

**Materials I Need:**

**Legend:**



= Option 1, Appropriate for 1<sup>st</sup> – 2<sup>nd</sup> Grade

= Option 2, Appropriate for 3<sup>rd</sup> – 6<sup>th</sup> Grade

**Memory Work:**

“The Lord bless you and keep you; the Lord make His face shine upon you and be gracious to you; the Lord turn His face toward you and give you peace.” Numbers 6:24-26

**Aim Questions:**

1. Describe how the tribes were “mapped out” around the Tabernacle. How many men did each army have?
2. What were the names of the three Levitical families that had duties related to the Tabernacle?
3. What was the Nazirite vow, and what would a person have to do in order to become a Nazirite?
4. What role did the two silver trumpets play in the nation of Israel?
5. Why do you think God gave such specific commands to the nation regarding order?
6. Read Numbers 6:24-26. What does this blessing mean for us today?



**Hook:**




**Coat of Arms/Family Crest (Visual Presentation/Discussion).** Bring a book from the library that shows the history of some of the more common names. Perhaps you could find a family crest of some of the kids in your class. Talk about their last names (their family names), explaining how long ago families had flags and crests made especially for that name. In today’s Bible Adventure, we’ll hear how all the different families or tribes of Israel each had a banner of their own, which they carried whenever they moved to a new camping spot.



**Dividing the Tribes (Activity).** Upon arrival, have one of the teachers pass out nametags with a specific Israelite tribe on it. Each child would receive a tribal assignment as they enter the class. Make the nametags for the Levites special--somehow set apart from the rest of the tribes. These nametags should be given randomly so that you don’t end up with too many in any one tribe. After the child gets his tag, he must go to another teacher (the census taker) and be counted. This teacher keeps track of how many kids are in each tribe, and lists each child’s name on a roster for that tribe. This list will be used later during class.



**Promised Land (Puzzle).** Using 1NUM01.GF1 Pgs. 1&2, color and cut out the shapes for each tribe and paste them down on the map. These are the divisions of land for the tribes of Israel. Even though these divisions do not occur until they reach the Promised Land, it can be a good way for the students to begin recognizing each of these names. Which tribe is missing? Review our study of Joseph and his brothers and the addition of Joseph’s other two sons, Ephraim and Manasseh.

**Counting the Armies (Activity).**  Bring in a bucket of plastic soldiers (check church resources to see if these are available). Count and organize them into groups, or camps, with a certain number in each. Once they have separated them out, they can be put into marching formations. By folding index cards in half, you can create tents to put around in each of the camps. You can keep these in the classroom during our study of Numbers and pull them out at the beginning or as time fillers at the end.

**Special Jobs for Special People (Discussion).** Start a discussion about general occupations, perhaps talking about jobs that their parents have. Are there jobs that are more special than others? What makes these jobs so special? All jobs done to the glory of God are special. Can you think of any special jobs to which God calls particularly special people? Do missionaries, pastors, teachers, doctors, nurses, or police officers have jobs that make them more special in the eyes of God than anyone else? There are no right or wrong answers here; all we are doing is setting the stage for the Bible Adventure.

**Orderly vs. Disorderly (Activity/Demonstration).** Once all the kids have arrived to class, tell them that you need to have them all perform a job. The teachers should determine what this will be before class. It may be something such as stack all the chairs on the east wall in six stacks, place boxes of crayons at each table, and pass out a paper to each place at each table. Tell the kids to start, and watch the chaos develop. Without leaders or specific instructions of who should do what, things will probably be a bit unorganized. Now try this activity again giving different groups more specific instructions and asking them to move in a more orderly fashion. The kids could be divided into groups by tables, hair color, or the tribal divisions the kids received when they arrived. Hopefully this will demonstrate the benefit of having order in carrying out our jobs. What would it have been like to try to direct hundreds of thousands of people? That's what God did when He gave Moses and Aaron specific instructions on how to organize and carry out His specific jobs.

**Thank Goodness, He's Good! (Discussion).** Brainstorm some of the attributes of God. Write these on the board. Tell the class that today we will focus on the goodness of God. What if God were not good? Look at some of the other attributes listed. What would it be like to deal with a God who had these other attributes but wasn't good? We would be in VERY BIG trouble!

Examples: A God who is all-powerful, but not good: You might be struck by lightning whenever He was displeased.

An all-knowing God who is not good: He would know just how to hurt you the most and He might do it just for fun.

Or a God who is everywhere but isn't good: You would be afraid and want to hide from Him, but where would you go?

**Tent Living (Activity).** Bring a tent and allow the class to help set it up. (If you do this inside the classroom, it will need to be a dome-type or self-supporting tent). This will help give a setting for the book of Numbers which is about the time Israel spent wandering in the wilderness. (The original Hebrew name for the book of Numbers meant "in the desert" or "in the wilderness"). The people lived and worshiped in tents which they moved around with them for years.

**Firstborn (Discussion/Activity).** What does it mean to be the firstborn? Have all students who are their Mom's oldest child raise their hands. Now have all boys who are their Mom's oldest son raise their hands. Separate all "firstborn" male students (and teachers) from the rest of the class. At the time of the first Passover, God took the life of every firstborn son in Egypt. At the same time He declared that every firstborn male in Israel belonged in a special way to Him. "The LORD said to Moses, 'Consecrate to me every firstborn male. The first offspring of every womb among the Israelites belongs to me, whether man or animal.'" (Exodus 13:1,2) In the wilderness, God will make a substitution for these firstborn. Who will take their place?



## Book:

### Presentation Ideas -



**Arrangement of Tribal Camps (*Illustration/Map*).** Show the students, using an overhead or handouts, the name and location of each tribe as well as the responsibilities of the Levitical priests, **1NUM01.GF2 Pgs. 1&2.**



**The Lord Bless You and Keep You (*Song*).** Tapes and lyrics of this Michael Card song are available upon request.



**Tent Meetings (*Activity*).** Share the Bible Adventure inside a tent.



**Move It! (*Activity*).** Consider moving the entire group several times during the Bible Adventure. It might be a little disruptive but could be quite effective. The Israelites moved whenever God did. Sometimes this was the very next day after they had set up camp, and sometimes it was a month later. One of the teachers could have a whistle or horn to blow (out of view of the kids so that it remains a surprise), signaling the time to move again.



**A Royal Announcement (*Music*).** Blow a horn or trumpet to signal the time to come and hear the Bible Adventure.



**Tribe by Tribe (*Activity*).** Organize the kids, and have them sit according to the arrangement of tribes (**1NUM01.GF2**) camping around the Tabernacle. The kids would sit according to the tribal nametag they were given when they arrived. It might be best to post the map at the front of the class so that the kids can see where to sit. The Bible Adventure would be told from the position of the Tabernacle (center). Be sure to move around enough during the Bible Adventure time so that your back is not to one group for a very long time.



**Number Off (*Activity*).** Begin the Bible Adventure time by recounting or taking roll of the children from the different tribes.

### ***Bible Adventure –***

The book of Numbers continues on with the story of God leading His people, the Israelites, to the land He had promised to Abraham and his descendants. After leading them out of slavery in Egypt (the book of Exodus), God spoke to them through Moses as they camped at the foot of Mount Sinai. In the book of Leviticus, we learned about the laws God gave them to keep themselves pure and separate from the other nations of the world. It is easy to see from the book of Numbers that God is a God of order and of planning. He was now ready to lead His people into the Promised Land.

Before this could happen, there were some things God's people needed to do to get ready. God knew they would need to fight as they moved into the land that He had promised them. God wanted Moses to count how many men there were who would be able to be a part of the Israelite army. So Moses and Aaron counted all the men who were 20 years of age and older. There were over 600 thousand men, not counting the men from the tribe of Levi who were to serve God as priests in the Tabernacle.

Next, God gave instructions to Moses on where each tribe would camp. Each tribe would put up a flag on one side of the Tabernacle, and all the people of that tribe would camp near it. Just east of the Tabernacle, the tribe of Judah would camp, and, next to them, the tribes of Issachar and Zebulun. All three of these tribes made up an army of 186,400 men. To the north of the Tabernacle were the tribes of Dan, Asher, and Naphtali, totaling 157,600 men. West of the Tabernacle God told the tribes of Ephraim, Manasseh, and Benjamin to camp. They had an army of 108,100 men. Finally, on the south side were the tribes of Reuben, Simeon, and Gad with 151,450 men. Can you imagine an army that large?

Now, if the Israelites were getting ready to move on into the Promised Land, there was one big obstacle to overcome. They had built the Tabernacle--their place of worship--exactly the way God had told them to. Would they just leave it behind? If they did move it, how would they do it? God had a plan for this, too. God had set aside the tribe of Levi to serve in this special way. They would not all be priests--only the sons of Aaron would serve that way. The rest of the Levites would help Aaron and his sons in the work of the Tabernacle. Part of this work would be to carry the pieces of the Tabernacle as the Israelites

traveled. Families within the tribe of Levi would have certain jobs to do in caring for the Tabernacle. The family of Gershon was to care for the coverings of the Tabernacle. The family of Kohath was to care for the holy objects from inside the Tabernacle. They had to be very careful though. Aaron and his sons were to cover the holy objects up first. If the Kohathites saw or touched any of the objects before they were covered, they would die! The family of Merari was to take care of the wooden framework of the Tabernacle. Moses and Aaron would watch over this whole process. Men from the tribe of Levi who were from 30 to 50 years of age would carry the Tabernacle when the people journeyed to Canaan.

God wanted His people to be clean both inside and out. He gave them more laws about how they were to deal with sin among the people. The sins were to be made public, and the punishment was to be made public too, so that all God's people could see the guilt or innocence of the person accused of sinning. This was to remind the people that God is absolutely holy, and because of that He should be feared.

Not only did God want to be rid of any uncleanness or sin in the Israelite camp; He also encouraged those who wanted to dedicate themselves totally to Him. Only those from the tribe of Levi could be priests, but any man or woman could take a special vow and be dedicated to God's service for a time. This was called a Nazirite vow, and there were three parts to the vow that showed a person was separating himself for special service to God. First the person taking the vow would separate himself from any grape products. Second, he would separate himself from cutting his hair. Third, he would separate himself from touching anyone who had died. At the end of his Nazirite vow, he would shave his head and bring the hair, along with other offerings, to the Tabernacle and give them to God.

God loved the Israelites very much, so He gave Moses words for Aaron and his sons to use to bless His people:

"The Lord bless you and keep you;  
The Lord make His face shine upon you,  
And be gracious to you;  
The Lord lift up His countenance upon you,  
And give you peace."

When the priests spoke these words, God said they would be putting His name on the children of Israel, and He would bless them.

Now it was time for the dedication of the Tabernacle to the Lord. The people were very generous as they brought their offerings for the dedication. Each tribe's leader brought an offering to the Lord over a period of twelve days. Then all the gifts were counted, and God spoke to Moses in the Holy of Holies. God set aside the Levites for their Tabernacle service. The pillar of cloud and of fire that had been over the Tabernacle remained there so that the people could see God's presence with them.

Next, God commanded that two silver trumpets be made and used to gather the people to the Tabernacle. When both trumpets were blown at the same time, all the adult males were to gather. If only one trumpet was blown, the leaders of each tribe were to come. The trumpets would also be used to let the Israelites know when it was time to march. These trumpet calls were to be used from generation to generation among God's people as "an ordinance forever."

Finally it was time for God's people to move on. They picked up everything they owned, along with the Tabernacle, just the way God had instructed them, and they set off into the wilderness of Paran to a place called Kadesh.

Today we speak of God's blessing in a very casual way, which shows that we do not fully understand what it means to have His blessing upon us. If we look closely at the words God gave Aaron and his sons to use as a blessing, we can learn a little about what that blessing means:

"The Lord bless you and keep you" showed hope that the Lord would favor them and protect them.  
"The Lord make His face shine upon you" meant that God would be pleased with Israel as long as they were obedient, and that He wanted only good for His people. "And be gracious to you" referred to God's kindness and mercy to His people. "And give you peace" meant that God would see to their well-being. God is good, and anyone He chooses to bless will be gifted with those same things --His protection, His kindness, His peace.


If you have placed your faith in Jesus Christ, Ephesians 1:3 tells you that God has blessed you with every spiritual blessing in the heavenly places in Christ. God's true child has everything Christ has--His holiness, His standing, and His privileges. As believers in Jesus Christ, we can know that God has

caused "His face to shine upon us."

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### Look:

- Who Am I? (Game).** Using the information in the passage telling where each tribe was to camp, or how many were counted for the armies in each tribe, come up with questions to ask that would cause the students to look up the answers before calling out the tribal name. Give incentives for speed and correct answers.
- Diggin' in the Desert for Answers (Passage Review Worksheet).**  These are questions that will allow the students to dig into these verses to pull out the answers. Work together at your tables, **1NUM01.GF3 Pgs. 1&2.**
- Tribal Flags or Banners (Group Craft Activity).** Working in groups, instruct the children to design a flag or banner that represents their tribe. You can be as creative as you want for this. Use butcher paper or bring in fabrics for the background. Provide the students with whatever supplemental materials you desire, from crayons to press-on patches. These banners could be displayed on the classroom walls for the complete study of the book of Numbers.
- 3-D Tribal Encampment Map (Craft).** See the sample and **1NUM01.GF4 Pgs. 1-4** for necessary pieces, instructions and supplies for this craft. Each student will need to be supplied with a piece of 17" X 17" cardboard for the base.
- 2-D Tribal Encampment Map with Stickers (Craft).** This accomplishes the same result as the above activity without all the mess. Teachers can make the determination of what the capabilities of their students are and choose accordingly. Each student will need **1NUM01.GF5 Pg. 1** and stickers from **1NUM01.GF5 Pgs. 2-16** to complete this craft. These are available upon request.
- Our Good God (Worksheet).** Our God reveals Himself to be very different from the false gods that men have created. Using **1NUM01.GF6**, have students circle the words that describe God. Put a square around the words that describe false gods. Now put an "X" across the words that could describe men. What do you notice? Why do you suppose false gods are like people?
- Two Big Words (Overhead/Worksheet).** Use **1NUM01.GF7** as an overhead or draw this grid on the board. Fill in the boxes as you discuss. Define the terms. Read Numbers 3:40-51. What substitution was made? Who was redeemed, and what was the payment? God has redeemed and made a substitution for us. Who was our substitute? What was the price to redeem us? Use this discussion to present our need for salvation and the good news of the Gospel.



### Took:

- Our God is a God of Order (Worksheet/Take-Home Page).** What jobs or responsibilities have we been given? Who is in charge to supervise us in the completion of these jobs? What happens when we choose not to do our jobs? Is God pleased with order in our lives? Fill in some of the questions on **1NUM01.GF8**, and send this home for the kids to complete with their parents. Give the children an incentive to bring them back signed next week so that you know they talked with mom and dad.

**Priestly Blessing (Craft).**  Each student will need **1NUM01.GF9**, scissors, glue, hole punch, glitter and a piece of yarn 12 inches long. This is such a great verse to have in front of us every day.

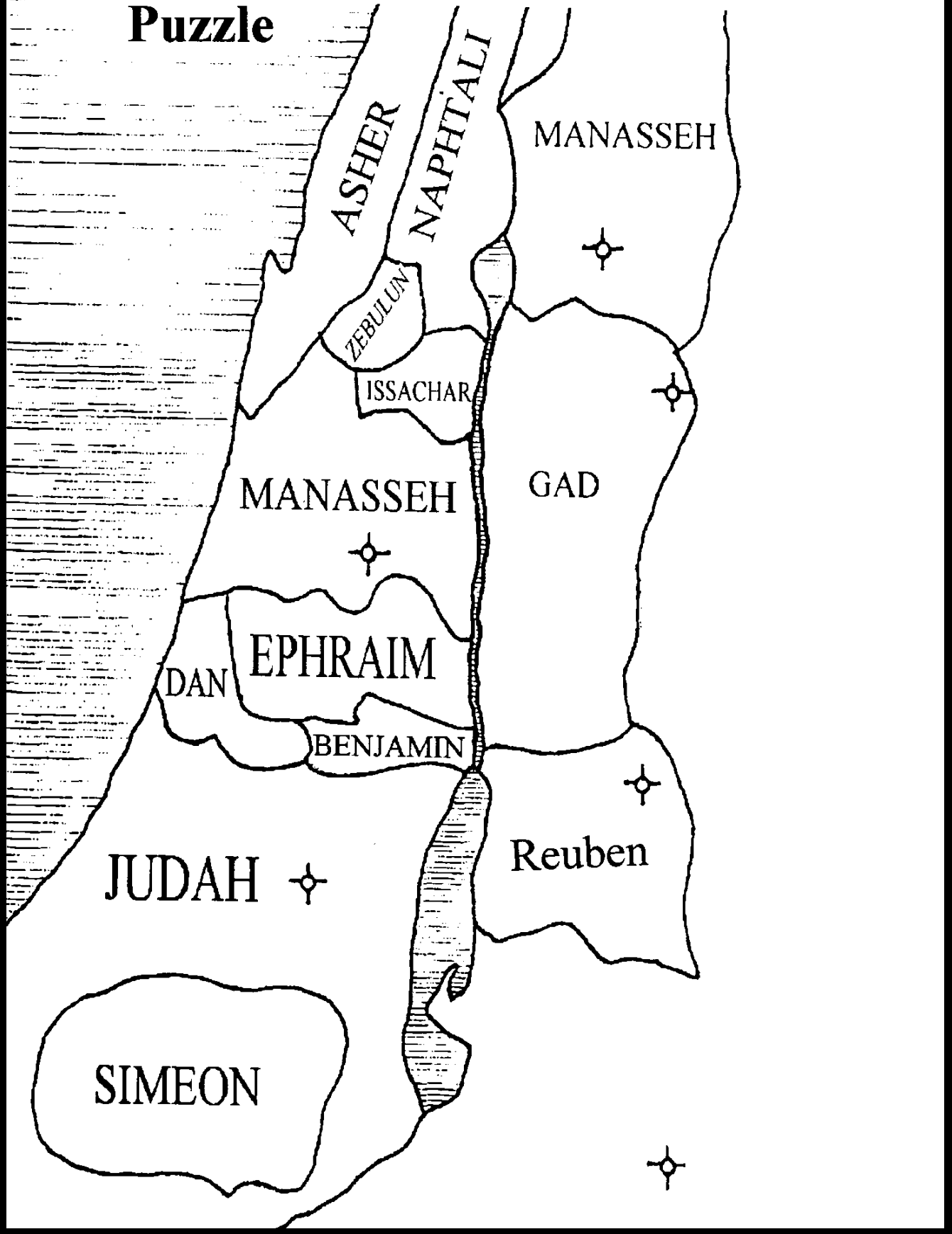
1. Have students cut each section along border.
2. Glue back to back.
3. Draw glue around border.
4. Sprinkle with glitter.
5. Punch hole at top, and string with yarn.

**Follow These Instructions (Activity).** In our study today, God gave His people specific instructions as to how to build and furnish His Tabernacle. What would have happened if He had just told them to build it any way they wished? What would have happened if they had not followed His instructions? In this activity, give the students a piece of paper and tell them to make a paper swan without any instructions. Ask them how they felt not knowing what you wanted? Ask them what was missing? Now, give step by step instructions from **1NUM01.GF10**. Allow each student to follow along using a fresh piece of paper. (Some students may know how to make the origami figure. If so, have them help others when you give the rest of the class the directions.)

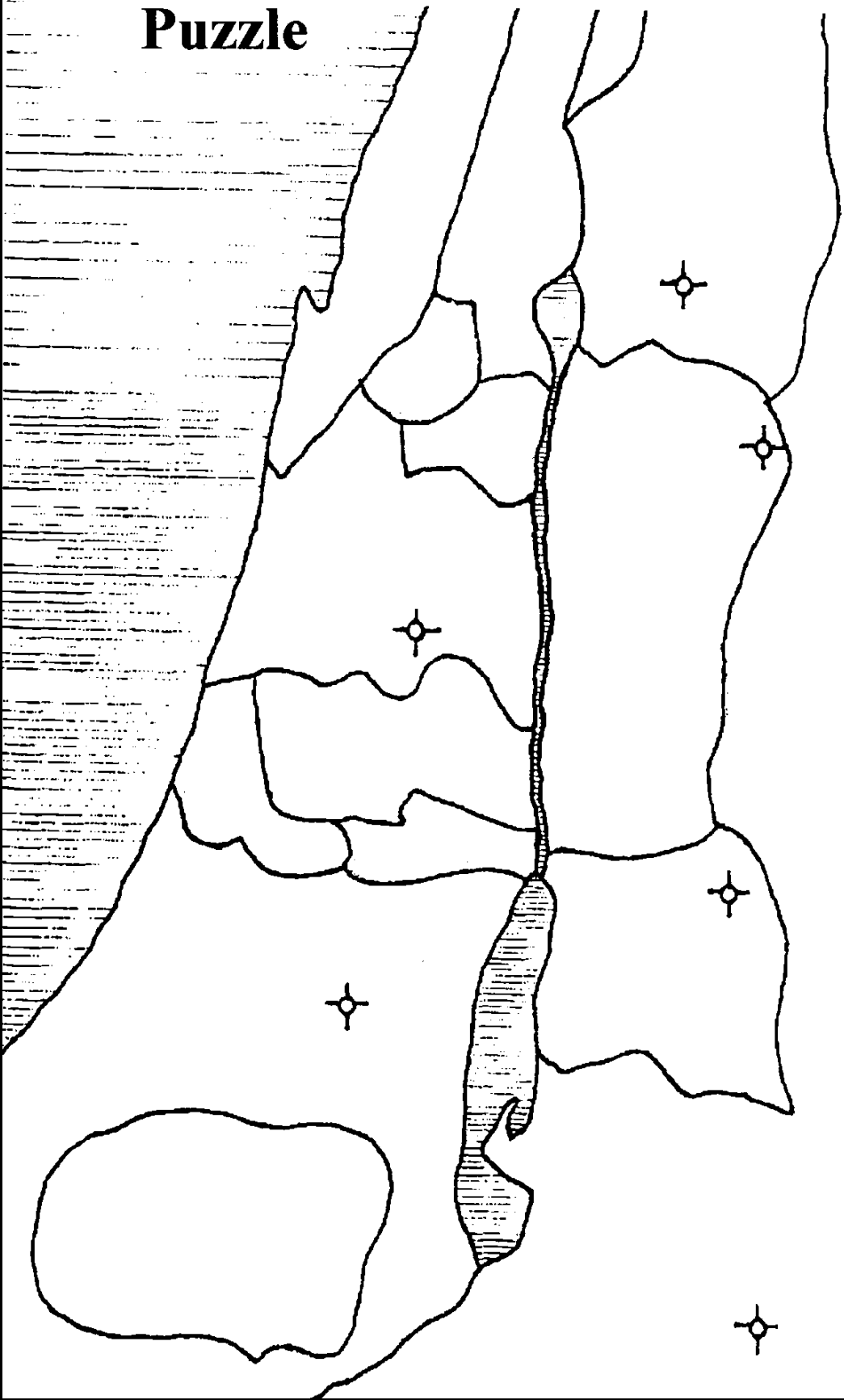
**Invite a Kohathite (Drama).** You can invite **John Kohathite** to your classroom to talk about the different roles the Levites had in the daily life of the Tabernacle. He will come in full costume and answer any questions your students might have. (Please put in your request on the Order Form.)

**Life Central (Puzzle).** Each student will need **1NUM01.GF11 Pgs. 1&2**, construction paper, scissors, glue, and a zippered sandwich bag to hold the pieces. This is a two-sided puzzle. The first side of the puzzle (**1NUM01.GF11 Pg. 1**) shows us that devotion to God should be the central focus of our lives. The other side (**1NUM01.GF11 Pg. 2**) shows how God arranged the Israelite camp around the Tabernacle as central to the life of the nation. Have students glue both pages back to back. Construction paper may be glued in between for added stiffness, or the pages copied onto cardstock. Cut the rectangular frame of the puzzle out first. Next, cut and separate the puzzle into the pieces outlined. Have students re-assemble using either side. For younger students, puzzle may be distributed in sandwich bags ready for assembly. A completed puzzle should be available for them to see as an example.

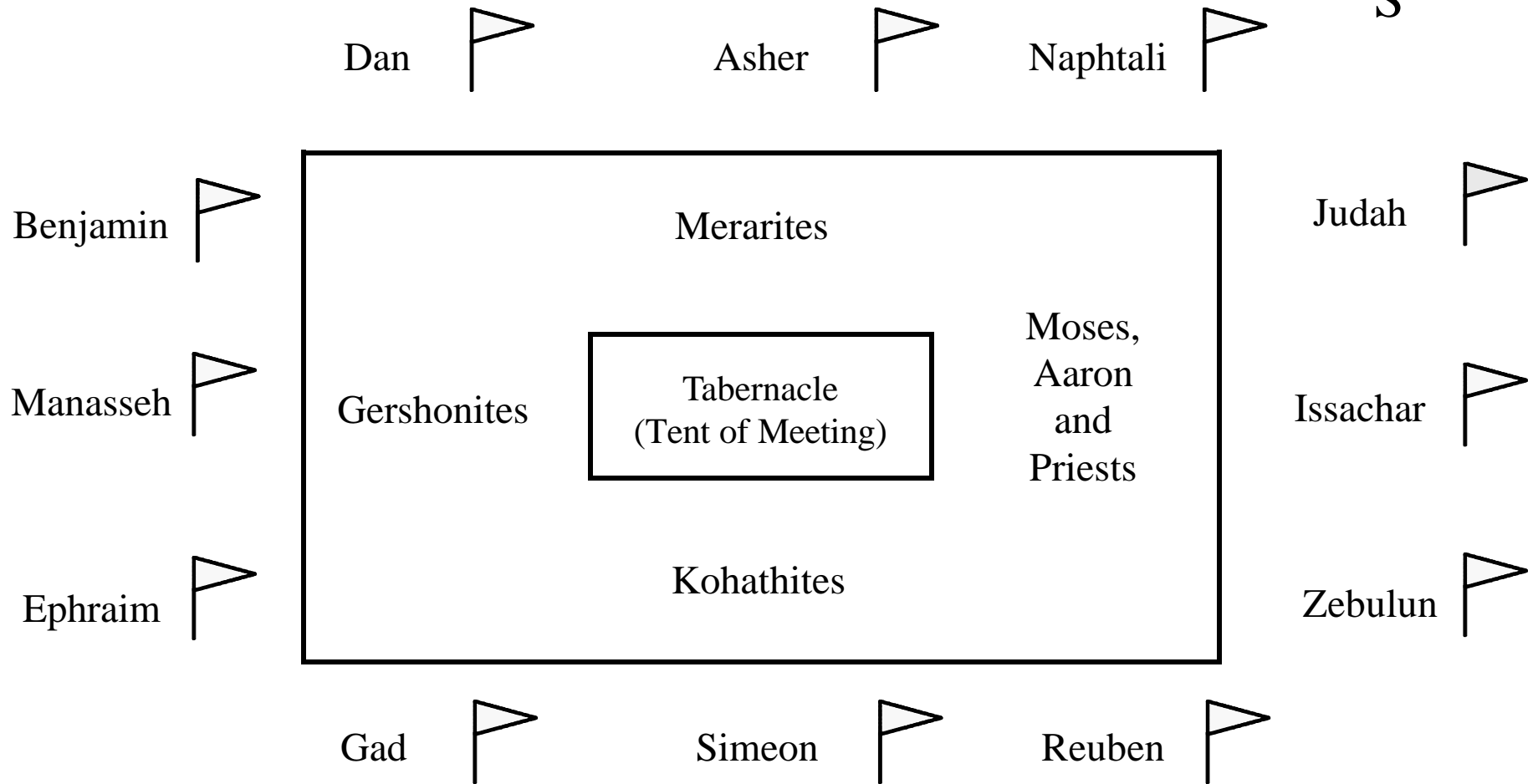
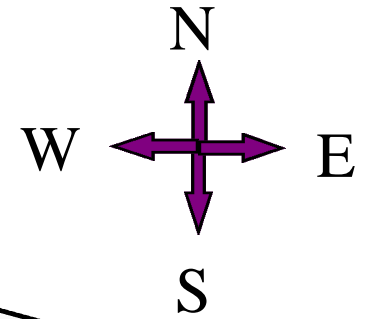
# Promise Land Puzzle



# Promise Land Puzzle

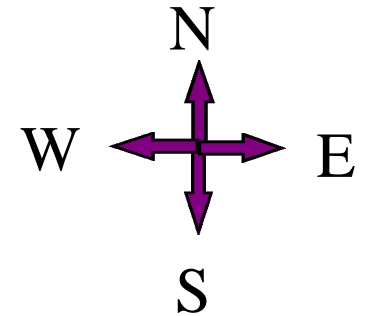


# Arrangement of Tribal Camps

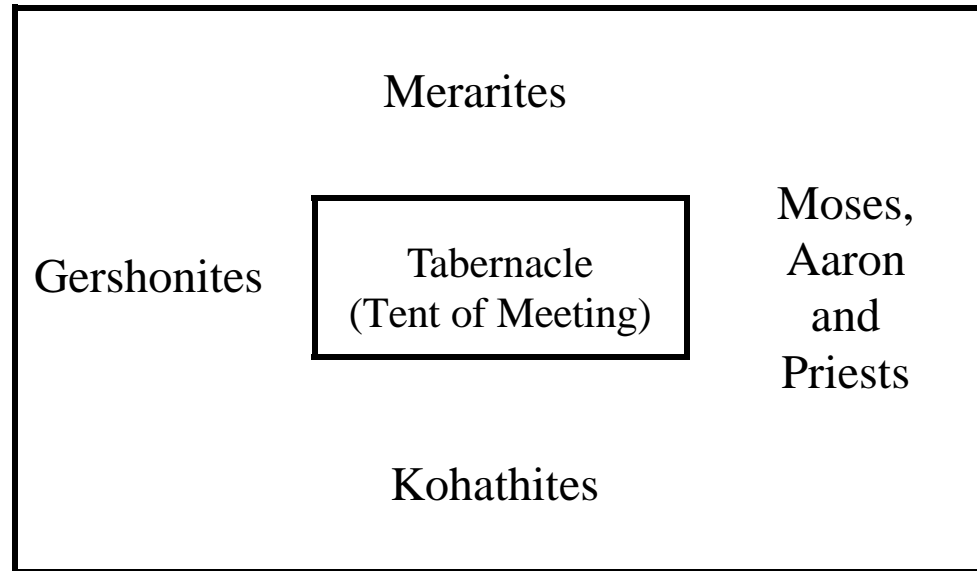


# The Ministry of the Levites

The Merarites were appointed to take care of the frames of the Tabernacle, its crossbars, posts, bases, all its equipment and everything related to their use, as well as the posts of the surrounding courtyard with their bases, tent pegs and ropes.



The Gershonites were responsible for the care of the Tabernacle and tent, its coverings, the curtain at the entrance to the Tent of Meeting, the curtains of the courtyard, the curtain at the entrance to the courtyard surrounding the Tabernacle and altar, the ropes and everything related to their use.



Moses, Aaron and his sons were to camp to the east of the tabernacle, toward the sunrise, in front of the Tent of Meeting. They were responsible for the care of the sanctuary on behalf of the Israelites. The chief leader of the Levites was Eleazar, son of Aaron, the priest. He was appointed over those who were responsible for the care of the sanctuary.

The Kohathites were responsible for the care of the ark, the table, the lampstand, the altars, the articles of the sanctuary used in ministering, the curtain, and everything related to their use.

# Diggin' in the Desert for Answers

Work through the Scripture passages covered in today's lesson (Numbers 1-10), and dig up the answers to the following questions.

1. Why is this called the book of Numbers?
2. Who was counted and why?
3. List the tribes and the amount of men who were counted for the armies in each tribe .
  1. 7.
  2. 8.
  3. 9.
  4. 10.
  5. 11.
  6. 12.
4. What was the total available for the army?
5. Why were the Levites not included in the count for the army?
6. What did each tribe have which distinguished them from the other?
7. Who were Aaron's sons who served as priests?
8. What happened to Aaron's first two sons who were priests?
9. What responsibilities were entrusted to the Kohathites?
10. What was Eleazar (Aaron's son) responsible for?
11. What did God say would happen to anyone who did not obey the instructions exactly?
12. What were the responsibilities of the Gershonites?
13. Who was in charge of the Gershonites?
14. What job was given to the Merarites?
15. If an Israelite, who was not of the Levite tribe, wanted to be consecrated into the service of the Lord, what vow did he or she take, and what was involved in this dedication of themselves?
  
16. What was given to the sons of Merari, and Gershon by the leaders of the other Israelite tribes?
  
17. What were these gifts used for?
18. Why were none of these given to the Kohathites?
19. What were the items brought by each tribe as offerings at the anointing of the Tabernacle?
  
20. Do you think God was pleased with these offerings? Explain your answer.
  
21. How long did a Levite serve, performing his duties in the Tabernacle?
22. What if an Israelite was away from camp during the Passover? Could he celebrate Passover at the same time?
23. How did Moses call all of his men to meetings at the Tabernacle?
24. What did it mean when both trumpets were blown at the same time?
25. Who blew the trumpets?
26. How long after their Exodus from Egypt did they disassemble the Tabernacle for the first time and begin their journey to the Promised Land?

# Diggin' in the Desert for Answers

## Answer Sheet

1. Why is this called the book of Numbers? *Moses counts the men for the armies.*
2. Who was counted and why? *Men who were 20 years and older in each tribe; for the military*
3. List the tribes and the amount of men who were counted for the armies in each tribe .
  1. *Reuben; 46,500*
  2. *Simeon; 59,300*
  3. *Gad; 45,600*
  4. *Judah; 74,600*
  5. *Issachar; 54,400*
  6. *Zebulun; 57,400*
  7. *Ephraim; 40,500*
  8. *Manasseh; 32,200*
  9. *Benjamin; 35,400*
  10. *Dan; 62,700*
  11. *Asher; 41,500*
  12. *Naphtali; 53,400*
4. What was the total available for the army? *603,500*
5. Why were the Levites not included in the count for the army? *Tended the Tabernacle*
6. What did each tribe have which distinguished them from the other? *Banners & flags*
7. Who were Aaron's sons who served as priests? *Nadab, Abihu, Eleazar and Ithamar*
8. What happened to Aaron's first two sons who were priests? *They fell dead when they made an offering with unauthorized fire.*
9. What responsibilities were entrusted to the Kohathites? *They carried the objects & implements.*
10. For what was Eleazar (Aaron's son) responsible? *Oil in the lamp, incense and grain offerings*
11. What did God say would happen to anyone who did not obey the instructions exactly? *Death*
12. What were the responsibilities of the Gershonites? *Carrying the curtains, screens and hangings*
13. Who was in charge of the Gershonites? *Ithamar (Aaron's son)*
14. What job was given to the Meraites? *Carrying boards, bars, pillars, sockets, pegs and cords*
15. If an Israelite, who was not of the Levite tribe, wanted to be consecrated into the service of the Lord, what vow did he or she take, and what was involved in this dedication of themselves? *Nazarite vow; no wine or grape products, could not cut their hair or be in the presence of a dead body.*
16. What was given to the sons of Merari, and Gershon by the leaders of the other Israelite tribes? *6 covered carts and 12 oxen*
17. What were these gifts used for? *Transporting the curtains and poles*
18. Why were none of these given to the Kohathites? *They carried their objects on their shoulders.*
19. What were the items brought by each tribe as offerings at the anointing of the Tabernacle?

|                             |  |
|-----------------------------|--|
| <i>silver dish or plate</i> | <i>goat (sin offering)</i>                               |
| <i>silver bowl</i>          | <i>2 oxen, 5 rams, 5 goats, 5 lambs (peace offering)</i> |
| <i>gold pan</i>             | <i>bull, ram, lamb (burnt offering)</i>                  |
20. Do you think God was pleased with these offerings? Explain your answer.  
*Yes, because of the repetition listed in the verses.*
21. How long did a Levite serve, performing his duties in the Tabernacle? *From age 25 - 50*
22. What if an Israelite was away from camp during the Passover? Could he celebrate Passover at the same time? *No, he would have to celebrate it a month later.*
23. How did Moses call all of his men to meetings at the Tabernacle? *2 silver trumpets*
24. What did it mean when both trumpets were blown at the same time? *To gather at the Tabernacle*
25. Who blew the trumpets? *Aaron's sons*
26. How long after their Exodus from Egypt did they disassemble the Tabernacle for the first time and begin their journey to the Promised Land? *2 years & 2 months*

Supplies needed:

1. 12 tents and banners for each for the tribes, and 4 of each for the Levite families including Moses, Aaron, and priests.
2. 16 toothpicks
3. 17"x17" cardboard
4. tackey glue
5. crayons, markers

Instructions:

1. Cut these four tents apart.
2. Write the name of the Israelite tribe and the number of the men counted for their army (Numbers chapter 1).
3. Fold on the thin line.
4. Glue down to the cardboard base around the Tabernacle.
5. Add a flag next to each tent.

Tribal name:

Numbered Soldiers:

Tribal name:

Numbered Soldiers:

Tribal name:

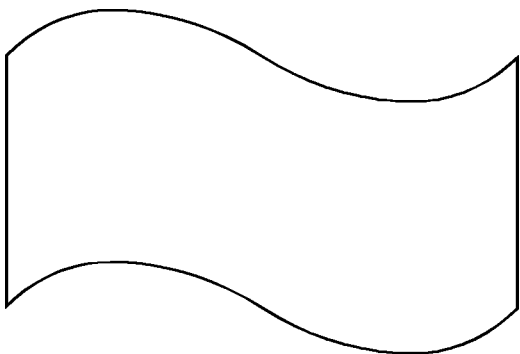
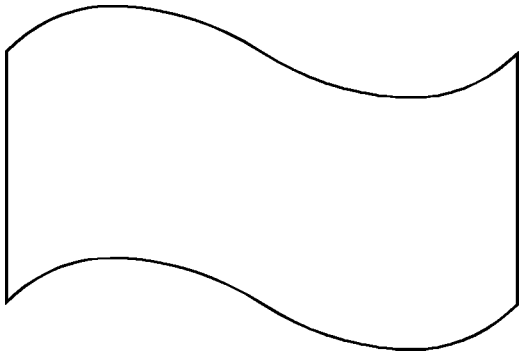
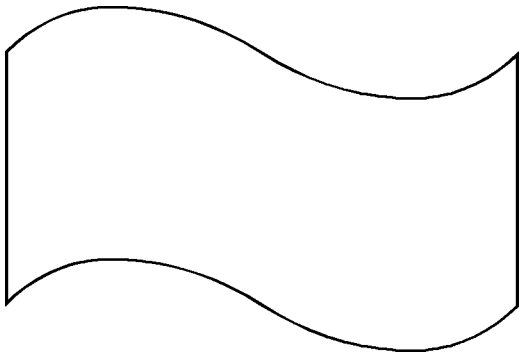
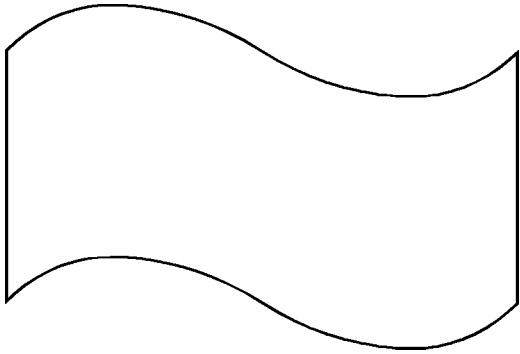
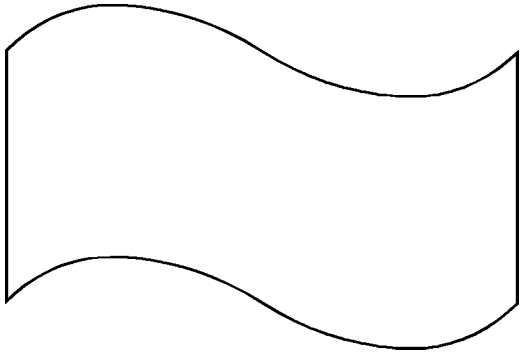
Numbered Soldiers:

Tribal name:

Numbered Soldiers:

|                    |
|--------------------|
|                    |
| Levite Family:     |
| Numbered to serve: |
|                    |
| Levite Family:     |
| Numbered to serve: |

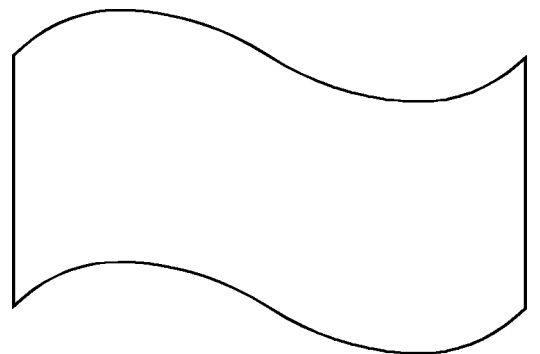
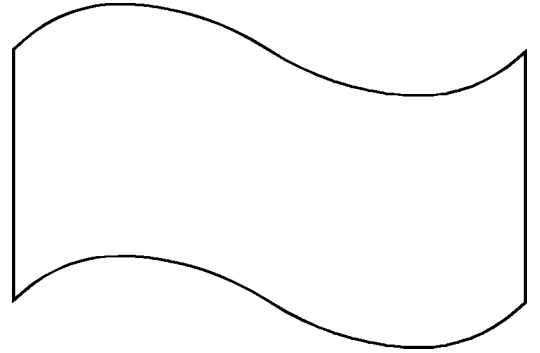
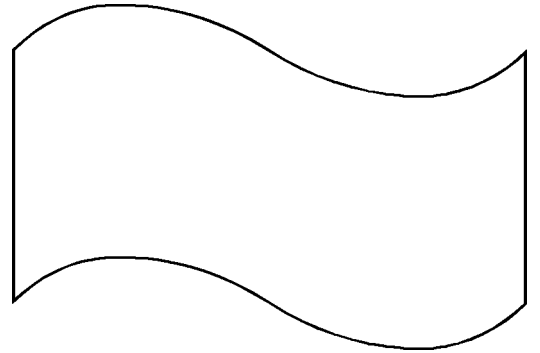
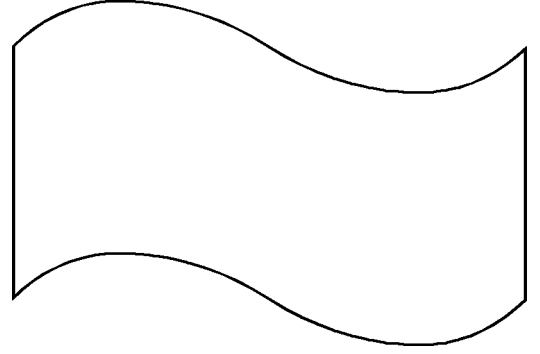
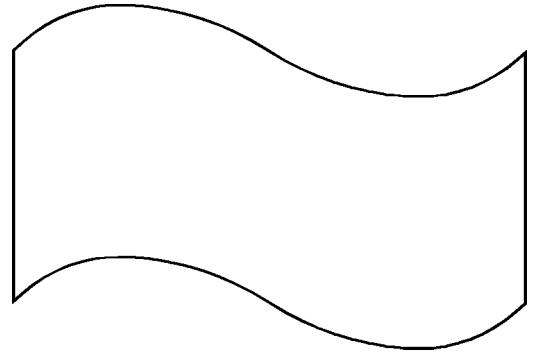
|   |
|---|
|   |
| Levite Family:                          |
| Numbered to serve:                      |
|   |
| <b>Moses, Aaron<br/>and the priests</b> |

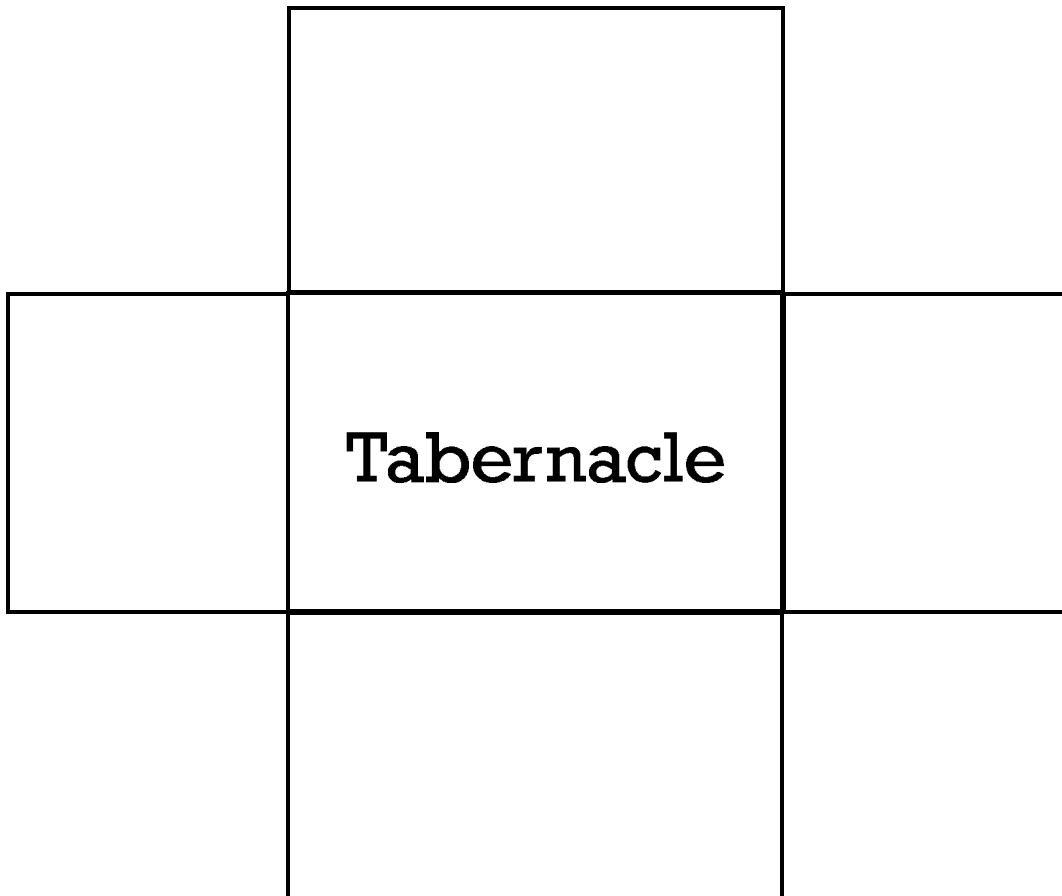
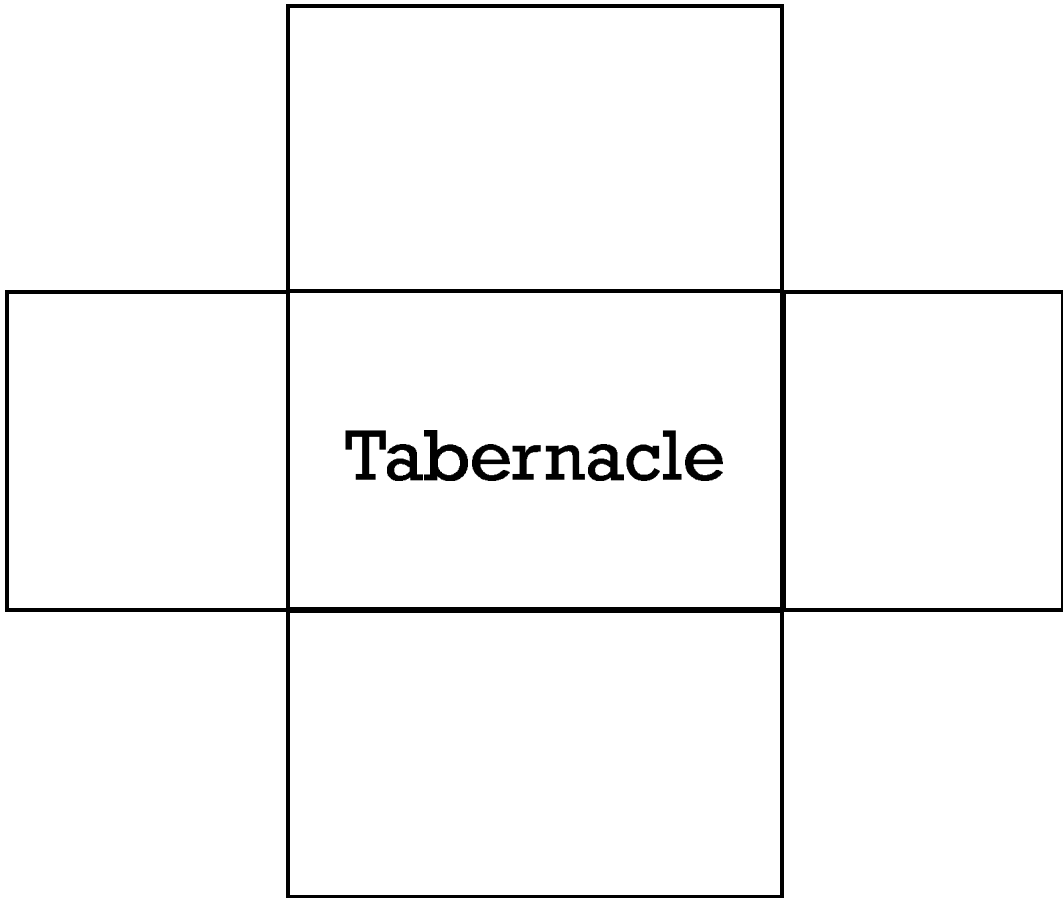


Tribal banners:

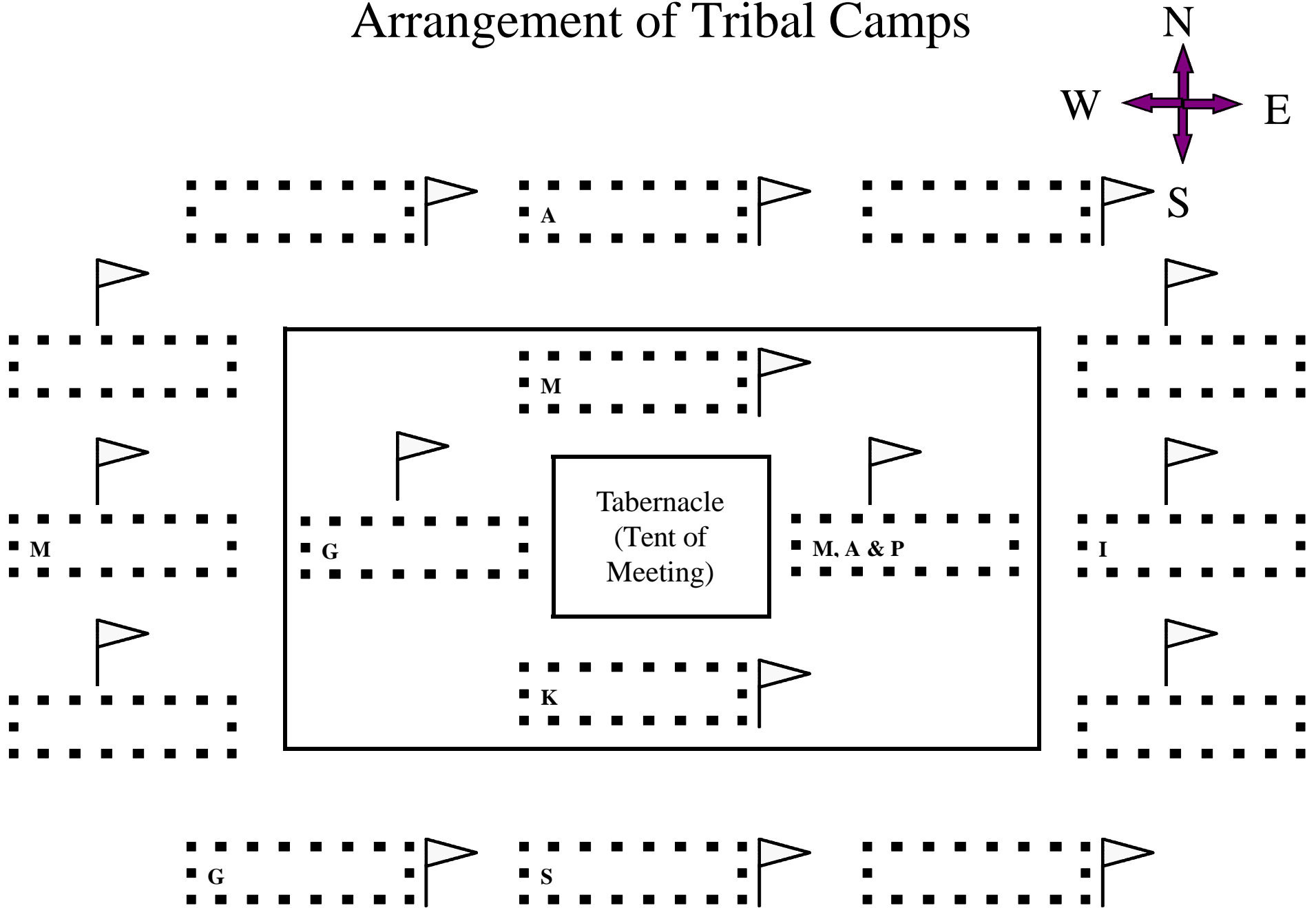
You will need to color and cut out 16 banners.

1. Color each one differently.
2. Write a name of a tribe on each one of the banners, and cut them out.
3. Glue to a toothpick, and let dry for a few minutes before sticking them into the cardboard base in front of the tent for that tribe.





# Arrangement of Tribal Camps



































# Our Good God

Our God reveals Himself to be very different from the false gods that men have created.

Circle the words that describe God.

Put a square around the words that describe false gods.

Now put an "X" across the words that could describe men.

What do you notice? Why do you suppose false gods are like people?

**Giving**

**Needy**

**Self-sufficient**

**Cruel**

**Kind**

**All-Powerful**

**Creator**

**Infinite**

**Created**

**Limited**

**Good**

**Compassionate**

**Righteous**

**Unjust**

**Unpredictable**

**Flawed**

**Perfect**

**Unchanging**


**Loving**

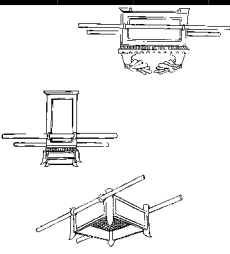
**Faithful**

**Fickle**


# Two Big Words

Fill in the boxes as you discuss. Define the terms. Read Numbers 3:40-51. What substitution was made? Who was redeemed, and what was the payment? God has redeemed and made a substitution for us. Who was our substitute? What was the price to redeem us?

|                     | Definition: | For Israel<br>Numbers 3:40-51 | For US |  |
|---------------------|-------------|-------------------------------|--------|---|
| <b>SUBSTITUTION</b> |             |                               |        |   |
| <b>REDEMPTION</b>   |             |                               |        |   |





standards?  
 their job, or if they didn't quite do it to God's  
 What happened to the Levites if they didn't do



What happens if you do not do your jobs, or if  
 you do an incomplete or sloppy job?

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Who has God put in charge in your life to  
 instruct you in those responsibilities?

With that many Israelites to organize and  
 the important job which had to be  
 performed, God required His people to  
 follow instructions carefully and carry out  
 their responsibilities in an orderly fashion.

How did the Levites know what their jobs  
 were?  
 (God told Moses and Moses told the  
 people.)

What jobs or responsibilities do you have at  
 home or school that you need to do?

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What are some ways we can follow through  
 with our responsibilities and demonstrate  
 obedience? Having order in our lives is  
 pleasing to God.


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Take time to talk with your parents. Have  
 them sign below, and bring this back next  
 week for a special surprise.




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Our God  
 is  
 a God  
 of Order

1NUM01GE8



*The Lord bless you  
and keep you;  
the Lord make His  
face shine upon you  
and be gracious to  
you;  
the Lord turn His face  
toward you  
and give you peace.*

*Numbers 6:24-26*

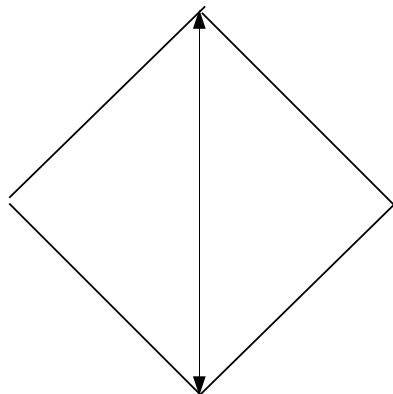


*The Lord bless you  
and keep you;  
the Lord make His  
face shine upon you  
and be gracious to  
you;  
the Lord turn His face  
toward you  
and give you peace.*

*Numbers 6:24-26*

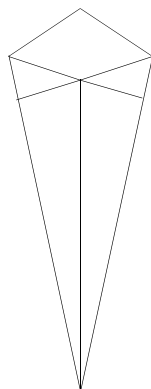
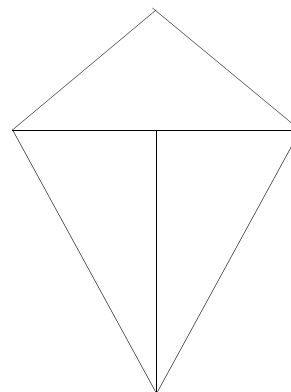


# Follow These Instructions



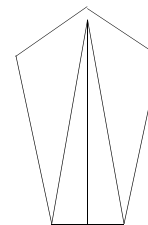
**Step 1:** Place a square piece of paper in front of you as shown to the left. Fold along the arrowed line. Then unfold again.

**Step 2:** Fold the left and right tip of the paper so they touch the first fold. Your paper should now look like the sample to the right. After you have made this fold, turn the paper over.



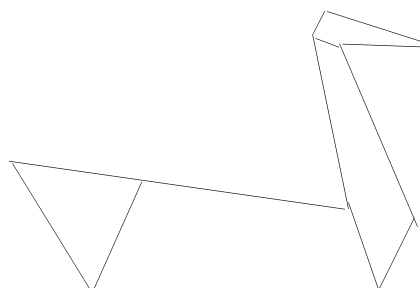
**Step 3:** Once again fold the left and right corners so they touch the first fold. As shown to the left.

**Step 4:** Fold the bottom tip up toward the top so it is about 1/2 inch below it. This is the neck of your swan.

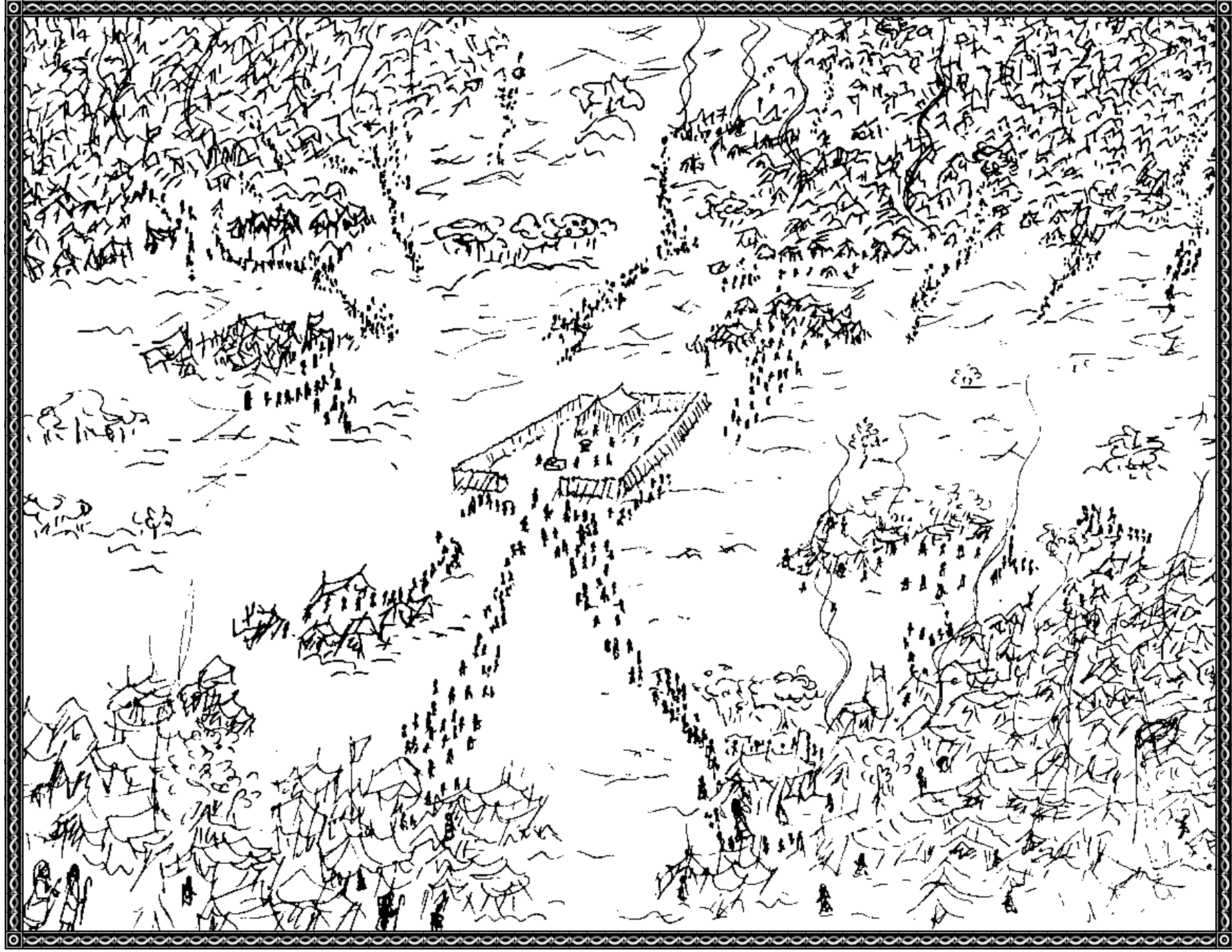


**Step 5:** Now, fold the original bottom tip back toward the bottom about 1 1/2 inches. This is the swan's head. Once this is done, refold the first fold including the neck and head.

**Step 6:** Holding the body of the swan with one hand, pull up on the head and neck. When they have reached the desired location, press the fold at the body and neck and press the neck and head into place. Set the swan on the table and allow it to stand freely.







# The Lord Bless You and Keep You

by Michael Card

The Lord bless you and keep you  
The Lord make His face shine upon you  
And give you peace  
And give you peace  
And give you peace forever

The Lord be gracious to you  
The Lord turn His face toward you  
And give you peace  
And give you peace  
And give you peace forever

The Lord bless you and keep you  
The Lord make His face shine upon you  
And give you peace  
And give you peace  
And give you peace forever

And give you peace  
And give you peace  
And give you peace forever