the Hebrew people were slaves in Egypt. They cried out to God to rescue them. God made a plan to save them, and Moses was part of it.

One day, Moses saw a bush that was on fire, but it wasn't burning up. He heard God calling him. "Moses! Don't come any closer," God commanded. "Take off your sandals. You are standing on holy ground!" Moses took off his sandals and hid his face while he listened to what God had to say.

"I am the God of your parents and grandparents," God said. "I am the God of Abraham, Isaac, and Jacob. I have heard the cries of my people in Egypt. I am sending you to the king—to Pharaoh—to tell him to let my people go. Then you can lead them to a new home."

Moses didn't think he could do that! He said, "How can I go to Pharaoh and lead the people out of Egypt? No one will listen to me!"

"I will be with you, Moses. I will help you," God answered.

Moses obeyed God and went to see Pharaoh. And that was the beginning of a whole new adventure.



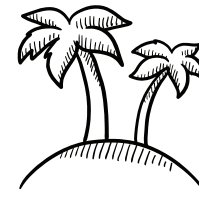
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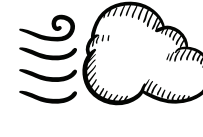
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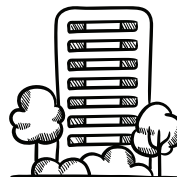
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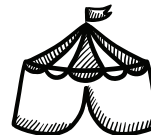
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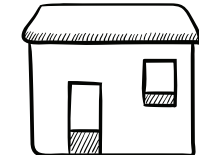
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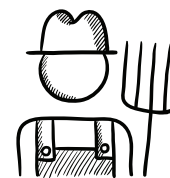
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