

Introduction



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The Exodus Scripts here are modelled on just one aspect of a rich approach to scripture for children called Godly Play. Godly Play is a creative, innovative and experiential way of helping both children and indeed adults engage with the stories in the Bible. If *Godly Play* is new to you or to your team then take some time to visit the Godly Play website at www.godlyplay.org.uk. The Exodus scripts draw on a little of the richness of that approach but should not be understood as examples of Godly Play in its fullest form.

These scripts form part of the extensive all-age resources within Giving in Grace that explore money and generosity as a theme through the Exodus story. They will facilitate a creative and thoughtful exploration for children of this difficult but important theme.

Children's leaders should note that the scripts require good preparation. You will need to allow time to gather the materials and objects needed for the script and also to rehearse telling the story so it can be told well.

Additional resources

For many churches, the Exodus script will be all that is needed to fill the time available in separate children's learning groups. However, if time is available or more resources are needed, each script can be complemented by the suggested additional resources at the end of each script.

Exodus scripts can be complemented by the use of Action Scenes - black and white cartoons that retell the parts of the Exodus story explored each week.

- ✿ At the simplest level, Action Scenes can be made available to accompany and illustrate the bible reading, facilitate a retelling of the story and, of course, be coloured in by the children.
- ✿ More organically, part of the creative Godly Play approach is the "wondering" element in which participants are invited to share their thoughts and reactions to the story that has been told. The Action Scene could be used as a way of extending that wondering and reflection time. Once the Exodus script has been used group participants can be given a copy of the Action Scene, while the leader uses the guidance notes to help the group reflect on the picture. Where time, facilities and resources permit, this is the strongest way in which Action Scenes can be used.

Note that Action Scenes can be used as an alternative approach to the Exodus story and may be most suitable when time is short. More guidance can be found on the Action Scenes tab in the Young People section of Designing the Programme.



Trapped!

Exodus 1:1-14

**Trapped:
Desert Slaves' Box**

You will need:

-  Small shoe-box with loose lid, wrapped in dull paper and labelled "Desert Slave Box".
-  Piece of yellow material to represent the desert.
-  Many small figures to represent the Israelites, e.g. Lego or Play People figures – or jelly babies.
-  Small crown for one of the figures – a king.
-  One small figure representing a baby boy.
-  Small stick.
-  Building bricks/blocks to represent houses and cities.
-  Small beach spade or garden trowel.
-  4-6 bean-bags.



Invite the children to sit in a circle. Bring out the box and place it in front of them.

Leader: Look at this box. It isn't as bright or cheerful as God's Gift Box. This is a sad box. I wonder why it is a sad box. Shall we see what's inside?

Open the box and slowly take out the yellow material. Spread it out on the floor in front of you, smoothing it and inviting the children to respond as you say, 'I wonder what this could be?' Accept all possible answers with, 'Yes, it could be that.'

Leader: Long, long ago the Israelite people went to live in the land of Egypt. Over the years they grew in number so that at last there were thousands of them.

Present, from the box, one small figure at a time, standing them together, as a group.

Leader: They had many, many children and grew to be a strong body of people.

Keep bringing out the figures to emphasise numbers. Leave a few for the last part of the story. Now show the crowned figure.

Leader: Then, a new king in Egypt became worried that so many Israelites were living in Egypt. What if they turned against the king and the Egyptian people? He thought of a plan to keep the Israelites under control.

Place the king on the yellow material at the opposite end to the Israelite people. Take the stick from the box and wave it menacingly over the Israelite people as you continue.

Leader: The Egyptians put slave-drivers over the Israelite people. These were men who made them work very, very hard. They gave them very little food and told them when to sleep, when to work, when to do everything.

Take the building blocks from the box and place them on the yellow material, between the king and the Israelite people.

Leader: The Israelites were made to build whole cities. They were also made to work in the fields.

Take the spade/trowel from the box. Make digging actions. Place it on the yellow material beside the building blocks.



Leader: The Israelites built the cities where all the food supplies for the Egyptians were stored.

Present, from the box, the bean-bags, one at a time, placing each one on top of the other, near the building blocks, until they fall over, showing how abundant the Egyptian supplies were. Lift the stick again, and wave menacingly over the Israelite people.

Leader: The supplies grew and grew because the Egyptians made the Israelites work so hard. But even though the Israelites were miserable and sad because they were slaves, they still grew in numbers and became an even bigger body of people. The Egyptians became afraid of so many Israelites, and showed even more cruelty to them. But still the Israelites grew in numbers.

Bring out the last few figures and place with the group of Israelite figures on the yellow material. Raise the king from the yellow material as you say...

Leader: Finally, the king was so worried about the growing number of Israelites that he ordered that every newborn Israelite boy should be thrown into the River Nile!

Take the baby boy figure and make a throwing-away gesture. Place it on the edge of the yellow material.

Invite the children to respond to some 'wondering' statements. Be positive with all responses.

Leader: I wonder

- How it felt to be a slave.
- How the Egyptian slave-drivers felt to be in charge.
- What the Egyptians were really afraid of.
- If the Israelite people had anything good to thank God for at this time.
- Where you would choose to be on this yellow material.

*Add the **DESERT SLAVE BOX** to a **TABLETOP TABLEAU** by turning the box on its side and displaying some of the figures and story symbols on the yellow material. Make a 'sad face card'. Place the sad face sheet inside the Desert Slave Box. Encourage the children to see that we have people struggling with poverty and unfair treatment.*

Additional all-age resources

If time permits or more activities are required, the following activities will complement this script. They are drawn from Week 1 of *Cry Freedom*, the Exodus all-age resource material that can be found as a download under the Exodus tab in the Preaching section of Designing the Programme.

🌀 As an opening activity use 'Chained Down and Chained up'.

🌀 As closing activities use the children's 'Peer group Time' activity, 'Create a Journal'.

Action Scene

This script may also be complemented by the Action Scene (week 1) resource. The Action Scene cartoon and guidance for using it with children can be found on the Action Scenes tab in the Young People section of Designing the Programme.

Walking free

**Exodus 6:2-8;
12:29-39**

**Walking Free:
Desert Freedom
Box**

You will need:

- ✦ Small shoe box with loose lid, wrapped in yellow paper. Label the box 'Desert Freedom Box'.
- ✦ Piece of yellow fabric representing the desert.
- ✦ Toy figure of a king with crown.
- ✦ Toy figure representing Moses.
- ✦ Matzos bread (available from larger supermarkets) or pitta bread.
- ✦ Dolls' clothing.
- ✦ Costume jewellery representing gold and silver, or catalogue pictures of jewellery.
- ✦ Models of sheep, goats and cattle.
- ✦ Photocopies of the Freedom sheet for each child.



Invite the children to sit in a circle. Bring out the box and place it before the children.

Leader: Look at this box. What colour is it? Is yellow a happy colour or a sad colour? Shall we see what's inside?

Open the box and slowly take out the yellow material. Spread it on the floor in front of you, smoothing it and inviting the children to respond as you say, 'I wonder what this could be?' Accept all possible answers with, 'Yes, it could be that.'

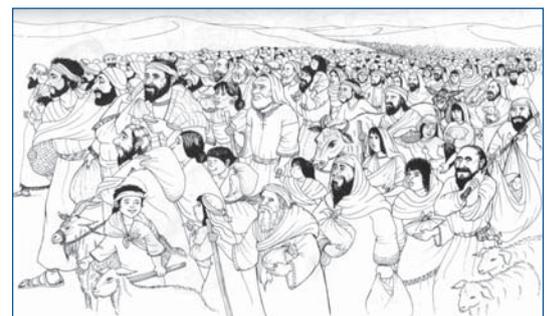
Leader: It was night-time. The king of Egypt sent for Moses. God had made bad things happen to try to make the king set the Israelite people free. After a long time, the king was ready to do this.

Take the king and Moses figures from the box. Place them on the yellow material nearest to yourself.

Leader: The king said, 'Leave my country and take your people the Israelites and your sheep, goats and cattle. Go. And I ask for a blessing on me.' And God made the Egyptians give the Israelite people their gold and silver jewellery.

Take the costume jewellery from the box. Place it on the yellow material towards the middle.

Leader: And God made the Egyptians give the Israelite people their clothing.



Place some of dolls' clothes on the yellow material

Leader: The Israelite people rushed to make bread for their journey and to round up their animals. But they were always afraid that the king would change his mind. In their rush they baked unleavened bread. They did not have time to bake their usual leavened bread.

Take some matzos from the box and place them beside the clothes.



Leader: They wrapped the bread up in the clothing and carried it on their shoulders.

Wrap the matzos in the clothing. Invite the children to find and colour any bundles of clothing they can find on the sheet.

Leader: The Israelites started walking to freedom. There were about 600,000 men, plus women and children. They took their clothes, gold and silver, sheep, goats and cattle with them.

Take the sheep, goat and cattle models from the box and place them on the yellow material at the farthest point from yourself. Point away from yourself to show the children the way to freedom.

Invite the children to find and colour any animal on the sheet. Invite the children to respond to some 'wondering' statements. Be positive with all responses

Leader: *I wonder:*

- How the Israelite people felt when the king said 'Go!'
- What the children ran to find to take on their journey?
- What the people left behind as they walked to freedom?
- Who was always going to be with them?

Invite the children to find and colour any happy faces on the sheet.

Add the **DESERT FREEDOM BOX** to the **TABLETOP TABLEAU**. Turn the box on its side and display some of the figures and objects on the yellow material. Place a copy of the sheet in the box.

Discuss with the children how God has given us a 'gift box' in terms of his provision for our daily needs. What about those who are in desperate need? Guide the discussion to help the children see that human greed can often lead to unfair distribution of God-given resources. If possible, go on to talk about how God wishes to set people free from slavery. Ask the children to say what they think slavery means. Guide them towards the idea that God wishes to set all people free.

Additional all-age resources

If time permits or more activities are required, the following activities will complement this script. They are drawn from Week 2 of *Cry Freedom*, the Exodus all-age resource material that can be found as a download under the Exodus tab in the Preaching section of Designing the Programme.

🌀 As an opening activity use either the *Freedom walk* or *The Narnia Link*.

🌀 As a closing activity, use the 'Peer group Time' exercise for children, *The Freedom Cake* or continue with the *Journal*.

Action Scene

This script may also be complemented by the Action Scene (week 2) resource. The Action Scene cartoon and guidance for using it with children can be found on the Action Scenes tab in the Young People section of Designing the Programme.



All we need

Exodus 16:9-26

Desert lunchbox

You will need:

- ✿ A medium-sized shoebox with loose lid, wrapped in white or cream plain paper. Label the box: 'Desert Lunchbox'.
- ✿ Piece of yellow material representing the desert.
- ✿ Small pieces of folded card to represent tents.
- ✿ Toy figure to represent Moses.
- ✿ Large ball of fluffy cotton wool (a cloud).
- ✿ Photocopied pictures of quails.
- ✿ 'Manna' (prawn crackers, wafers, crisps).
- ✿ A clear jar with a lid.
- ✿ A stone or rock.
- ✿ A stick.



Invite the children to sit in a circle. Bring out the box and place it in front of them.

Leader: Does anyone have a school lunchbox? What does it look like? Well, this box is a lunchbox too. Let's look inside and find out what God has for us.

Open the box and carefully and slowly take out the yellow material. Spread it out on the floor in front of you, smoothing it and inviting the children to respond as you say: 'I wonder what this could be?' Accept all possible answers with, 'Yes, it could be that.'

Leader: It was two months since they had left Egypt, and the Israelite people started to moan to Moses and his brother Aaron who helped him. They were in a desert and were very hungry. They said, 'You have brought us all into the desert to starve to death!'

Take some card tent shapes from the box and place them on the yellow material.

Leader: But the Lord was with them and spoke to Moses.

Take the Moses figure from the box and place it on the yellow material.

Leader: Moses told the people that the Lord had some instructions for them. A cloud with the dazzling light of the Lord appeared.

Take the ball of cotton wool from the box and place it on the yellow material.

Leader: God told Moses that the people would have food in the evening and again the next morning. Then they would know that he is their God.

Take the pictures of quails from the box and place them on the yellow material.

Leader: In the evening a huge flock of quails flew in to their campsite.

Take the 'manna' from the box and place it on the yellow material.

Leader: And after the early morning dew, there was something thin and flaky all over the desert. The Israelites asked, 'What is it?' Moses told them that the Lord had sent them food and told them to gather as much as each person needed. When the people had done this, Moses told them not to keep any for the next day. But some did, and the manna went rotten. Moses was angry. So the people simply gathered all they needed for



each day. But on the sixth day, Moses told them that the Lord wanted them to gather enough for two days, as the Sabbath was a rest day. So the people cooked the food, but some still looked for food on the Sabbath. There was none. The Lord asked Moses why the people did not obey his commands. The people rested on the seventh day.

Take the jar from the box.

Leader: Moses told the people that the Lord wanted some manna to be saved, to show people in the future how God provided food for the Israelites when they were brought out of Egypt.

Gather some manna and put it in the jar. As you screw the lid on, quietly say, 'Thank you, God.'

Leader: They left the desert and moved on to another camp. But there was no water to drink. The people grumbled to Moses again. But the Lord spoke to Moses and told him to take his stick, which he had used before in Egypt. Moses took the stick that he had used in the River Nile before.

Take the stick and the stone from the box. Place them on the yellow material.

Leader: The Lord said to Moses, 'Go ahead of the people with some of the leaders. I will stand before you on a rock at Mount Sinai. Strike the rock with your stick, and drinking water shall come from it. Then the people may drink.'

Hit the stone with the stick.

Leader: The Israelites had asked, 'Is the Lord with us or not?' It was as if they had been testing him. But the Lord had set them free, and continued giving them all that they needed. He never left them.

Invite the children to respond to some 'wondering' statements. Be positive with all responses.

Leader: I wonder:

- What the people thought when they saw the manna for the first time?
- How the people felt when they saw the rotting manna?
- How the people felt when they didn't have to gather any manna on the Sabbath?
- What the leaders said to Moses when he hit the rock with his stick?

Add the **DESERT LUNCHBOX** to the **TABLETOP TABLEAU** by turning the box on its side and displaying some of the figures and objects on the yellow material. Place a copy of the quails sheet in the box. Write 'Desert Lunchbox' on the lid. Discuss with the children how God provides for us every day, just as he provided water and food for the Israelites for forty years, while they were in the desert.

Additional all-age resources

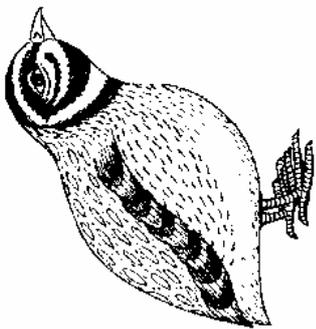
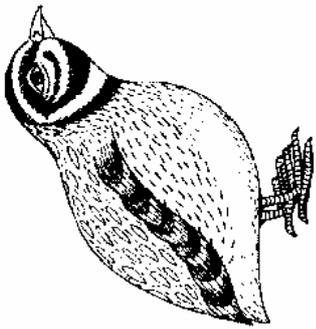
If time permits or more activities are required, the following activities will complement this script. They are drawn from Week 3 of *Cry Freedom*, the Exodus all-age resource material that can be found as a download under the Exodus tab in the Preaching section of Designing the Programme.

🌀 As an opening activity use *Holding on or letting go*.

🌀 As closing activities use the 'Peer group Time 'exercise for children' *What is it?* or continue with the *Journal*.

Action Scene

This script may also be complemented by the Action Scene (week 3) resource. The Action Scene cartoon and guidance for using it with children can be found on the Action Scenes tab in the Young People section of Designing the Programme.



What comes first?

Exodus 32:1-5

Desert Gold Box

You will need:

- ✦ Small shoebox with loose lid, wrapped in gold paper. Label the box: Desert Gold Box.
- ✦ Piece of yellow material representing the desert.
- ✦ Playdough recipe.
- ✦ Yellow playdough – enough for two portions for each child, plus extra.
- ✦ Brown playdough – enough for two portions for each child.
- ✦ A5-sized photocopy of golden calf sheet for each child.



Invite the children to sit in a circle. Bring out the box and place it in front of them.

Leader: Gold is a very precious metal. Can you think of anything that is made from gold? Well, in this gold box, we have a story about instructions. The instructions are from God. I have some instructions for you too, so that we can make the story together. And we will need gold in the story. Let's see if we can find any..

Open the box and carefully and slowly take out the yellow material and spread it on the floor in front of you, smoothing it. Invite the children to respond as you say, 'I wonder what this could be?' Accept all possible answers with, 'Yes, it could be that.'

Leader: Let's remember how the Israelites were slaves in Egypt.

Give each child a piece of brown playdough from the box. Invite the children to make small brick shapes. Talk about what it was like for the Israelites at that time. Place the bricks in a pile on the yellow material.

Leader: When God set the Israelites free, they left Egypt with gifts of clothing and jewellery.

Give each child a piece of yellow playdough. Invite them to make gold jewellery with the yellow playdough. Talk about how the Israelites felt, being set free. Place the jewellery on the yellow material.

Leader: In the desert God provided food and water for them.

Use more yellow playdough to make discs of manna with the children. Place on the yellow material.

Leader: Now, the Israelites have travelled to Mount Sinai.

Provide more brown playdough for the children to push together to make a mountain.

Leader: Moses went up the mountain to listen to God. God gave him instructions on how the Israelites were to live as his people. This included ten special rules that were carved on flat pieces of stone.

Each child takes a piece of brown playdough from the mountain. Make two flat tablets of stone. Put markings on them (numbers one to ten).



Additional all-age resources

If time permits or more activities are required, the following activities will complement this script. They are drawn from the Week 4 resources in *Cry Freedom*, the Exodus all-age resource material that can be found as a download under the Exodus tab in the Preaching section of Designing the Programme.

🌀 As an opening activity use 'Our Survey said'.

🌀 As a closing activity use the 'Peer group Time 'exercise for children' I want some now!' or continue with the *Journal*.

Action Scene

This script may also be complemented by the Action Scene (week 1) resource. The Action Scene cartoon and guidance for using it with children can be found on the Action Scenes tab in the Young People section of Designing the Programme.

Leader: Moses was away such a long time that the people became unsure of Moses and his God. They asked Aaron to make a new 'god-statue' for them. So Aaron took their jewellery and used it to make a golden calf.

Collect together all the jewellery made earlier. Shape them into a calf statue (accuracy isn't too important!). Then lift the golden calf high.

Leader: The people worshipped it and celebrated their new 'god'.

Place the golden calf back on the yellow material. Give out the photocopies of the golden calf sheet to each child. Invite them to find out how many ring shapes they can draw inside the calf statue.

Leader: Up on the mountain, God told Moses that things had gone wrong. When Moses came down the mountain, he saw the golden calf and was angry. He broke the stone tablets.

Children break up the brown playdough tablets.

Leader: Moses destroyed the golden calf.

All together – squash the calf flat.

Leader: God said he would still go with the Israelites. He instructed Moses to make another set of tablets. As the people travelled through the desert, God continued to provide for his people.

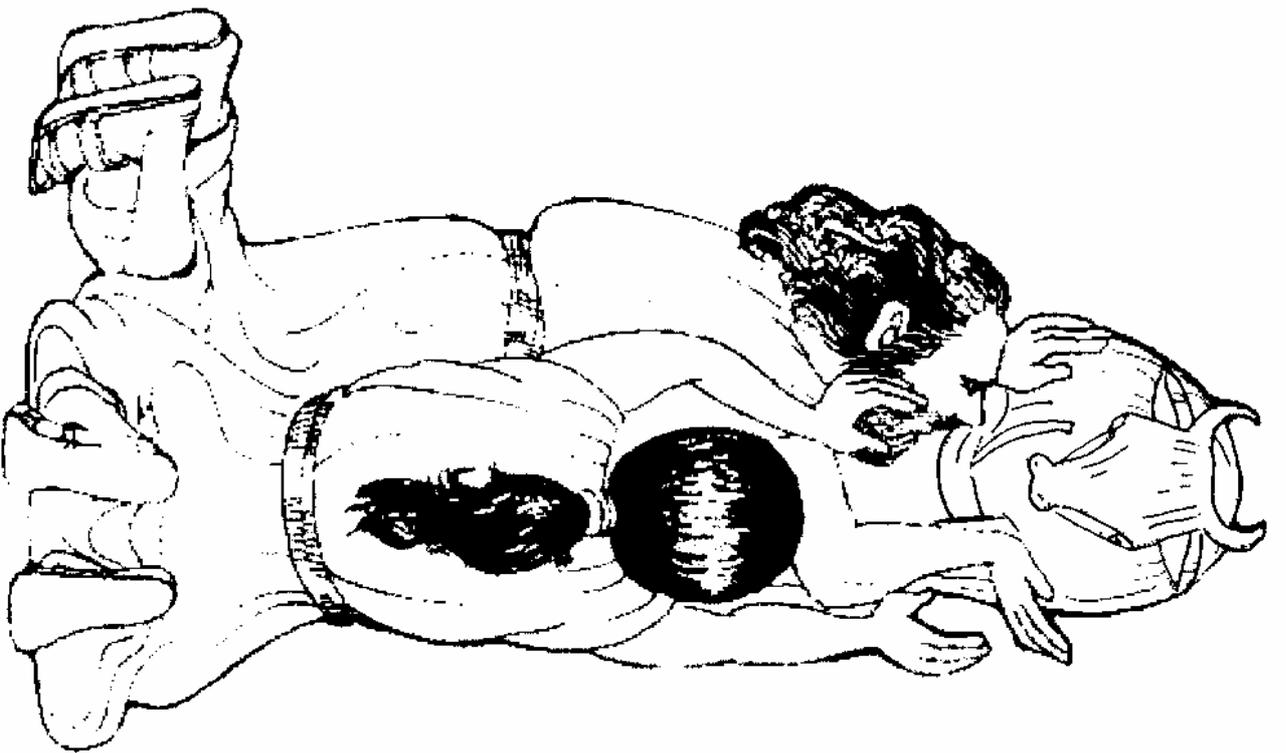
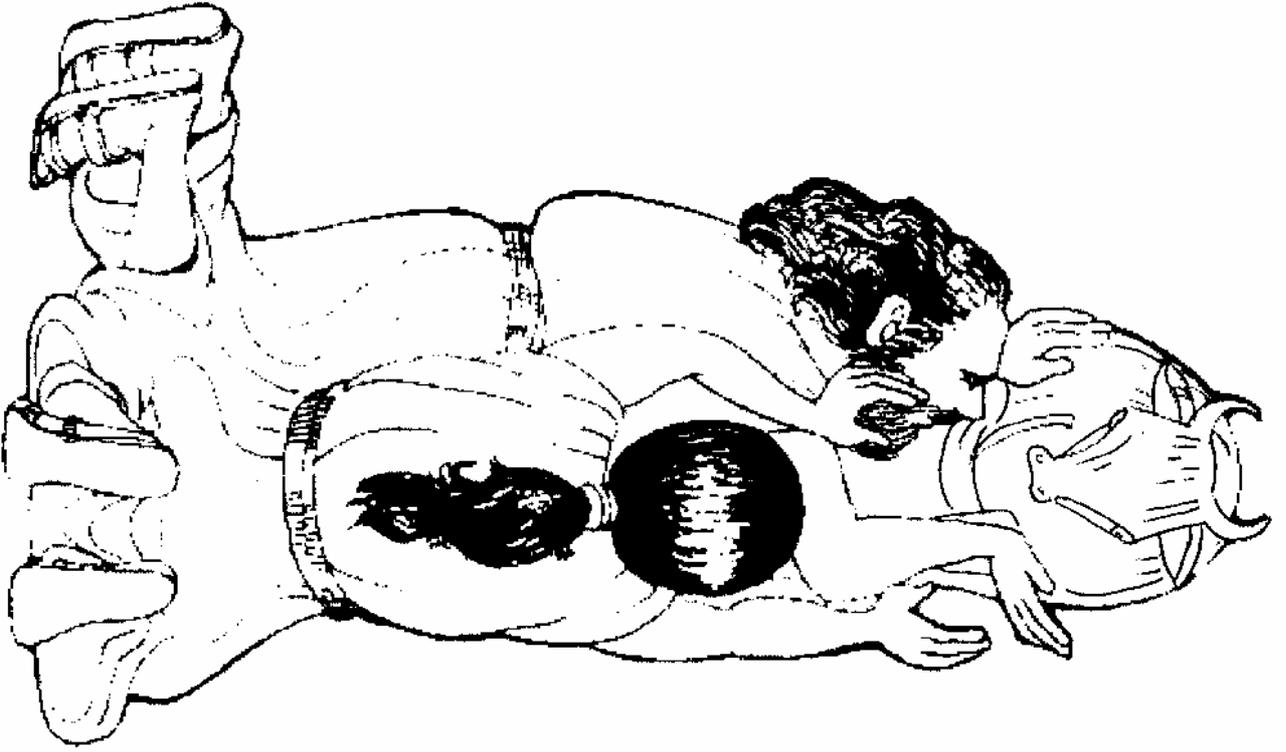
Children make new tablets from the brown playdough and more manna discs with the some of the extra yellow playdough from the box. Place these on the yellow material. With any leftover yellow playdough, ask the children to make something that is precious to them. Place these on the yellow material also.

Invite the children to respond to some 'wondering' statements. Be positive with all responses.

Leader: I wonder:

- How God felt when he saw the people making a new 'god' from gold?
- How Moses felt when he knew the golden calf was made from the gifts of gold from Egypt?
- How the people felt when Moses squashed the calf?
- How the people felt when Moses said that God would still go with them?
- What you may be doing later today and if God will go with you?

Add the **DESERT GOLD BOX** to the **TABLETOP TABLEAU** by turning the box on its side and displaying some of the playdough shapes on the yellow material. Make up the golden calf shape to display alongside the jewellery. Place a photocopy of the golden calf sheet in the box.



Presence and gifts

Exodus 35:(1) 20-30

Desert Tent Box

You will need:

- ✦ Large shoebox with loose lid, wrapped in brown paper. Label the box: 'Desert Tent Box'.
- ✦ Piece of yellow material representing the desert.
- ✦ Images of gold and silver jewellery from magazines or catalogues.
- ✦ Swatches of material to represent 'fine linen'.
- ✦ Blue, purple and red wool.
- ✦ Woolly material representing fabric made of goats' hair.
- ✦ Cardboard shaped like an animal skin and coloured red (rams' skin dyed red).
- ✦ Piece of leather.
- ✦ Piece of wood (acacia).
- ✦ Small, clear container of oil (for the lamps).
- ✦ Spices (for the anointing oil and incense).
- ✦ Sheet of stick-on craft gemstones (for the High Priest's ephod and breast piece).
- ✦ Photocopy of the Sacred Tent Sheet for each child.



Invite the children to sit in a circle. Bring out the box and place it in front of them.

Leader: Has anyone ever been camping? What did you sleep in? What colour was the tent? Did you get wet when it rained? Who owned the tent? Well, today we are going to find out about a very, very, special tent. A tent that could be made only if lots of people helped each other. Let's open the box and I'll help you to find out how it happened...

Open the box. Slowly take out the yellow material and spread it out on the floor in front of you, smoothing it and inviting the children to respond as you say, 'I wonder what this could be?' Accept all possible answers with, 'Yes, it could be that.'

Leader: God wanted the Israelites to make a 'holy place'. It would be a tent – but a magnificent one – where the people could worship God during their travels through the desert. It was to be made with materials they had already or could find around them. So Moses told the people that God wanted them to find things to make the Sacred Tent. They were to bring an item as an offering. Let's see what the people offered to God...

Take the pictures of jewellery from the box. Place them on the yellow material.

Leader: The gold was used to cover the wooden posts and poles, crossbars, the Covenant Box, and the altar. The plates, cups, jars and bowls for the wine offering, the lampstand and lots of the decorations, were made from solid gold. Gold was also used in the priests' clothes.

Give each child a copy of the Sacred Tent sheet. Invite the children to colour the posts and crossbars with yellow/gold crayons.

Take the swatches of material and the blue, purple and red wool from the box. Place them on the yellow material.

Leader: The material for the tent was woven from wool dyed in colours like these, and then embroidered and decorated. There was also an entrance curtain. The same materials were used for the priests' clothes.

Invite the children to colour the entrance curtain, on their sheet, using blue, purple and red.

Take the woolly material from the box. Place it on the yellow fabric.





Leader: They made a covering for the tent from goats'-hair cloth.

Take the cardboard animal skin and the piece of leather from the box. Place them on the yellow material.

Leader: Two more coverings were made. One with rams' skin dyed red and the other of fine leather. These protected the tent from all weathers.

Invite the children to colour the outer covering of the tent, on their sheet, with brown or red.

Take a piece of wood from the box. Place it on the yellow material.

Leader: Acacia wood was used to make the tent frames, curtain poles, carrying poles, the offering table and the 'covenant box'.

Take the oil and spices from the box. Place them on the yellow material.

Leader: There was oil and sweet-smelling incense on the altar during the worship time.

Take the sheet of stick-on craft gemstones from the box. Place it on the yellow material.

Leader: Precious jewels were placed in the priests' 'breast piece'. There were four rows, mounted in gold. The gems included diamonds, emeralds and sapphires.

God had given some people the gift of teaching; others had skills for the tent-making. So, by offering materials and sharing skills, the Israelites were a happy people, preparing and building as God had commanded them. God gave all the instructions to Moses and the people did as God commanded. Sometimes the people offered more than was needed. They wanted to show God that he was important to them. The sacred tent was a sign that God was with them, wherever they went.

Invite the children to respond to some 'wondering' statements. Be positive with all responses.

Leader: I wonder:

- If everybody wanted to bring an offering to make the tent?
- If the children brought anything to help make the tent?
- If the people had smiles on their faces as they brought their offerings?
- If we need a tent (or building) as a sign that God is with us now?
- If anyone has ever shared something with you?
- What you could do to share with other people?
- If God smiled when the sacred tent was finished?

Add the DESERT TENT BOX to the TABLETOP TABLEAU by turning the box on its side and displaying the objects around/on the box and on the yellow material. Place a photocopy of the Sacred Tent sheet in the box.

Additional all-age resources

If time permits or more activities are required, the following activities will complement this script. They are drawn from Week 5 of *Cry Freedom*, the Exodus all-age resource material that can be found as a download under the Exodus tab in the Preaching section of Designing the Programme.

- 🌀 As an opening activity use 'What size tent?'
- 🌀 As a closing activity use the 'Peer group Time' exercise *Jewellery making* or continue with the *Journal*.

Action Scene

This script may also be complemented by the Action Scene (week 5) resource. The Action Scene cartoon and guidance for using it with children can be found on the Action Scenes tab in the Young People section of Designing the Programme.

