



# WEAVING GOD'S PROMISES

## LESSON 7

### *Moses, Agent of Deliverance*

#### **Summary of Today's Story**

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While Moses is taking care of his flock of sheep, he comes to Mount Horeb, the mountain of God. There he sees a bush that is blazing but not consumed by the flames. Out of this bush the voice of God speaks, commanding Moses to go to Egypt and bring the Israelites out of slavery from Egypt.

Moses is reluctant to do this, and protests to God that the people will not listen to him or that he cannot speak well. But God shows miracles that Moses can use to persuade the Israelites, and tells Moses that his brother Aaron can speak to the people for him.

#### **Where You'll Find Today's Story**

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##### **In the Bible**

We recommend the *New Revised Standard Version Bible*.

**Exodus 3:1–4:17 (Moses and the burning bush)**

##### **In Children's Bibles**

If you plan to use a children's Bible for storytelling, write the page numbers of today's story in the space below.

##### **In Our Sunday Lectionary**

Today's story is told in church on the following Sundays:

Year A: Proper 17 (RCL)

Year B: Trinity Sunday (BCP)

Year C: Third Sunday in Lent

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## Weaving Our Story with the Biblical Story

Our story today begins after Moses has fled Egypt, having just killed an Egyptian who was beating a Hebrew slave. He has gone from being an Egyptian prince to being a Hebrew slave himself. Now Moses is happily settled in Midian, married with children. His life is now in order, so it seems.

But God demands of Moses another path. His commission: no less than to free the Hebrew slaves from bondage in Egypt. The story of Moses is intimately tied in with the story of Israel and its deliverance from slavery.

This story focuses on the call of Moses by God and the encounter between Moses and God, who is made known to Moses in the burning bush. Imagine the overwhelming power of that encounter, and the thoughts of Moses about the overwhelming task ahead of him!

Even when Moses is clearly confronted by God and knows that he is “on holy ground,” he still protests to the Lord that he cannot do as he is commanded. We may laugh at his protests but also sympathize with his plight. How often do we feel inadequate to the tasks that God has set out for us!

Notice that when people in the Bible are called by God, the word is always “Go and...” We saw this in the story of Abraham and will see this in stories about Gideon, Jeremiah and the prophets. Jesus himself tells us to “Go and... baptize and preach.”

Our call as *people of God* is not only to meditate on and love God. Our call is also to act—to act on that love. We are called by God to carry out love in the world by working, as Moses did, toward the healing of our broken world and the elimination of injustice and oppression in our society and our community.

We may feel that we are leading our own separate lives unaffected by outside issues and problems. But our lives are as intertwined with the story of God’s people as Moses’ life was. Our decisions—our excuses not to follow God—affect not just our own lives but also the lives and the world of others. As the *people of God*—in our love, understandings, decisions, and ethical choices—we are foremost a people of relationships. We too are called to freedom, for ourselves and for others in this world who are slaves to oppression and injustice.



## The Episcopal Thread

Of the nine Scripture readings at the Great Vigil of Easter that are used to illustrate “the record of God’s saving deed in history,” only one is always

to be read: the lesson from Exodus of Israel’s deliverance at the Red Sea. Thus is Moses the agent of God for that deliverance, a prophet not just for Jews but also for Christians. This lesson is the story of Moses’ call and commissioning by God, and how Moses answered that call.

For Episcopalians, baptism is the beginning of our call and commissioning by God, to live into Christ’s Body the Church. As God’s call is indissoluble, so is the bond that God establishes in Baptism (*BCP* 298). As we say at the beginning of the service of Holy Baptism: “There is one Body and one Spirit; There is one hope in God’s call to us.”

Confirmation is then the mature commitment to Christian faith and life. In the Episcopal Church, a person is confirmed after he or she has been baptized as an infant too young to understand the promises made in the baptismal vows. A person who has come into the Episcopal Church from a non-sacramental church and who wishes to make a sacramental commitment to Christ in the Episcopal Church may also be confirmed. Confirmation, then, is an acknowledgment or an affirmation that we have been called by God, a response to that “burning

bush” that was lit in our lives perhaps before we knew it.

For a uniquely Anglican-Celtic song of commitment to God, look at the hymn known as “St. Patrick’s Breastplate,” #370 in the *Hymnal 1982*. It begins, “I bind unto myself today the strong Name of the Trinity,” and in the following verses professes faith and belief in the Trinitarian God and faith. This hymn is often chosen for ordinations, as it describes so well the power of God’s call to us.

In the Episcopal Church, the main call by God is signified by baptism. When one is called to be ordained as deacon or priest, the calling is not a separate calling, a ministry set apart from others and more “special,” but rather a deepening of one’s baptism. Look at the ordination rites in the Prayer Book; they are printed in the *Book of Common Prayer* so that all can see the nature of the different callings from God.



## Gathering

As the children enter the room, engage them in a simple activity that relates to today’s lesson, such as a puzzle sheet or a page to color. On page 8, you’ll find a Gathering Activity, *Moses Goes Up to Mount Sinai*, to use if you wish. Below are other suggestions.

Begin a *campfire* with a “burning bush” in the center. In an empty space in your room, place some sticks and some red, orange and yellow tissue paper on top. As children enter, hand them a small piece of paper and a pencil or crayons. For older children, have them draw or write something that gives them trouble or hardship. This could be matters at school or with family or friends, illness, or problems with sharing. When the children are finished, have them toss this paper into the “fire,” then take off their shoes (“for this is holy ground”), and sit around the “fire.” Invite younger children to draw a picture

or make a clay object of something they might find while camping or in the wilderness or woods. They may also take off their shoes as they sit around the campfire.

Older intermediate children can also be encouraged to sit around a “campfire” and bond together in friendship, fellowship, and community with one another. At this age and beyond, the church as community and as part of the *family of God* is an important part of the church. Snacks may or may not be provided at this time.

After all the children have arrived and had a few minutes of activity or fellowship time, gather them together and say a simple opening prayer, such as:

- Our heavenly Father, we thank you that we can come together today to worship you, to praise you, and to learn about your love for us and for all of your family. Guide us today as we learn from your Word, let us see your light in each other, and bring us the joy of your life and love. We pray to you in the name of Jesus Christ, your Son and our Lord. *Amen.*



## Telling the Story

Tell the story in your own words, or read from a children’s Bible, showing the pictures. If you have prepared a “campfire” in the room, remain around the campfire for story time. If you can, darken the room. Read with a dramatic voice to heighten the power of the story. Any story of a “face to face” encounter with God will be powerful, and you only need to draw it out.

Do not try to analyze the story or talk about its meaning at this time. The story can stand by itself, entering into the hearts and minds of the listeners with all of the impact of the feelings of awe and fear and reverence that the story itself contains. Immediately pulling the children into the world of analysis will undermine the emotional content and

turn the story into a mere “thinking” story rather than a story that engages all of the senses.



## Prayer

Set up a small worship center in the room.

### Materials:

- a concrete reminder of the story of Moses, such as the rocks or sticks used in the “campfire”
- small table with a cloth to cover it
- 2 candles or a single large Christ candle
- matches
- Bible
- cross
- optional:* flowers (real, fake or handmade by the children)

Have the children set up a simple altar with the materials listed above. Then light the candles.

Read one or two verses of today’s scripture from a Bible to help the children connect the story that they just heard with the Bible, which is the word of God. If working mainly with older children, you might expand the reading to several verses.

Suggestions for the reading:

*For younger children:* Exodus 3:2

*For older children:* Exodus 3:2-6

Help familiarize the children with our liturgy by doing the reading as it is done in church. Read as follows:

*Reader:* A reading from the book of Exodus:  
(*Read the selected passage.*)

*Reader:* The word of the Lord.

*All:* Thanks be to God.

Invite the children to sit in a circle and join in prayer. Say a brief prayer yourself then invite prayers from each child in the circle:

- Invite children to offer thanks to God for any ways in which they have seen or felt God’s guidance during the past week. This can be in school, at home, with family and friends. Children may be thankful for healing of illness for themselves or for others; for reconciliation with friends at school; for a good grade on a spelling test; for winning a soccer game. Do not worry about their theology of prayer! Invite their sincere thanksgivings to God.
- Welcome any concerns they would like to share with one another and with God in prayer. Offer prayers yourself, for those absent, for the needy, for those who are ill in your church.
- Recognize birthdays or other special occasions and give thanks for these special times.
- End the prayer time by praying together the Lord’s Prayer.

Carefully extinguish the candles.



## Sharing

Pass out snacks and say a simple grace. Have one of the

children share a favorite grace from home or camp, or provide your own grace, such as this adaptation from an ancient traditional Jewish prayer:

- Blessed are you, O Lord God, King of the universe, for you give us food to sustain us and make our hearts glad; through Jesus Christ our Lord. *Amen.*

Some graces for meals may also be found in the *Book of Common Prayer*, page 835. When the children begin to learn the set table graces from the other children or from you, have the whole group say grace together.

While sharing your snacks, you may begin to draw out the children's reactions to the story that was told. Encourage them to wonder:

- What do you think Moses felt when he saw the burning bush and knew that it was God? nervous? afraid? awestruck? wary? resentful at the burden that he knew he would be asked to carry?
- He knew that he was in the presence of the Holy, but notice Moses' reaction to God, how he gave this excuse and that excuse to avoid doing what God wanted him to do.
- Do we respond like that sometimes?
- When Moses asked God's name, what was God's answer?
- Have you ever seen anything unusual that makes you think of God's presence?

It may be an everyday or ordinary thing that suddenly takes on an extraordinary quality—a flower whose beauty suddenly takes our breath away, a playing child who brings out our joy and love, an awesome skateboard move.

For older children, you may want to bring up the call of Moses in terms of God's call to lead people to freedom from oppression and injustice. For African American people, the exodus is one of the stories they treasure because of its connections to their own suffering under slavery. Though they are now legally free, oppression still abounds in the world today.

Invite the children to think about who might be living in oppression or under injustice today, people who are not free, such as:

- victims of war
- people who are discriminated against or hated because of their gender, race or nationality, or physical characteristics

God calls everyone to freedom in the kingdom of God. We are called to lead people to freedom, and a way to begin is to be aware of who is not free in our world and our community. Notice people who are poor and hungry, street people, ethnic minorities.

As Sharing time ends, guide the discussion to focus on the theme of *obedience*. For as much as Moses was reluctant or afraid to do what he was commanded, in the end he did obey God. And as part of the *family of God*, we too are called to obey God. That is part of what it means to be the *people of God*.





## Memorization

Children may either begin or continue to memorize the books of the Old Testament, or you may help them learn by heart the various responses of the people in the liturgy of the Holy Eucharist.

Suggestions for ways to help the children with their memorization can be found on page 15 in the Appendix (also downloadable).



## Weaving the Family of God

Sometimes children need guidance in expressing briefly what the story and lesson are all about. This part of the lesson, *Weaving the Family of God*, takes only a few minutes and helps the children pull the various ideas of the lesson together. When we understand how our own lives are connected to the lives and the stories of God's people in history, then we can be transformed by our awareness and see God's work in us.

Summarize briefly the story, or draw out the children's own summaries by asking questions such as:

- Who did we talk about today?
- How did God show God's self to Moses?
- Who did God say God is?
- What did God tell Moses to do?

Encourage the children to remember key words from the story, such as *obedience*, or *obeying God*.



## Closing Prayer

Before the children leave, say a closing prayer to send them into the church worship service or back to their homes with God's love and blessing. You may say your own prayer, invite children to say a prayer, or use this one:

- Lord God, we thank you for the time that we have here in church to glorify you and know you. We ask that you stay with us as we join our family and our friends, helping us to love them and all other members of your people this week so that in whatever we do, we may give praise and thanks to you. We pray this in Jesus' name. *Amen*.

End with a dismissal from the Prayer Book, such as:

- Let us bless the Lord.

The children respond:

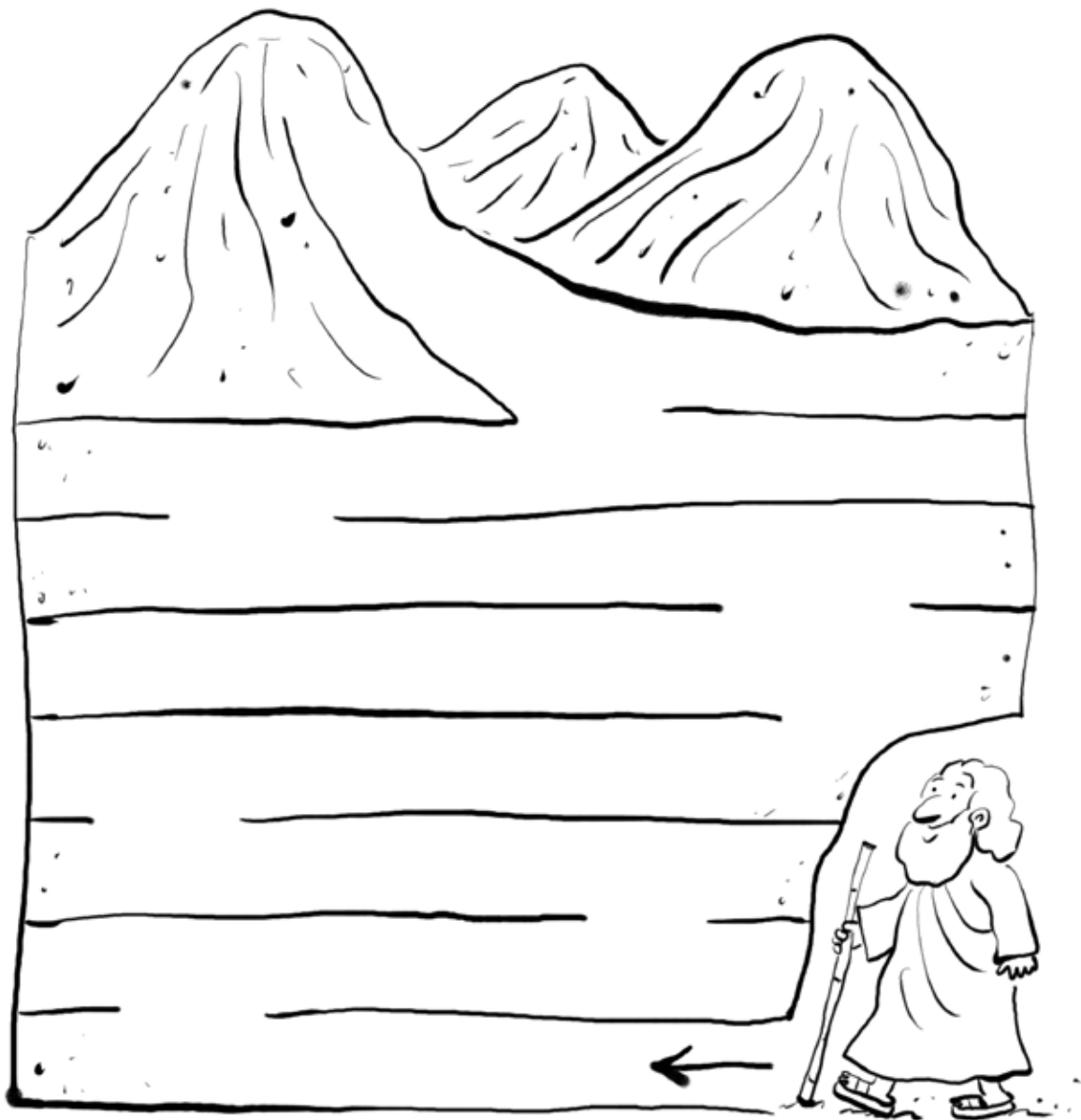
- Thanks be to God.



# WEAVING GOD'S PROMISES

## GATHERING ACTIVITY: MOSES GOES UP TO MOUNT SINAI

Help Moses get up to the top of the mountain.  
When you reach the top, draw a burning bush there.





# WEAVING GOD'S PROMISES

## BURNING BUSH

for Preschool, Primary

Children make a simple burning bush scene out of paper and cellophane.

### Materials:

- red, orange and yellow cellophane
- scissors
- glue
- green tissue paper, 8" square pieces
- large round paper plate, painted brown on the underside (2 per child)
- tape or glue
- stapler
- black marker (leader only)

### Preparation:

Paint the paper plates brown, or if you wish, allow the children to color them. Cut the tissue paper into 8" squares.

### Directions:

Invite each child to create a burning bush as follows:

1. In the center of one paper plate, punch a hole about 1" in diameter.
2. Pinch a square of green tissue paper in the center and crumple the sides around it, to make a "bush."
3. Push the pinched center point of the "bush" into the hole of the plate, with the brown underside facing up. Tape or glue the point onto the plate.
4. Cut red, orange, and yellow cellophane to various sized squares to make "flames." Pinch these in the center and crumple the sides around it, for the "flaming" look.
5. Push the points of these "flames" into the hole of the plate, all around the "bush." Tape or glue these to the plate.
6. Staple or tape the plate with the burning bush to the second plate. Make sure both plates have the brown underside facing outward.
7. On the plate, write "LISTEN TO GOD."





# WEAVING GOD'S PROMISES

## BURNING BUSH MOBILE

for Elementary, Intermediate

Children create a mobile out of straws, string and paper. Its flames will flicker in the breeze!

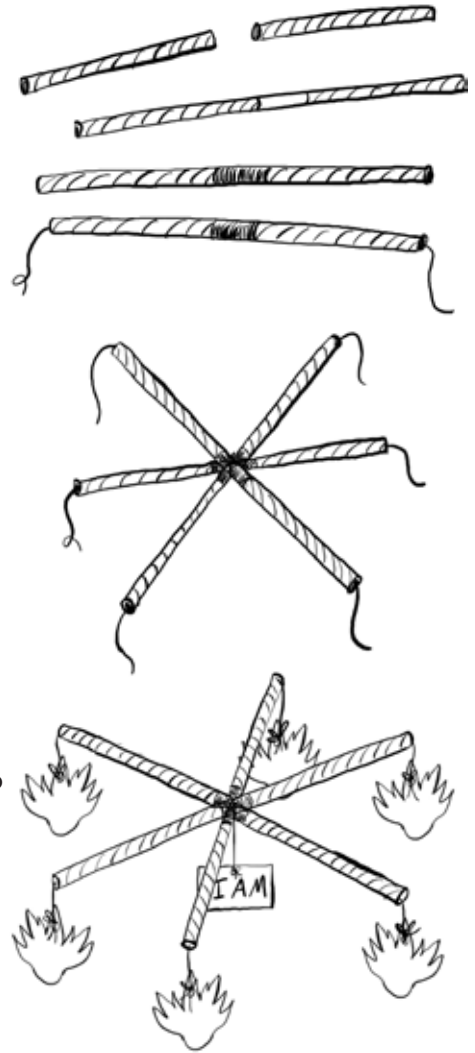
### Materials:

6 plastic straws for each child  
string, 4 pieces of string 20" long for each child  
construction paper: red, orange and yellow  
clear plastic shelf paper  
markers  
glitter  
scissors  
hole punch  
tape

### Directions:

Invite each child to construct a mobile as follows:

1. Tape two straws together end to end, to make one long straw. Do this for all of the straws, to make a total of 3 long straws.
2. Run a length of string through each long straw, so that some string is hanging out of each end.
3. Crisscross the three long straws and tape them together at the center to make the mobile base.
4. Tie a length of string to the center of the mobile base for hanging.
5. Cut flame shapes from the construction paper.
6. Cut a hole in each flame and put the end of each mobile string through the hole, tying the flame to the mobile.
7. Tie a length of string to the middle of the mobile base for suspending the "I AM" lettering.
8. Cut 2 identical pieces of clear plastic shelf paper. On one piece, write the words "I AM" with a marker. Remove the adhesive backing and sprinkle some glitter on the adhesive. Take the adhesive backing off the other piece and stick it on the glitter side of the first piece.
9. Punch a hole in the "I AM" paper and tie it to the center string of the mobile.





# WEAVING GOD'S PROMISES

## BURNING BUSH RIBBON STICKS for Preschool, Primary

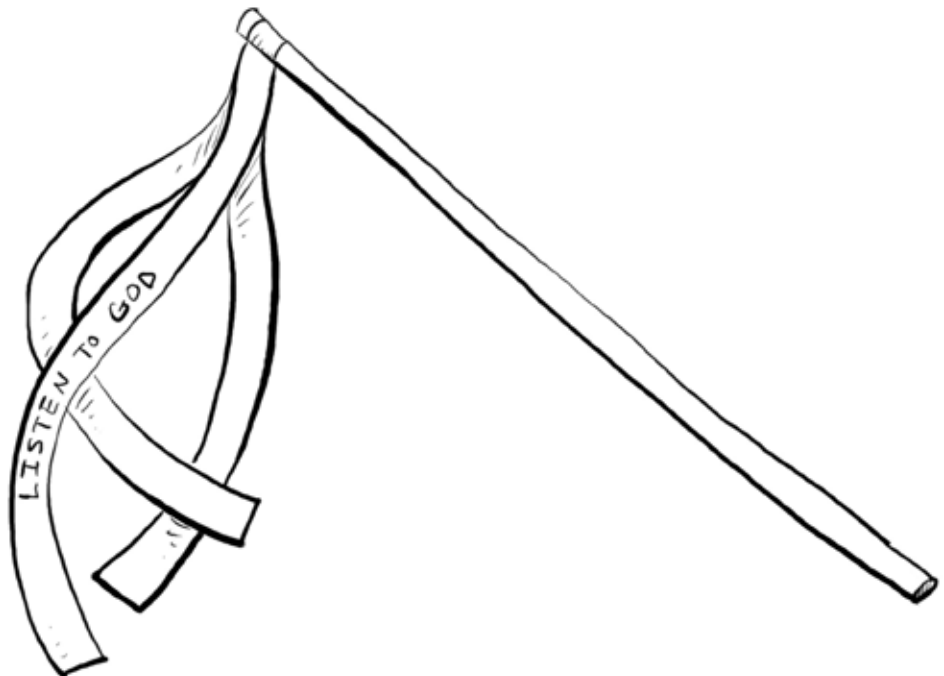
Children create colorful ribbon sticks to move like the flames of the burning bush.

### Materials:

- dowel sticks, 1 per child
- 1" to 1½" wide red, orange and yellow ribbon
- glue (*optional*: hot glue gun for the leader)
- tape
- stickers or stamps
- markers

### Directions:

1. Cut a length of each color ribbon for each child, around 3' long. Each child can have one ribbon of each color, or more than one of each color.
2. Use glue and tape, or a hot glue gun (leader only!) to attach the ends of the ribbons to the end of the dowel stick.
3. Help the children to write "LISTEN TO GOD" on one of the ribbons.
4. Decorate the ribbons with stickers, stamps and/or markers.





# WEAVING GOD'S PROMISES

## BURNING BUSH LIGHT CATCHER for Primary, Elementary

Children make a light catcher out of cellophane and poster board.

### Materials:

black construction paper or poster board (poster board is preferable)  
thread  
hole punch  
scissors  
glue  
red cellophane  
light catcher pattern, 1 per child (p. 13)

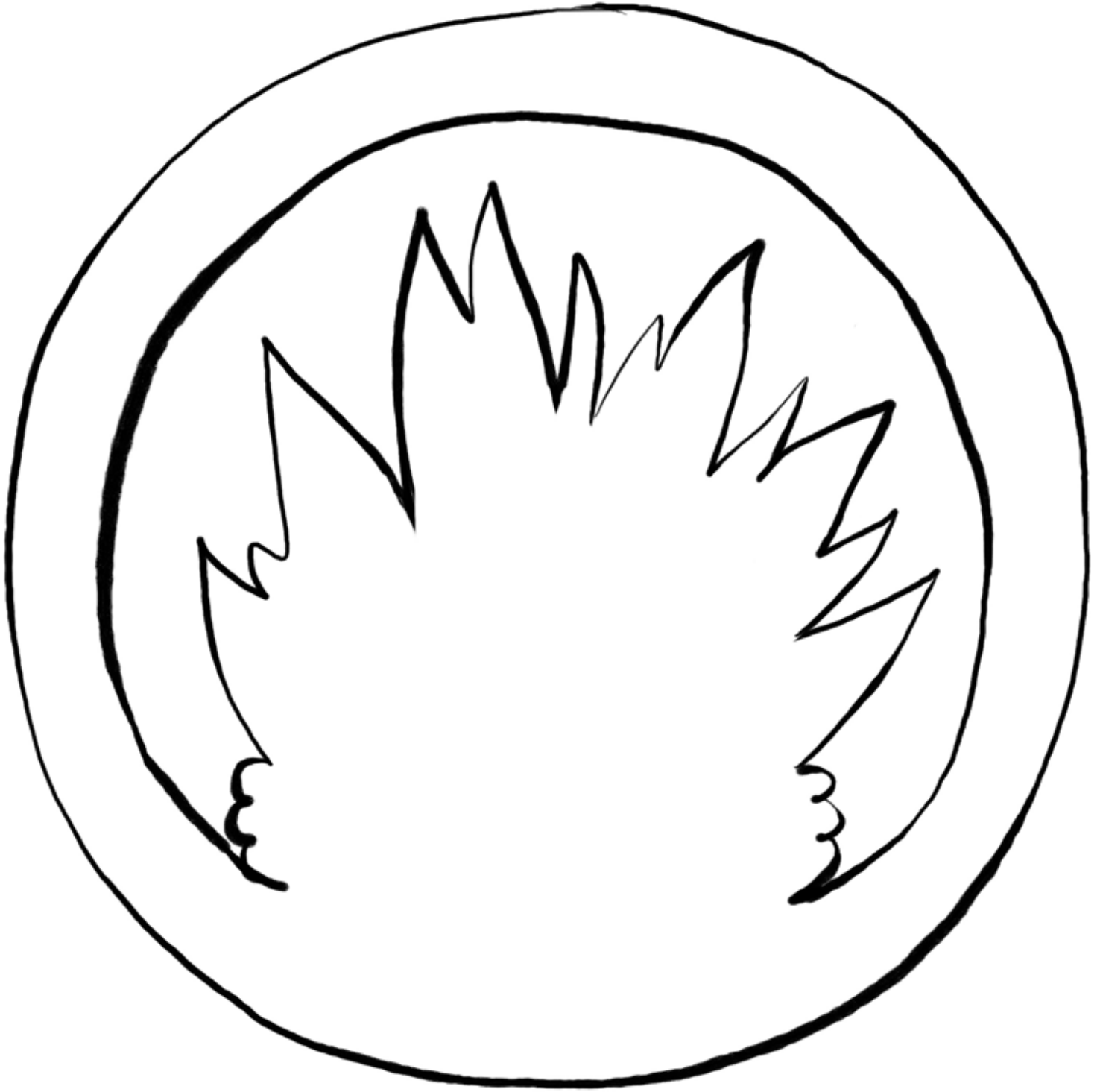
### Preparation:

You may want to cut the light catcher patterns for the children ahead of time.

### Directions:

Invite each child to make a light catcher as follows:

1. Use the pattern (p. 13) to trace the burning bush light catcher shape onto the black poster board or construction paper, then cut out the light catcher.
2. Using a hole punch, make a hole at the top of the circle for hanging.
3. Cut a length of thread 12" long. Thread it through the hole and tie it.
4. Cut a circle of red cellophane paper, the same size circle as the light catcher.
5. Apply a thin layer of glue to the back of the black light catcher. Then carefully put on the cellophane.





# WEAVING GOD'S PROMISES

## “GOD CALLS MOSES” SONG for Preschool

In this musical game, children sing about Moses to the tune of “Farmer in the Dell.”

### Directions:

1. Pick one child to be the *Mountain*.
2. All other children stand in a circle holding hands, with the *Mountain* in the center.
3. Sing these words, with these instructions:

Mount Sinai is here,  
Mount Sinai is here,  
Hi ho the derry-oh  
Mount Sinai is here.

The mountain has a bush. (*Mountain picks a child in the circle to join him/her.*)  
The mountain has a bush,  
Hi ho the derry-oh  
The mountain has a bush.

The bush talks to Moses. . . (*Bush picks a child.*)

Moses talks to God. . . (*Moses picks a child.*)

God is our savior. . . (*All raise their hands in the air.*)



# WEAVING GOD'S PROMISES

## LAME EXCUSES! for Primary, Elementary, Intermediate

In this game, children use familiar excuses that can keep us from doing God's work.

### Materials:

hat or bag

paper

pencils

*optional:* Excuse Sheet (p. 16)

### Preparation:

If you are using the preprinted excuses, make a copy of the page and cut out the excuses.

### Directions:

1. If you are not using the preprinted excuses, have the children make up an excuse (without knowing the demand) and write it on a piece of paper and put it in the bag or hat. If using preprinted excuses, put them in a bag or hat, or pass them out before the game begins.
2. Pick one child to be *God* in the burning bush.
3. Children take turns being *Moses* and approaching the burning bush. *God* will say: "Moses, I want you to set my people free" to each child who approaches.
4. *Moses* either drawd an "excuse" out of the bag *or* uses the excuse he or she has already been given *or* makes up his or her own excuse.
5. *God* can talk *Moses* out of his excuse.

### *What is the point?*

Challenge the children to think of the excuses they make for not doing things! What do we say when we don't want to go to school in the morning or to church on Sunday? What do we say when we don't want to play with somebody? When we don't want to visit a sick relative? Any other actions that we know God wants us to do, but we don't want to?

# EXCUSE SHEET

I can't. I have to go home and fix dinner for my family. They're waiting for me.

I'm sick today.

Can you wait for a month until football season is over?

I'm scared of the Egyptians.

Doing that will mess up all my plans for the whole year.

I'm not good in public.

Can't you get somebody else?

I already have a job and a family. This will turn my whole life upside down.

I'm not good at arguing with Pharaohs.

I'm not good at organizing protests.

I'd rather go to the dentist.

I'm too tired.



# WEAVING GOD'S PROMISES

## CONVERSATION JUMP START: BURNING BUSH OR BURNT BUSH for Intermediate

Children try to figure out the difference between God's voice and other voices.

**Materials:**

copy of What Do I Do? (p. 18)

**Preparation:**

Cut out the What Do I Do? dilemmas and put them in a hat or bag.

**Directions:**

1. Take turns drawing a paper out of the bag and reading the situation aloud.
2. Have children decide privately what is a burning-bush response (God's response) or a burnt-bush response (other voice).
3. Give them a minute, then have them vote. If there are different opinions, discuss the situations.

## WHAT DO I DO?

1. Someone cheats on a test. Do you tell someone?
2. You see someone being bullied in the school playground. Do you tell a teacher?
3. You didn't do your homework, but your friend offered to let you copy his, for \$5.00. Do you accept?
4. You see someone begging for money on the street corner. Do you give money ("yes" response) or do you tell him/her where to find the local food bank ("no" response)?
5. Your friend went to a party but told his parents he was going to the library. He asks you to tell his parents that you were with him at the library. If you don't, he'll be grounded for a month. Do you lie to his parents?
6. Your older sister is about to run away from home. Do you tell your parents?
7. Your friend wants so much to join the soccer team that he doesn't tell the coach that he has a medical condition that might really hurt him on the field. Do you keep silent?
8. Your friend just said something to you about suicide. Do you tell someone?
9. Your friend looks like she is starving. You suspect anorexia. Do you say something to her?
10. Your friend just stole a watch from a store and warns you not to tell. Do you?
11. You see a woman, obviously very poor, stealing a package of meat from a store. Do you tell the store manager?



# WEAVING GOD'S PROMISES

## MOSES' ADVENTURES

for Primary, Elementary, Intermediate

In this relay race, children must complete several activities from Moses' life as fast as possible.

### Materials:

- 12 balloons (have a couple of extra in case any balloons pop)
- 2 laundry baskets, large trash bags or large bucket that can hold 6 balloons each
- 2 boxes, buckets or cans
- donut holes
- 2 plates or bowls
- 2 jars of glitter
- optional:* green and red tissue paper

### Preparation:

Blow up the balloons and put them at the starting line, 6 for each team. Put the donut holes onto two plates or bowls. If you want, stuff the boxes, buckets or cans with the tissue paper to make the burning bush.

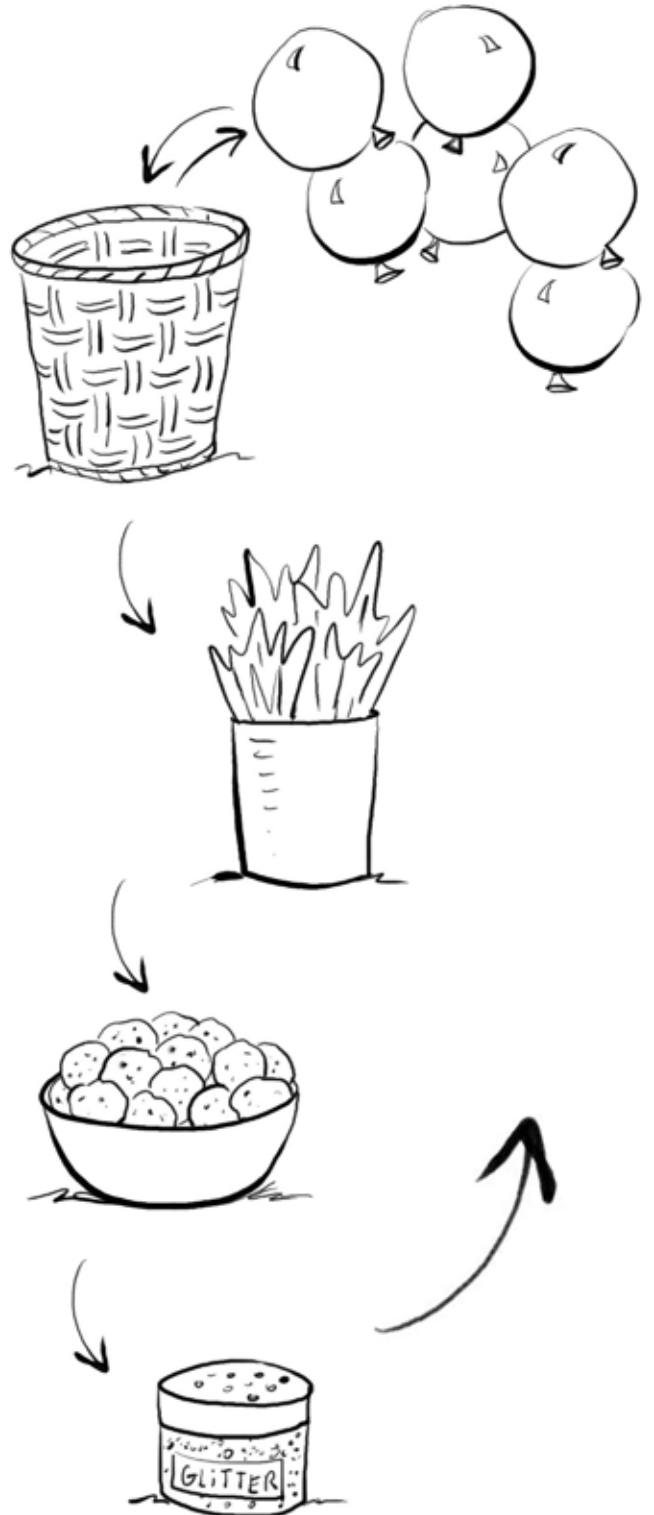
Set up the relay course, one for each team, as shown in the picture.

The relay stations are:

- 6 balloons = sheep
- laundry basket, near the balloons = sheep pen
- box, bucket or can, several feet from sheep pen = burning bush (tissue paper optional but fun)
- donut hole, several feet from burning bush = Moses needs to be fed!
- glitter, on a table or the floor, several feet from donuts = the shine after seeing God

**Directions:**

1. Divide the group into two teams and have them line up at the starting line.
2. At your “Go!” the first child of each team goes through each relay station, as follows:
  - Put all 6 balloons into the sheep pen.
  - Go to the burning bush and take off shoes.
  - Jump over the burning bush, retrieve shoes and put back on.
  - Run to the donut holes and eat one. Must finish the donut hole before proceeding to next station.
  - Shake some glitter onto hand and pat on face.
  - Yell “I’ve seen God!” and run back to the starting line to tag the next child.
3. The second child must do the same, except take the balloons out of the sheep pen and put them all back at the starting line.
4. Continue until all children on a team have gone through the stations. The first team to finish will yell, “Set my people free!”





# WEAVING GOD'S PROMISES

## “CAN'T DO”

for Primary, Elementary, Intermediate

Children observe or take part in some challenges that seem to be impossible but really are not! Moses certainly thought he couldn't do what God asked of him!

### Materials:

- bananas
- needle and thread
- 4" x 6" index cards

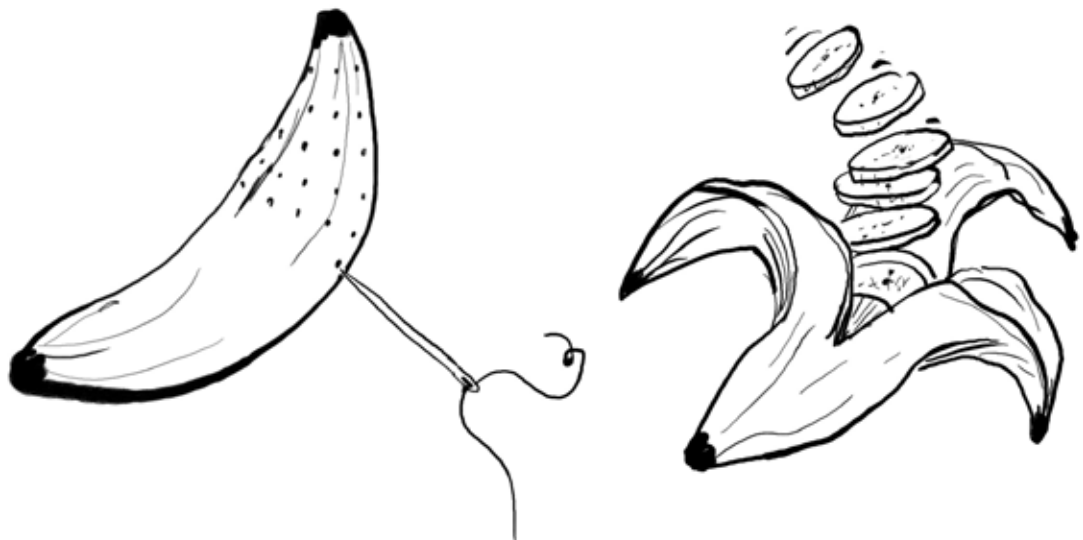
Here are a few examples. You may think of other tricks!

### Example A: How to Slice a Banana without Peeling It

#### Directions:

Say to the children, “When I peel this banana, it will come out already sliced! I can slice it before I peel it! Here's how:”

1. Thread the needle. Do not knot the thread.
2. Thread through the banana as shown in the illustration. Do this at various points.
3. When you peel the banana, it will be sliced!

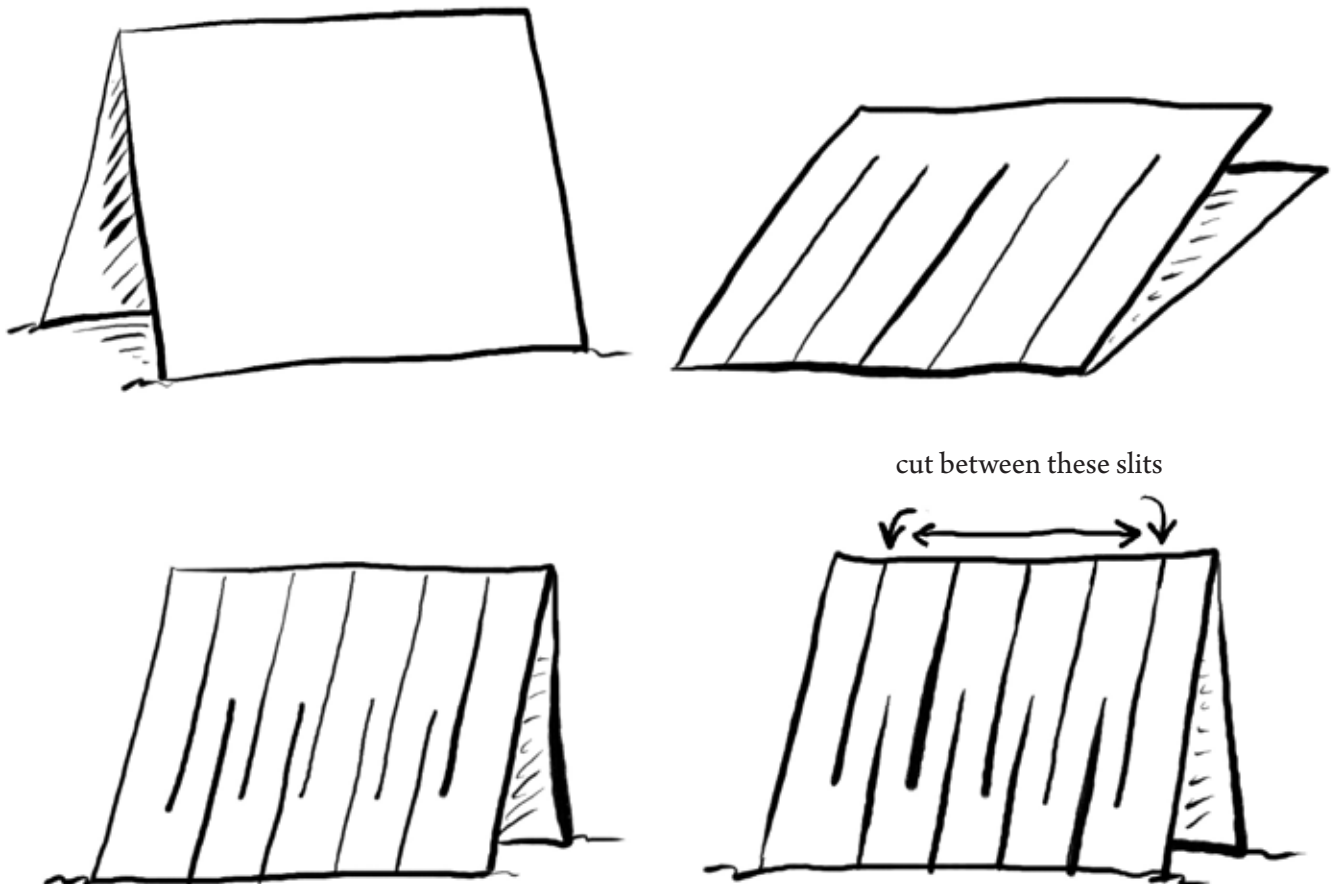


### Example B: How to Fit through a 4" x 6" Card:

#### Directions:

Say to the children, "Do you think I can fit through this card? I can! Here's how:"

1. Fold the index card in half lengthwise.
2. Cut lines from the fold to around  $\frac{1}{2}$ " from the edge, as shown in the illustration.
3. Then cut lines from the edges to around  $\frac{1}{2}$ " from the fold, as shown. *The lines from the fold to the edges need to be the outermost lines.*
4. Cut along the fold, from the first line to the last. Be careful not to cut from the first line to the edge.
5. Carefully spread the card apart and step through it.



### **Example C: Tangles (or “Doctor, Doctor”):**

#### **Directions:**

Say to the children, “Have you ever gotten a giant knot in your necklace or rope or string? Sometimes things look so tangled up that we can’t straighten them out. Let’s see if we can make a human knot and then untangle it.”

1. Pick one child to be *Moses*. Have him or her leave the room or turn his or her back.
2. The other children hold hands in a line. Without letting go of hands, they are to step over and under each others’ arms to make a human tangle.
3. When they are all knotted up, they shout: “Moses, Moses, free us now!” *Moses* then turns around or comes into the room and tries to untangle the knot, without separating the hands.
4. Let other children take turns being *Moses*.



# WEAVING GOD'S PROMISES

## CONVERSATION JUMP START: SITUATION DOMINOES for Intermediate

Children brainstorm about the effects of decisions to follow or not follow a call from God.

### Directions:

1. This game is like the rhyme “For want of a nail, a shoe was lost. For want of a shoe, a soldier is lost... a war was lost. All for the want of a nail.” Bring up a simple situation that requires the children to make a decision. You may use the examples below or make up your own.
  - giving your sandwich to the girl sitting next to you in the lunchroom
  - giving a dime to the street person
  - stopping a boy or girl from bullying someone
  - helping pick up a small child who fell down
  - smiling at someone on the street
  - saying hello to the new kid in your class
  - helping a classmate with a math problem
  - picking up a dropped sweater and bringing it to the school lost-and-found
  - sharing your Cheetos with someone
  - sharing a toy with your brother or sister
2. Have children think of the consequences of doing that deed, and of not doing that deed. Play the situation out all the way to a hypothetical end, giving each imagined stage or sequence of that situation.

### *What is the point?*

What we do has consequences! What if Moses had said no to God? That decision he made at the burning bush affected not only himself but also all of the Hebrews, and ultimately the whole world!

Each small decision to follow God or not to follow God will have consequences, which we often do not foresee. This challenges us to think about the effects that our good actions will have on the world around us.