

LESSON 3



CORNERSTONE CONNECTIONS

APRIL 15 2023

I see, I hear, I know

Scripture Story: Exodus 1–4.

Commentary: *Patriarchs and Prophets* (or *Beginning of the End*), chapter 22.

PREPARING TO TEACH

I. SYNOPSIS

The story of the call of Moses and God’s promise of deliverance reveals to us the compassion of God, God’s methods for salvation, and the humility required to be a servant of God. Beginning with the compassion of God, we see that God can see, hear, and know the pain of His people. Many times God’s people, even His heroes in the Bible, have cried out to Him, asking if He knows their troubles. But we have the assurance that God knows about everything that goes on. He even cares if a sparrow should fall from its nest (Matthew 10:29).

But God’s compassion does not only *notice* what is wrong; the pain in His own heart often forces Him to act. The ways in which God acts are not always easy to discern. His deliverance comes in many forms. Sometimes it may not be the way we want it, but we can be assured that God is always acting in our behalf. Moses tried to give the Jews deliverance by killing a man, but that was not God’s way. The only way we can help God is to do what He asks of us. But this requires humility. We are to trust God that His method of deliverance is best; we are to trust in His salvation.

II. TARGET

The students will:

- Understand the ways in which God delivers people. (*Know*)
- Trust in God as He does all He can to help them. (*Feel*)

- Talk with God as a God who knows their hearts. (*Respond*)

III. EXPLORE

The Father, Seventh-day Adventist Fundamental Beliefs, No. 3

“God the eternal Father is the Creator, Source, Sustainer, and Sovereign of all creation. He is just and holy, merciful and gracious, slow to anger, and abounding in steadfast love and faithfulness. The qualities and powers exhibited in the Son and the Holy Spirit are also those of the Father” (Gen. 1:1; Deut. 4:35; Ps. 110:1, 4; John 3:16; 14:9; 1 Cor. 15:28; 1 Tim. 1:17; 1 John 4:8; Rev. 4:11).

TEACHING

I. GETTING STARTED

Activity

Refer the students to the What Do You Think? section of the student lesson. After they have completed it, discuss their responses.

Discuss with the students the reasons that they chose to answer the way they did. Also keep in mind to seek positive ways to intervene, ways in which the oppressor may be also “released.”

Illustration

Share this illustration in your own words:

In the country of South Africa the government practiced apartheid, a system of racial segregation, from 1948 until 1994. Under apartheid (apartness), the

racism, classified by law into White, Black, Indian, and Coloured groups, were separated, each with their own homelands and institutions. In practice this prevented non-White people, even if actually resident in White South Africa, from having a vote or influence, restricting their rights to faraway homelands of poor-quality lands that they may never have visited.

It was a period of terrible racism. Nelson Mandela, an African born in Umtata, Transkei, wanted to free South Africa from the oppression of the new White separatist government. He became a lawyer and participated in the founding of the African National Congress Youth League in 1944. During Mandela's struggle with apartheid the ANC and its supporters began to receive violent treatment at the hands of the government. Mandela decided that the ANC should also use physical force as well as political power to accomplish their ends. The fighting and violence began increasing, and Mandela and many of his associates were jailed for attempts to use force to remove the apartheid government. Twenty-seven years later, Mandela was released from jail a different man. He again joined his political party and ran for president, and this time, in 1994, he became the first South African president elected by a nonbiased, peaceful vote.

II. TEACHING THE STORY

Bridge to the Story

Share the following in your own words:

The story of Nelson Mandela and the way he led the non-White races to liberty in South Africa is very similar in many ways to the story of Moses and his deliverance of the Jews. Do you think God knew about the oppression of the people in South Africa and was also helping them? It's reassuring to know that God is still active today. As you listen to the story, think about what it would be like to experience God's deliverance in such an awesome way.

Out of the Story for Teachers

After you read the Into the Story section with your students, use the following in your own words to process it with them.

- Why do you think God had to lead Moses into the wilderness for 40 years before He could let him lead the Israelites out of Egypt?
- How do you think the Israelites felt while they had to wait for God to release them? Perhaps

they suspected that God had forgotten about them.

- The Israelites had to endure many years of hardship before they were set free. Why do you think God sometimes lets people wait so long?
- Does this story remind you in any way of the Second Coming? Think about the various similarities.
- When did God notice the Israelites? (While they were still slaves, obviously.) How do you think this applies to you and when God notices you? If you were a slave to a sin, does that mean God does not know or care about you until you stop sinning?
- Moses wanted to free the Israelites, so he killed an Egyptian. Is it ever right to break God's law to get something that is good in the long run? Moses justified the killing of the Egyptian by the fact that the Israelites would be set free. Think of times in your life when you have tried to justify doing something bad to get something good.
- How do you think Moses felt when he ran away from Pharaoh? There is a saying that says a "bird that has had a broken pinion never flies as high again." Think about how this applies to Moses and to you. Do you think God gives second chances to those who may have messed up the first time? How do you think the second chance compares to the first?
- The Jews were given a promise of deliverance by God, simply because He loved them.
- You have been given one too; how does that make you feel?

Sharing Context and Background

Use the following information to shed more light on the story for your students. Share it in your own words.

The story of Moses and the promise of deliverance for the Jews is filled with deep revelation about the character of God. It's also a story rich with Christological types. For these reasons we can look to the example of God's dealing with the Israelites to inform our own understandings and expectations of God's dealings with us. The examples that serve our understanding best are: (1) the nature of our captivity, (2) God's knowledge of our situations and the reason for His concern, and (3) the nature of God's actions on our behalf.

1. The Israelites had been living in Egypt for approximately 400 years. Unfortunately, a new ruler who did not know Joseph (Exodus 1:8) began the slavery of his relatives and descendants. This story is similar to the story of humanity. Adam and Eve, who were once governors over the whole world, were free and happy under God's governance. Unfortunately, there was a change in government, and this world fell under the rule of the devil. This is when the slavery of sin began. But God once again desires to release us from the slavery of the devil; that is why He sent His Son.
2. The revelation of God's character in this week's story is of a Being intimately aware of the pain and suffering of men, women, and children. God's concern is raised by the cry and groan of agony of the people of Israel at the hands of their oppressors. This pain on the part of the Israelites, and cruelty on the part of the Egyptians, engages God's desire for justice. God's desire to reorder unequal relationships is evident throughout the Bible. Consider Christ's teaching on riches gained through corruption, or His sermon on the mount, or His treatment of those considered unclean, or His teaching about the relationship husbands should have to their wives. The greatest cause of pain to God is the treatment of others as less valuable than oneself. The greatest cause for compassion



Tips for Top-Notch Teaching

Shades of Gray

Sometimes things aren't black and white. To open up an avenue to talk about such issues with your students you can use a continuum exercise. It provides students the opportunity to express their leanings toward one side or another of the topic at hand. Here is an example that would work well in this lesson.

Write the three statements below on a board, along with the continuum numbers. Ask the students to choose a number for each item that best reflects their sentiments.

God controls everything. We control everything.
1 2 3 4 5 6 7 8 9 10

God will fix everything right now. God will fix things only at the Second Coming.
1 2 3 4 5 6 7 8 9 10

God wants us to rely on Him. God wants us to be self-sufficient.
1 2 3 4 5 6 7 8 9 10

Use these continuums to discuss with your class the various attitudes toward God's intervention in our world today.

RABBI 101

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Teaching From . . .

Refer your students to the other sections of their lesson. Invite students to share the key text with the class if they have committed it to memory.

- **Key Text**

Invite the students to share the Key Text with the class if they have committed it to memory.

- **Flashlight**

Read the Flashlight statement, pointing out that most of the time it is from the commentary on this week's story found in the book Patriarchs and Prophets. Ask what relationship they see between the statement and what they have just discussed from Out of the Story.

- **Punch Lines**

Point out to your students the verses listed in their lesson that relate to this week's story. Have them share the verse that spoke most directly to them and allow them to explain why they chose it.

- **Further Insight**

Ask them how the quote in Further Insight conveys the point of the story in this lesson.

in God is the sight of the oppressed. Our own sorrows today are all that are needed to compel God to have compassion on us. Our oppression at the hands of the devil is the reason He wants to deliver us.

3. The nature of God's actions is the part of this story that is rich with Christological symbols. The deliverance of God's people was to be done in a manner that would pour contempt on human pride; the deliverer was to go forth as a humble shepherd (see *Patriarchs and Prophets*, p. 251). This method of deliverance reveals what is required of us to be delivered; we are to walk humbly with God (see Micah 6:8). This humble walk contrasts deeply with the pride Moses displayed when he killed the Egyptian. We are also to trust God's providence and His claims to be able to save all those who come to Him.

III. CLOSING

Activity

Close with an activity and debrief it in your own words.

Ask your students to make a list of three people, including their name at the bottom of the list, for whom they want to pray for God's deliverance this week. Then make another list of ways in which they can work with God to provide deliverance for the same people, themselves included.

Summary

Share the following thoughts in your own words:
God makes three promises in this story—

1. I see, I hear, I know!
2. Surely I will be with you!
3. Surely I will bring you out of Egypt; I will deliver you!

In order to activate these three promises, God makes only one requirement of us—trust and obey.

God is just the same today as He was in the days of Moses, and His promises to us, each one of us, are just the same, too. Christ repeated every one of these promises to us. Let us live thankfully, prayerfully, and expectantly as we wait upon God for deliverance.



Remind the students about the reading plan that will take them through the inspired commentary of the Bible, the Conflict of the Ages series. The reading that goes with this lesson is *Patriarchs and Prophets* (or *Beginning of the End*), chapter 22.



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STUDENT LESSON

Scripture Story: Exodus 1–4.

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I see, I hear, I know

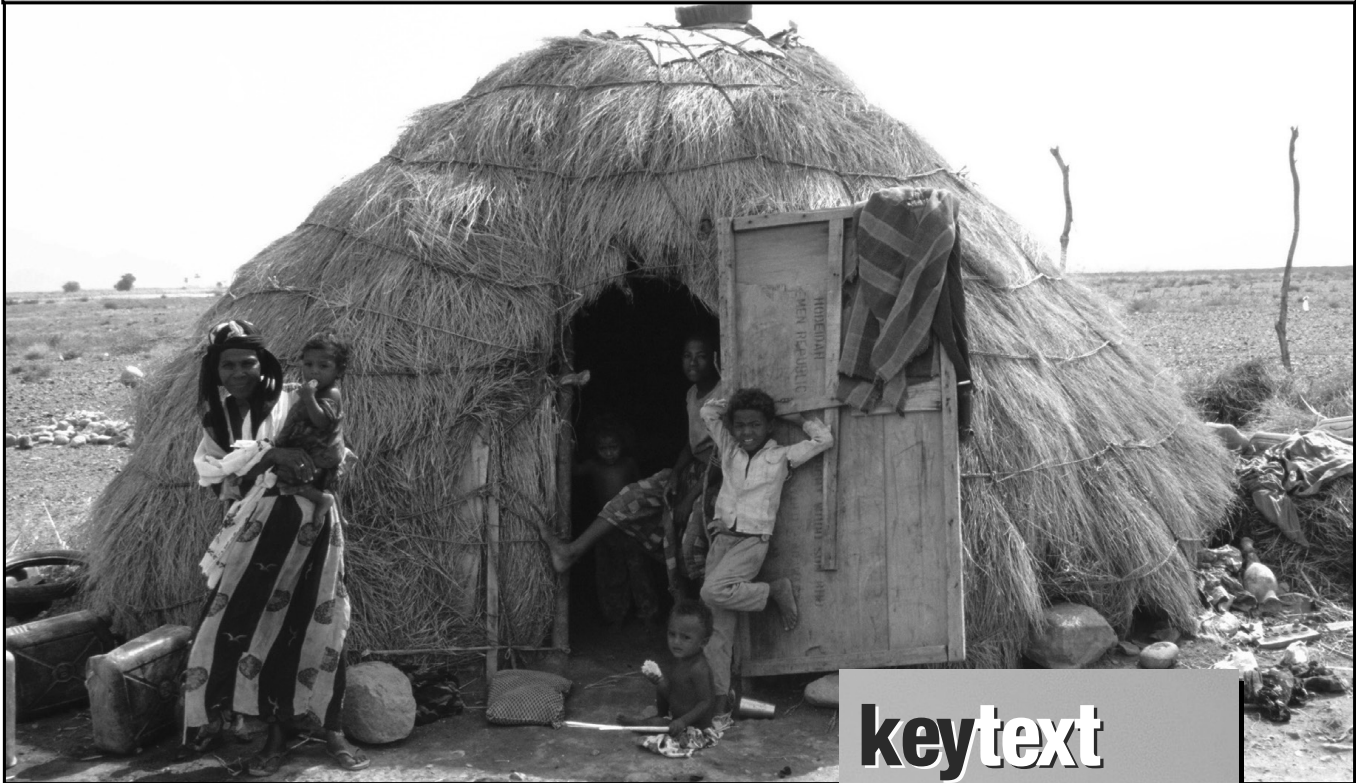


Photo by Tereza Byrne

flashlight

“In slaying the Egyptian, Moses had fallen into the same error so often committed by his fathers, of taking into their own hands the work that God had promised to do. . . .

“Infinite Wisdom called him who was to become the leader of his people to spend forty years in the humble work of a shepherd. The habits of caretaking, of self-forgetfulness and tender solicitude for his flock, thus developed, would prepare him to become the compassionate, longsuffering shepherd of Israel” (*Patriarchs and Prophets*, pp. 247, 248).

keytext

“The LORD said, ‘I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering.’ ”

(Exodus 3:7, NIV)

what do you think?

Sometimes people do bad things because they themselves have had bad things done to them. Keeping this in mind, in which of the following scenarios would you be most likely to comfort and/or deliver the victim from the oppressor if you had the power to stop what was happening? How would you intervene?

A 14-year-old is teasing a 5-year-old.

A mother is being mistreated by her husband.

An adult is yelling at a child.

A boy is being sold into slavery.

did you know?

The Israelites weren't the only people God delivered from bondage. Amos 9:7 says that He also rescued the Cushites, the Philistines, and the Arameans.

We are also in bondage—slavery to sin that the devil has captured us in. God loves us and wants to rescue us. He promised in Matthew 1:21 that Jesus will “save his people from their sins” (NIV). Some of this deliverance can happen right here on earth; the rest will happen in heaven. But

God will deliver. Why does God bother to deliver people? Because He sees, He hears, and He knows what they are going through.

INTO THE STORY

“One day, after Moses had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people. Looking this way and that and seeing no one, he killed the Egyptian and hid him in the sand. The next day he went out and saw two Hebrews fighting. He asked the one in the wrong, ‘Why are you hitting your fellow Hebrew?’

“The man said, ‘Who made you ruler and judge over us? Are you thinking of killing me as you killed the Egyptian?’ Then Moses was afraid and thought, ‘What I did must have become known.’

“When Pharaoh heard of this, he tried to kill Moses, but Moses fled from Pharaoh and went to live in Midian.”

“During that long period, the king

of Egypt died. The Israelites groaned in their slavery and cried out, and their cry for help because of their slavery went up to God. God heard their groaning and he remembered his covenant with Abraham, with Isaac and with Jacob. So God looked on the Israelites and was concerned about them.”

“Now Moses was tending the flock of Jethro his father-in-law, the priest of Midian, and he led the flock to the far side of the wilderness and came to Horeb, the mountain of God. There the angel of the LORD appeared to him in flames of fire from within a bush. . . . God called to him from within the bush, ‘Moses! Moses!’ And Moses said, ‘Here I am.’ ‘Do not come any closer,’ God said. ‘Take off your sandals, for the place where you are standing is holy ground.’ Then he said, ‘I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob.’ At this, Moses hid his face, because he was afraid to look at God. The LORD said, ‘I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey. . . . And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are oppressing them. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt.’ But Moses said to God, ‘Who am I, that I should go to Pharaoh and bring the Israelites out of Egypt?’ And God said, ‘I will be with you.’ ”

(Exodus 2:11-15, 23-25; 3:1, 2, 4-12, NIV)

OUT OF THE STORY

What parts of the story are key? (Underline them.) What aspects or details of the story are new to you? (Place an arrow beside them.)

What words or phrases capture the various emotions of this story most? (Circle them.)

What emotions, actions, or adjectives enrich this story? (Place a rectangle around them.)

Highlight the promises God makes to the Israelites.

In the story, identify the reason God cares about the Israelites.

Draw an ear or an eye beside the statements God makes about hearing or seeing the Israelites.

What does it mean to you to have a God who hears, sees, and knows what you are doing?

Why do you think this story is included in the record of Scripture?

List other major lessons that you see emerge in this story.

If you were to capture this story in five words or less, what would you say?

punch lines

“Blessed are those whose help is the God of Jacob, whose hope is in the LORD their God. . . . He upholds the cause of the oppressed and gives food to the hungry. The LORD sets prisoners free, the LORD gives sight to the blind, the LORD lifts up those who are bowed down. . . . The LORD watches over the foreigner and sustains the fatherless and the widow” (**Psalm 146:5, 7-9, NIV**).

“The Lord Jesus Christ . . . who gave himself for our sins to rescue us from the present evil age” (**Galatians 1:3, 4, NIV**).

“Surely the arm of the LORD is not too short to save, nor his ear too dull to hear” (**Isaiah 59:1, NIV**).

“Blessed are those who mourn, for they will be comforted” (**Matthew 5:4, NIV**).

“The Lord will rescue me from every evil attack and will bring me safely to his heavenly kingdom” (**2 Timothy 4:18, NIV**).

further insight

“By calm, simple faith the soul holds communion with God and gathers to itself rays of divine light to strengthen and sustain it in the conflict with Satan. God is our tower of strength.”—Ellen G. White, *Steps to Christ*, p. 98.

connectingtolife

Sabbath

Read Psalm 146:5-9.

In the *What Do You Think?* section you were asked to choose one situation from the list in which you most wanted to intervene. As you completed the exercise, what did you feel? Did you imagine the situation and how angry or upset it made you feel? Why did you want to intervene? Can you think of any reasons that you wouldn't intervene? Why did you pick the one you did? How could you intervene in a way that would bring healing to both the oppressor and the victim? Consider how God feels when He sees, hears, and knows about the terrible results of sin that are happening all the time. Do you think God wants to intervene? How do you think He does it? When do you think He does it?

Do you think God intervenes by Himself or does He do it through people? Can you think of someone He has used? Why do you think God used that specific person? Do you want to be used by God to help deliver someone? If so, pray to God about someone you know, whether they be at school, your home, your church, or in your neighborhood, and ask God what His will is for them and what you can do.

Sunday

Read Galatians 1:3, 4.

Read the story of Moses in the *Into the Story* section of this week's lesson and work through the questions in *Out of the Story*. What do you think are the central lessons to be learned?

As you read, did you notice God's kindness? Is there some way in which you want to be delivered or helped by God—from a bad habit, or from someone who is treating you wrong? If so, pray now for His help and claim the promises that He gave to Moses—"I will be

with you; I will deliver you," and remember, He hears, He sees, He knows.

Monday

Read Exodus 3:7.

Read the *Key Text* and think about what God means when He says He knows our sorrows. Have you ever wondered if God really knows what it feels like to be really sad? Or to be a victim? Or do you think that this text simply means God knows *about* our sorrows? Jesus is God; think about the times in Jesus' life when He was on earth and would have felt sorrow. Take time in prayer to empathize with God.

Tuesday

Read Ephesians 2:8, 9.

Read the quote in the *Flashlight* section. It isn't easy to trust in God sometimes, especially when we want to do things ourselves. In this week's story Moses wanted to deliver the Israelites, but he got ahead of God. God had to humble Moses by teaching him to look after sheep in the desert for 40 years! Can you think of times when you have wanted to do something for yourself without asking God how He wanted to do it? How did it take humility to do it God's way?

Wednesday

Read the *Punch Lines* for this week. Some of the texts talk about God helping with hunger and prison, others talk about Him freeing us from sins, and another talks about God simply comforting those who mourn. God doesn't always do the same thing for every person; He treats us as individuals. Which text speaks most to you at the moment? Why? Claim that text in prayer, and find a way to live it today.

Thursday

Read 2 Timothy 4:18.

Read chapter 22 in *Patriarchs and Prophets* and see if you can see any parallels between the story of redemption of the Is-

raelites and the story of Jesus and your redemption. The first might be that both Moses and Jesus were to be like shepherds, or that Jesus spent 40 days in the wilderness and Moses spent 40 years in the wilderness. Once you have finished, thank God that He is the same today as He was yesterday, and that He will always be a God who loves to redeem people.

Redemption of the Israelites _____

Jesus and my redemption _____

Friday

Read Isaiah 59:1.

Have you, or someone you know, ever experienced God's redemption? If so, talk to them about it, or write them a letter and ask them to tell you about it. If you have personally experienced God's redemption, tell someone else about it. Let them know that God hears, sees, and knows what they are going through. Tell them what God has done for you and what He can do for them.

this week's reading*

Patriarchs and Prophets (or *Beginning of the End*), chapter 22.

**Beginning of the End* is a special adaptation of *Patriarchs and Prophets*, created for you by the Ellen G. White Estate and Pacific Press. Get more information about it at www.cornerstoneconnections.net/article/191/about-us/conflict-of-the-ages-companion-books#.URLhF1rB09s. By following the weekly reading plan, you will read at least one book of the Conflict of the Ages series each year.