

MOSES' DECISION



Passages to Study: Exodus 2:11-22 Acts 7:20-22, Hebrews 11:24-26.

Read with the class: Exodus 2:11-22.

Text for memorization:

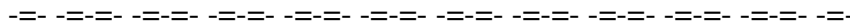
Younger: Mark 8:36.

Older Matt. 6:24.



OBJECTIVES: To show

- 1. That God is able to keep in the midst of troubles, those that put their trust in Him.
2. That God was preparing Moses prior to using him years later as an instrument through which He would work.
3. That God acts in the affairs of man and does so according to HIS own timetable.
4. The influence that Jochabed had over her son Moses.
5. The importance of faith in order to come to a good decision.



SCENE No. 1. In a palace.

DEVELOPMENT OF THE LESSON:

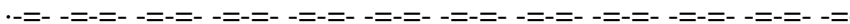
- The time comes for Moses to be taken by his mother Jochabed to the palace where he is to be left with Pharaoh's daughter.
- It is not known how old he was at the time of being left in that worldly place.
- Prior to this, his mother would have made every effort to instruct Moses in view of having to give him up at a young age.
- No doubt Jochabed taught him about the promises God had made to His people.

Cmt. The teacher should have in mind some of the promises made by God to His people through Abraham, Isaac, and Jacob.

Cns. Gen. 49 contains some promises given through Jacob, especially vs.25. There is also the request of Joseph in Gen.50:25-26.

- It is not known what name was given to the child originally by his parents, but Pharaoh's daughter called him Moses, which means "taken out", for she had taken him out of the water. Ex. 2:10.
- Encourage the students to imagine what 1) Moses, 2) his parents and 3) his brother and sister would feel like when this separation came about.
- Moses was going to live in an environment where the faithfulness of God was never mentioned.

Cns. It will be necessary to be sensitive to some students who live in homes where the name of God is never mentioned, in order to help them come to a knowledge of salvation and live for God.



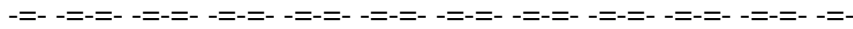
MOSES' DECISION



SCENE No. 2. In Pharaoh's palace.

DEVELOPMENT OF THE LESSON:

- During his youth, Moses lived in the greatest of luxury, waited on by servants and receiving all kinds of attention as would be expected for the son of Pharaoh's daughter.
- He would be carefully instructed in the sciences and mathematics, plus the religion, politics, and wisdom of the Egyptians. Acts 7:22.
- Meanwhile the enslavement of the Israelites continued.
- This was the policy Pharaoh and his Egyptian advisors were following in their treatment of the Israelites.
- Moses could have become part of all that was related to the power of Egypt.
- A self-pleasing life of pleasure and power was within his reach.
- This kind of life-style would have been founded on the injustices being perpetrated against the Israelites, for slave labour such as this was what had enriched the Egyptians.
- It could be mentioned here as preparation for later lessons, that sin and Satan are cruel masters, as were the Egyptians, but the main point of the present lesson is to show what Moses rejected.



SCENE No. 3. Countryside in Egypt.

DEVELOPMENT OF THE LESSON:

- Moses is interested in seeing what is happening among those of the nation to which he really belongs, and which are his own people.
 - Without being seen, an Israelite observes when Moses finds an Egyptian treating an Israelite with great cruelty.
 - Moses reacts as an Israelite, siding with his own people, taking justice into his own hands.
 - Moses will later be accused as a murderer, but was acting as an avenging judge. Acts 7:24.
- Cmt.** The teacher should make the distinction between a murderer and an avenger who acted according to the law. See Numbers 35:9 and the following verses.
- Perhaps Moses thought that as a "son" of the princess, he had a right to take these measures.
 - With his mother's teachings influencing him, Moses takes action to defend the Israelite, but he was getting ahead of the divine timetable for setting his people free. Acts 7:25.
 - The divine way of bringing the cruel treatment to an end was to be much more effective and lasting.
 - On a second day Moses sees a similar injustice being carried out.
 - This time it is an Israelite who mistreats one of his own nation.
 - Moses seems to have launched on a personal crusade to free his people from slavery.
 - Moses is acting alone, without divine direction for his actions.

Apl. God will take action in human affairs, but He will do so according to His own timetable.

Ex. The judgments of the Tribulation period. We are to wait for God to act. Principle seen in Mat. 13:28-29.

- Moses makes a decision. Instead of giving up his defence of the Israelites to enjoy the pleasures of Egypt, he identifies himself with the oppressed nation and exposes himself to the mistreatment that they suffer.
- It was a decision that required faith. Moses was alive due to the faith of his parents years earlier, and now he exercises faith of his own. Heb. 11:24, 25.
- Faith is stronger than fear. His parents were not afraid of the king's commandment, and Moses in turn, acted "not fearing the wrath of the king". Heb.11:23 and 27.

Apl. What parents teach by example, influences their children much more than their words.

Sug. Ask the students to give some examples they have seen which were more valuable than words.

