








Lesson 2

There Is No One Like God

Memory Verse:

I am God, and there is no other; I am God, and there is none like me. Isaiah 46:9 (NIV)

Scripture Verses:

-  Isaiah 46:9
-  Exodus 7-15
-  Romans 1:25
-  Psalm 147:5
-  Psalm 139:1-12
-  II Timothy 3:16
-  Jeremiah 23:24

Materials Needed:

- Bible
- Seeker Series Issue #2 (one for each child)
- Envelope
- Paper
- Chalkboard, whiteboard or poster board
- Chalk
- 35 sheets of paper (Bible Verse)
- Marker or pen
- Scissors
- Bowl or baking dish
- Bottle (or pitcher) of water
- Black pepper (or any other spice that will float on top of water)
- Toothpick or small stick
- Liquid dish soap
- Small slips of paper
- Pencils
- Blindfold
- Bell or other small object that makes noise

Life Point:

God's power and love are limitless.



This lesson is based on **Seeker Series Issue #2: Let There Be Light**. It is recommended that you read this story before class so that you are familiar with it. Make sure each child has their own copy.

Lesson Summary:

In this lesson, the children will learn:

- God is greater than anyone else
- There is no one like God
- God is all-powerful, all-knowing, and all-present

Teacher Introduction:

PowerMark Seeker Series Issue #2, "Let There Be Light!", begins to answer the questions "Who is God?" and "What do Christians believe about God?" In this book, PowerMark and Lailani present stories from the Bible portraying God's divine attributes and character. The Seekers learn there is only one true God; God is all-powerful, all-knowing, all-present, holy, just, He never changes, He is loving and forgiving.

In today's lesson, the children will learn that there is no one like God. The lesson explores God's divine attributes: God is all-powerful, all-knowing and all-present. Through the lesson, the children will begin to understand the greatness of God; not only His great power but also His great love for us. It is comforting to know that the almighty God, creator of heaven and earth, loves and cares for each of us and wants us to know Him. As you teach this lesson today, help the children strike a healthy balance in their minds between God's mighty power and His limitless love.

Large Group Time

🕒 Lesson Introduction

Supplies:

- Bible

➡ **Note:** It's more fun for the children if the teacher does not hesitate for several seconds in between each statement.

Title: Who's Like Me?

Purpose: For the children to learn that while there may be other people who are like them, there is no one like God.

Though we are all different from one another, there are many ways we are alike. We have two arms, two legs, one nose, we breathe air and have one head, just to name a few. While we are alike, we also have many differences. Some of us like to eat pineapple while others prefer oranges. Some like to read while others would rather play outside.

Let's play a game that shows us how we are alike and how we are different. All you need to do is follow my instructions. If what I say is true about you, all you have to do is stand up. If what I say is not true, stay seated.

Example: Stand up if you ate breakfast. (Several children should be standing.) Stand up if you rode on a bus this week. (Some children will stand while some will sit down.)

Choose from the following phrases or create your own: Stand up if _____ . Be sure to include the 3 bold-print phrases in your list of phrases.

You are wearing tennis shoes.

You are wearing pants.

You have a brother.

You created the world.

You like to play soccer.

You took a bath yesterday.

You are smarter than anyone in the world.

You have a sister.

You rode in a car today.

You watched TV this week.

You've never done anything wrong in your life.

After the activity, say: Did you notice that there were some statements that everyone sat down for? Who can remember one of those statements? (Allow a child to respond.) One of the statements you sat down for was, "You created the world." We all sat down because no one here created the world. Who created the world? (Let the children answer. Answer: God) Another statement you sat down for was, "You are smarter than anyone in the world." Some of us may be very smart or clever but nobody here is the smartest person in the world. Who is it that knows everything there is to know? (Let the children answer. Answer: God) The last phrase that everyone sat down for was, "You've never done anything wrong." All of us have done wrong things. There's not one person alive that can say, "I'm perfect." The Bible tells us that only God is perfect.

(Deuteronomy 32:4, Psalm 143:4, Matthew 5:48, Romans 3:10) Today we are going to explore how God is different from us. We've just discovered that only He created the world, only He is perfect and only He knows everything there is to know. There is no one like God!

© Bible Lesson

Supplies:

- Bible

Title: "God Shows His Power" (Exodus 7-10)

Purpose: To help the children understand that God has power over everything. There is nothing that God cannot do.

Preparation: Learn the following sounds/actions to be used with each key word from the story.

Say: **Who remembers the Bible story from last week?** (Allow response.) **That's right. We learned the story of how God created the earth and all that is in it. Because God created everything, it is easy to understand that God has power and authority over all He created.**

God made everything. He is the only One true God with the power to do wonderful things. He alone is whom we should worship. However, over time, many people forgot about God and began to worship His creation. The Bible tells us, "They chose a lie instead of God's truth. They worshipped and served created things. They didn't worship the Creator." (Romans 1:25) Some worshipped the sun, moon and stars. Others worshipped animals, trees, and water. These were not true and powerful gods because *there is no one like God.*

There was a group of people that were special to God. They were called the Israelites. The Israelites loved and worshipped God. During a terrible draught, the Israelites came to Egypt to live. Over the years, the Israelites had many children and grew in number.

Pharaoh was worried that Israel would continue to grow and become more powerful than the Egyptians. So he forced the Israelites to become slaves. They had to do hard work and were treated badly by their Egyptian slave masters. The Israelites cried out to God to deliver them from captivity in Egypt. God heard their cries for help and sent a man named Moses and his brother, Aaron, to tell Pharaoh, the king of Egypt, to let God's people go. The Bible records this story in the Old Testament book of Exodus.

☛ **Note:** Tell the children that the name "LORD" is another name for God.

In Exodus chapter 7, Moses and Aaron go to Pharaoh. Moses said, "The LORD...has sent me to you. He says, 'Let my people go'." But Pharaoh didn't listen to Moses or God's command. He didn't believe in God or His power. Because of Pharaoh's disobedience, the LORD told Moses "*I will use My powerful hand against Egypt. When I judge them with mighty acts, I will bring My people Israel out like an army on the march. Then the Egyptians will know that I am the LORD.*" (Exodus 7:4-5.)

Over the course of several weeks, God sent ten plagues or terrible afflictions upon the Egyptians. He wanted to convince Pharaoh to let the Israelites go and prove that He was the one true God and there was none like him in all the earth. The Egyptians worshipped many different gods. They didn't worship or serve God, the Creator.

As you tell the story of the plagues, the children will listen for key words. Each key word will have a sound and an action for the children to perform. There is one key word for each plague. Their response should only last 1-3 seconds. The following is a list of the key words from the story and the related response from the children. After saying each key word during the story, pause to allow the children to respond. Teach and rehearse these responses with the children before continuing the story. Consider selecting nine children to stand at the front of the room with you and assign each one a response to lead.

1. **Blood:** say "gross" and make a look of disgust with their face.
2. **Frogs:** say "ribbit" and hop or bounce in their seats.
3. **Gnats:** hum like little gnats and swat their hands in front of their face as though they were swatting at gnats.
4. **Flies:** buzz like flies and then say "squish" as they clap their hands together as though they were squishing a fly.
5. **Livestock:** say "moo" while holding their hands to their heads with each pointer finger sticking up to form horns as though they were bulls.
6. **Boils:** say "ouch!" while rubbing their hands up and down their arms.
7. **Hail:** stomp their feet on the ground and pat their legs with their hands.
8. **Locusts:** making "lip smacking" or eating sounds while they quickly snap their fingers.
9. **Darkness:** scream "Ahhh!" as though afraid and cover their eyes with their hands.

➡ **Note:** Be sure to pause after each key word so the children can respond.

God told Moses, "In the morning, Pharaoh will go down to the Nile river. Go meet him there." Moses did what the LORD said. He met Pharaoh at the river and said, "The LORD, the God of the Hebrews, has sent me to you. He says, 'Let My people go.'" God wanted to show Pharaoh that He was real and powerful. He told Moses and his brother, Aaron, to stretch his staff over the water of the Nile river. When Aaron did this, all of the water in the river, ponds and lakes turned into blood (pause for response). There was blood (pause) everywhere. Even the water in jars and buckets turned to blood (pause). The fish in the river died because of the blood (pause). The river smelled so bad because of the dead fish and blood (pause).

But the Egyptian magicians also turned some water into blood (pause) by doing their magic tricks. When Pharaoh saw this, his heart became stubborn. He wouldn't listen to God or Moses. He refused to let the Israelites go.

Seven days later, after the LORD turned the water into blood (pause), God told Moses to go to Pharaoh and tell him to let the Israelites go. He told Pharaoh, "If you refuse to let them go, God will plague your whole country with frogs (pause). Pharaoh did not obey God's

command. So, lots and lots of frogs (pause) came from the river, lakes, and ponds. There were so many frogs (pause) that all of Egypt was full of them. There were frogs (pause) in the homes. Frogs (pause) in the bedrooms and on the beds. Frogs (pause) in the kitchens and in the ovens.

After seeing all the frogs (pause), Pharaoh sent for Moses and Aaron. He told them, “Pray to the LORD to take the frogs (pause) away. Then I’ll let your people go.” Moses said to Pharaoh, “You can have the honor of setting the time for me to pray. I’ll pray that the frogs (pause) will leave your homes.” Pharaoh told Him to pray that the frogs (pause) would leave tomorrow. Moses prayed and God did just what Moses asked. The next day, all the frogs (pause) died. But when Pharaoh saw that the frogs (pause) were dead, his heart became stubborn and he wouldn’t let the Israelites go.

☞ **Note:** the gnat mentioned here refers to a small, pesky, two-winged flying insect that could produce a painful sting.

God told Moses to have Aaron strike the dust of the ground with his wooden staff. When Aaron did, the dust all over the land of Egypt turned into gnats (pause). The gnats (pause) landed on people and animals. The gnats (pause) swarmed all over the land. The Egyptians had gnats (pause) in their hair, mouth, food, drinks and clothes. The Egyptian magicians tried to produce gnats (pause) by doing their magic tricks, but they couldn’t. They told Pharaoh, “God’s powerful finger has done this.” But Pharaoh didn’t listen. His heart was still stubborn.

☞ **Note:** These flies would bite people and animals leaving painful, swollen sores and possible skin disease.

After the plague of gnats (pause), God sent the plague of flies (pause). The flies (pause) filled their houses. There were flies (pause) in their food. The flies (pause) were all over the Egyptians. However, there were no flies (pause) where the Israelites lived. God treated His special people differently than the Egyptians. He did this so that Pharaoh would know that He was God and that He was in the land among them. When Pharaoh saw this, he again sent for Moses and Aaron. He told them that he would let the Israelites go if they would pray and ask God to stop the plague of the flies (pause). Moses prayed and the next day the flies (pause) left. But Pharaoh’s heart became stubborn. He wouldn’t let the people go.

So God sent a plague upon the livestock (pause) that lived throughout Egypt. All of the livestock (pause) such as horses, camels, donkeys, cows, sheep and goats that belonged to the Egyptians died. However, the livestock (pause) belonging to the Israelites did not die. However, Pharaoh’s heart was still hard. He wouldn’t let the people go.

Then the LORD sent a plague of boils (pause). Boils (pause) are large blisters or sores that are very painful. The boils (pause) broke out on all the Egyptians and their animals. The bodies of the Egyptians were completely covered with the boils (pause). But none of the Israelites or their animals had boils (pause). Again, Pharaoh’s heart was stubborn and he refused to listen to Moses or God.

Moses went to Pharaoh again to tell him to let the Israelites go. He told Pharaoh that if he didn’t obey, God would send the worst

hailstorm (pause) ever to fall on Egypt. Then Pharaoh would know that there was no one like God in all the earth. Moses warned Pharaoh and his officials to make sure all the people and animals were inside a safe place. The hail (pause) would fall on all the people and animals that were left out and they would die. The officials respected God and obeyed him. They hurried off to bring their family, friends and animals inside. However, some people didn't pay attention to what God said. They didn't seek protection from the hail (pause). When the hail (pause) rained down on the land of Egypt, it destroyed everything that was outside. But it didn't hail (pause) where the Israelites lived.

After the hail (pause) came, Pharaoh sent for Moses and Aaron. He said, "This time I've sinned. The LORD has done what is right. I and my people have done what is wrong. Pray to the LORD, because we've had enough thunder and hail (pause)." Pharaoh told Moses that he would let the Israelites go. Moses said, "When I've left the city, I'll pray to the LORD. There won't be any more hail (pause). Then you will know that the earth belongs to the LORD." Moses prayed to God and the hail (pause) stopped. When Pharaoh saw that the hail (pause) had stopped, he changed his mind. He wouldn't let the people of Israel go.

So God sent another plague upon the Egyptians. This time, a large swarm of locusts (pause) came and covered the land of Egypt. There were so many locusts (pause) that you couldn't even see the ground. The locusts (pause) ate what was left after the hail (pause). The locusts (pause) ate all the green trees, plants, and crops that were left. But the locusts (pause) didn't go where the Israelites lived. Pharaoh told Moses that he would let the Israelites go if the LORD would take away the locusts (pause). Moses prayed and God sent a strong wind that blew the locusts (pause) out of Egypt. But, as you have probably already guessed, Pharaoh's heart grew stubborn and he refused to let the people of Israel go.

God told Moses, "Reach out your hand toward the sky. Darkness (pause) will spread over Egypt. It will be so dark (pause) that people can feel it." Moses did as God said and complete darkness (pause) covered all of Egypt for three days. No one could see or go anywhere for three days because it was so dark (pause). But all of the people of Israel had light where they lived. But Pharaoh still wouldn't obey God's command to let the Israelites go.

God told Moses, "I will bring one more plague on Pharaoh and on Egypt. After that, he will let you and your people go." So the LORD sent the last plague upon Egypt. Around midnight, an angel of death went throughout Egypt and every first born son of an Egyptian family and every first born animal died. After this plague, Pharaoh finally let the Israelites go. Did he really let them go? You'll find the answer to that question a little later in your small group time.

Did all of these terrible things have to happen to Pharaoh and Egypt? (Allow response.) No, Pharaoh could have let the Israelites go before any of these plagues happened. However, through all of

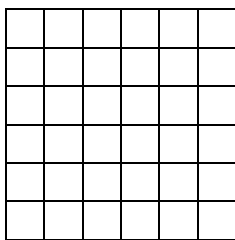
these plagues, God was able to show Pharaoh and all of Egypt that He was greater than any other gods and that He alone has complete power over all nature.

Each plague affected a portion of creation that the Egyptians worshipped as gods. The Egyptians worshipped the Nile River because it brought “life” to Egypt through its water. By turning the waters of the Nile River into blood, God was proving that He is more powerful than the Nile River. Egyptians considered frogs sacred, worshipped a sun god and idols that looked like cows or bulls. Through these plagues, God was showing Pharaoh and all of Egypt that there is no one or no god like the one true God. His power is not limited to a certain place or part of nature (like hail, rain, or sunshine). He doesn’t want people to worship nature or what He created. Instead, God wants all people to know Him and worship Him only. Through the story of the plagues, we can see that God has all the power and *there is no one like God*. God is all-powerful!

© Object Lesson

Supplies:

- Bible
- Envelope
- Paper
- Chalkboard, white or poster board
- Chalk or markers



Sample Grid

	5	3	1	2	0	4
2						
4						
0						
1						
5						
3						

Phase 1

Title: “God Knows”

Purpose: To illustrate that God knows everything. He is all-knowing.

Helpers: You will need one older child (age 9-12) who has good math skills (addition only).

Preparation: Before class, write the number “30” on a piece of paper, fold the paper and seal it in the envelope. Find Psalm 147:5. Mark that page using the sealed envelope, leaving a portion of it sticking out like a book mark. On the chalkboard (whiteboard or poster board), make a grid that has six rows and six columns. See the sample to the right. Allow enough room on the top and left side of the grid to write a row of numbers.

How It Works: Phase 1 - Choose your helper and have him/her join you at the front of the room. Hand the child your Bible containing the sealed envelope used to mark Psalm 147:5. Tell him/her to give you a number between 0-5. Write that number outside the grid, on top of the first column on the left (see sample to right). Tell him/her to give you another number between 0-5 but it cannot be a number already used. Write that number to the right of the first number. Continue this process until you have a number on the top of each column. Be sure that no number is used twice. Then follow the same directions as above to get the numbers on the left of each row (see sample to right). Again, no number should be used more than once. Make sure to let the child choose the numbers each time. The numbers used in the sample to the right are just an example. The sequence of numbers the child will choose will probably be different.

	5	3	1	2	0	4
2	7	5	3	4	2	6
4	9	7	5	6	4	8
0	5	3	1	2	0	4
1	6	4	2	3	1	5
5	10	8	6	7	5	9
3	8	6	4	5	3	7

Phase 2

	5	3	1	2	0	4
2	7	5	3	4	2	6
4	9	7	5	6	4	8
0	5	3	1	2	0	4
1	6	4	2	3	1	5
5	10	8	6	7	5	9
3	8	6	4	5	3	7

Phase 3

Phase 2 - Now, you will fill in the grid by having the child add the two “header” numbers (one from the column, one from the row) that meet at that square. For example, to figure the number for the first square on the top-left you would have the child add “5” (from the column header) plus “2” (from the row header). The answer, “7” you would write in that square (see sample on right – works the same as a “times” or multiplication table”). For the next square to the right, you would have the child add “3” plus “2” and then write “5” in the square. This process continues until all of the squares have a number. It is important that the addition be done properly or the object lesson will not work.

Phase 3 – Tell the helper to choose any number inside the number grid. Circle that number and then erase (or mark out) all the numbers to the right, left, top and bottom (See diagram.) Continue this until there are no available numbers (should have six circled numbers when complete). For example, let’s say your helper picks the “6” from row two, column 4. You circle the “6” and mark out all the numbers to the right, left, top, and bottom. Then he/she may select the “9” from row five, column six. Circle the “9” and mark out the numbers to the left, right, top, and bottom. The child then chooses from the remaining numbers. This time, the helper picks the “4” from row four, column two. Circle the “4” and mark out the numbers to the left, right, top and bottom.

Phase 4 – Have the child helper add the circled numbers together (7+6+1+4+9+3 from the sample). It may help to write the numbers in a column beside the grid as though it were a long addition problem. The answer will always be “30” which is the number you have already written on the piece of paper and sealed in the envelope. Have the child open the envelope and show everyone the number “30”.

Presentation: Say: **In the Bible lesson, we learned that God is all-powerful. God has power over all of His creation and above all other gods. This is one of the qualities that make God like no other person or god. Another quality of God is that He knows everything; He is all-knowing. There is nothing too difficult for God to understand, nothing so secret that He doesn’t know. God sees all things, hears all things and knows all things.**

(Select your helper and have him/her join you at the front. For the sake of this sample we’ll call the helper “John”. Hand the Bible with the envelope to John.) Say: **John, I want you to open this Bible to the page marked with the envelope. Hold on to the envelope and read Psalm 147:5 loud enough for everyone to hear.** (Have John read the verse. Psalm 147:5 - *Great is our LORD. His power is mighty. There is no limit to His understanding.* Take the Bible from John but make sure he holds the envelope until it is time to open it.) **John, do you know everything? Do you think anyone in this class is all-knowing? No. None of us knows all there is to know; only God does.**

However, we can know some things through learning. For example, John knows how to do math problems. So I am going to have John help me do some math. But first, we need some numbers to work with. John, give me one number between 0 and 5. (Follow the directions from “How it Works – Phase 1” so that the column and row

header numbers are selected.) When all numbers have been chosen, say: **John, did I tell you to say these numbers? No, you chose those numbers on your own.**

Now for the math problems. (Following the directions from “How It Works – Phase 2”, fill in the grid with the appropriate numbers. Be sure to allow John to answer the math problems before writing the number in the appropriate square.) After all the numbers are filled in, say: **Great job, John. You really do know your math!**

Of all the numbers inside the grid, I want you to pick one number by pointing at it, John. (When John picks a number, circle it and then follow the steps from “How It Works – Phase 3.” When that phase is complete, six numbers should be circled and the rest either marked out or erased.) Say: **John, you picked all of these numbers. No one told you what numbers to pick – not even me.**

John, would you believe me if I said that the answer to this math problem is in that envelope you are holding? Before we look at the answer in the envelope, let’s finish our math problem. I need you to add the six numbers together that are circled. If you need my help, just let me know. (Follow the steps from “How It Works – Phase 4”.) **So, John, what is the answer to the math problem?** (It should be “30”.) **Did you know the answer was going to be “30” before you solved the math problem?** (He should answer “no”.) **As I said earlier, the number to this math problem is written on the paper in that envelope. Go ahead and open the envelope and show everyone.**

You might be wondering how I knew the answer before John even began doing the math problem. Well, I knew the answer because this is a mathematical trick and the answer will always be “30” as long as the steps to this math trick are followed properly. I don’t have any special powers or the ability to read John’s mind. I don’t know everything.

But I know someone who does know everything. In fact, He knows what you are going to say before you even say it. He knows what you are doing when you are all alone. He knows what you need even before you ask. Does anyone know who I am talking about? (Allow responses.) **That’s right. Only God knows that much about each one of us.**

A man named David, who was king over Israel, wrote a song about how God knows everything. It is found in the Bible in the book of Psalms. Listen as I read this verse.

Lord, You have seen what is in my heart.

You know all about me.

You know when I sit down and when I get up.

You know what I’m thinking even though You are far away.

You know when I go out to work and when I come back home.

You know exactly how I live.

Lord, even before I speak a word, You know all about it.

You are all around me. You are behind me and in front of me.

© Bible Verse

Supplies:

- Bible
- 35 sheets of paper
- Marker or pen
- Scissors

I am God, and there is no other; I am God, and there is none like me.
Isaiah 46:9 (NIV)

Purpose: When the verse is taught using actions or an activity, the children will learn the verse easier and will retain it in their memory longer.

Preparation:

1. Choose a nursery rhyme the children are familiar with. It should be close in length to the memory verse. Example: Row, row, row your boat gently down the stream. Merrily, merrily, merrily life is but a dream.
2. Choose two shapes (i.e. triangle, square, circle, diamond). One shape will be used for the memory verse. The other shape will be used for the nursery rhyme. For the scripture verse, cut enough shapes to write one word on each shape. Write one word of the memory verse on each shape. For the nursery rhyme, cut enough shapes for each word. Write one word of the nursery rhyme on each shape. Make sure the words are written large enough to be seen by the entire class. Fold each shape in half, concealing the word. Place shapes in a bag or bowl.

Activity Instructions:

- To play the game, choose one child for each shape.
- Children will line up, one behind the other, on one side of the room.
- Place the bag on the opposite side.
- One child at a time will run to the bag and take one from the bag.
- During play, the children who have nursery rhyme shapes will stand to the left of the bag and those with the scripture verse shapes will stand to the right of the bag.
- After all the children have taken the shapes out of the bag, each team needs to position themselves in the proper order to form the correct nursery rhyme or scripture verse. (Note: the children with the nursery rhyme shapes form one team; the children with the scripture verse shapes form the other team.)
- If they are not able to put the words in correct order, the teacher will help.

Say: **What do we have here?** (Allow children to respond.) **Let's say the nursery rhyme together.** (Say rhyme.) **Let's say the Bible verse together.** (Recite verse.) **We have a nursery rhyme and a Bible verse. Will the nursery rhyme make any difference in our life?** (Allow response.) **No, its fun to say but it makes no difference to us. God's word is not like a simple nursery rhyme. His word brings understanding and wisdom to our life. He spoke this world into existence by His powerful word. Here's what the Bible says, "God has breathed life into all of Scripture. It is useful for teaching us what is true. It is useful for correcting our mistakes. It is useful for making our lives whole again. It is useful for training us to do what**

is right." (2 Timothy 3:16) **God's words are not like human words. Sometimes human words are good, and sometimes they are harmful. God's words always accomplish God's will and God's will is that all people would know that He is God and He loves them. Let's say the Bible verse together.** (Recite the verse a few times. Have the children return to their chairs.)

Small Group Time

© Small Group Activity #1

Supplies:

- Bible

Title: "God Is Everywhere" (Psalm 139:5-12; Jeremiah 23:24)

Purpose: For the children to learn that God is omnipresent or all-present.

Say: **Have you ever wished you could be in more than one place at one time?** (Allow kids to share examples of when they wished they could be in more than one place at a time.) **Though there were many times that we wished we could be in more than one place at a time, as humans we are not able to do that. We have one physical body that can only be one place at a time. However, there is someone who can be everywhere at the same time. Does anyone know who I am talking about?** (Allow responses.) **That's right. I am talking about God.**

We have already learned today that God is all-powerful, meaning that He is the most powerful being of all. We have also learned that God is all-knowing, which means that He knows everything. These are special abilities that only God has. These abilities prove that He is God and separate Him from all others. *There is no one like God.*

Another special ability that God has is the ability to be everywhere at the same time. He is not limited by time or space. Wherever we go, God is there. David, the famous king of Israel, wrote this song about God. We heard part of it in our large group time. It is from Psalm 139. As I read this Psalm, close your eyes and try to picture what David is saying about God. (You may also wish to have the children take turns reading this passage from their Bibles. Each child can read one verse.)

You are all around me. You are behind me and in front of me.

You hold me in Your power.

I'm amazed at how well You know me.

It's more than I can understand.

How can I get away from Your Spirit?

Where can I go to escape from You?

If I go up to the heavens, You are there.

If I lie down in the deepest parts of the earth,

You are also there.

Suppose I were to rise with the sun in the east and then cross over to the west where it sinks into the ocean.

Your hand would always be there to guide me.

Your right hand would still be holding me close.

Psalm 139:5-10 (NirV)

David wasn't trying to get away from God. Rather, he was simply stating that he could never find a place where God's presence would not be. **God is everywhere.** (Turn your back to the children and then cup your hands together as though you are holding something in your hands that you are trying to keep concealed.) **I have something in my hands that will help us remember that God is everywhere. Any one want to guess what is in my hands?** (Allow responses. After a few guesses, open your hands.) **Can you see it? I have air in my hands. A great way to remember that God is everywhere is with this phrase: "Just like the air, God is there!" Let's say that together.** (Lead the children in saying the phrase a few times.)

How is God's presence like the air? (Encourage the children to think of examples. Possible answers: the air is all around us, we can't see the air but we know that it is there, air is everywhere.) **Even though we cannot see the air, we know that it is all around us. If it wasn't, we couldn't breathe. We can also see how air moves things around when it is combined with the wind. We cannot see the wind but we can hear it, feel it, and see how it causes things to move like tree branches, leaves, flags, dust and many other things. Even though we cannot see God, we know that His presence is always with us. Just like the air, God is there. Next time you need to know that God is near, say, "Just like the air, God is there."**

© Small Group Activity #2

Supplies:

- Bible
- Bowl or baking dish
- Bottle of water
- Black pepper (or any other spice that is light enough to float on top of water)
- Toothpick or small stick
- Liquid dish soap

Blood: say "gross" and make a look of disgust with their face.

Frogs: say "ribbit" and hop or bounce in their seats.

Gnats: hum like little gnats and swat their hands in front of their face as though they were swatting at gnats.

Title: "The Parting of the Red Sea"

Purpose: To continue the Bible story and show how God has power over all things.

Preparation: Before small group time, dip the tip of a toothpick (or small stick) in liquid soap and set aside.

Say: **Who would like to tell me about the Bible lesson we learned in large group time?** (Have a few children share what they learned from the Bible lesson.) **Those are all good answers. We learned that the Egyptians held God's special people, called the Israelites, captive. They treated the Israelites poorly and made them do very hard work. God sent Moses and Aaron to tell Pharaoh to let the Israelites go. Pharaoh was stubborn and didn't listen or obey God's command through Moses and Aaron.**

God sent ten plagues upon Pharaoh and all of Egypt to prove that He was God and that there was no one like Him. Let's review the ten plagues. As I say them, you can do the sound and motion for each.

Plague #1: God turned the water of the Nile River into blood (Pause for response).

Plague #2: God made lots and lots of frogs cover the land (Pause for response).

Flies: buzz like flies and then say “squish” as they clap their hands together as though they were squishing a fly.

Livestock: say “moo” while holding their hands to their heads with each pointer finger sticking up to form horns as though they were bulls.

Boils: say “ouch!” while rubbing their hands up and down their arms.

Hail: stomp their feet on the ground and pat their legs with their hands.

Locusts: making “lip smacking” or eating sounds while they quickly snap their fingers.

Darkness: scream “Ahhh!” as though afraid and cover their eyes with their hands.

Plague #3: God turned the dust on the ground into a large swarm of gnats (pause).

Plague #4: God sent swarms of biting flies (pause).

Plague #5: All of the Egyptian livestock died (Pause for response).

Plague #6: God caused the Egyptians to have painful boils all over their bodies (Pause for response).

Plague #7: God sent a powerful hailstorm (Pause for response).

Plague #8: God sent swarms of locusts that ate every green plant or leaf (Pause for response).

Plague #9: God caused total darkness to cover all of Egypt for three days (Pause for response).

Plague #10: The firstborn of all the Egyptian people and their cattle died.

During each of these plagues, God protected the Israelites and these plagues did not affect them. After each plague, Pharaoh had an opportunity to let the Israelites go free. However, Pharaoh had a stubborn heart and would not obey what God commanded. Finally, after the last plague, Pharaoh agreed to let the Israelites go.

But guess what? After a few days, Pharaoh and the officials changed their minds and chased after the Israelites. Pharaoh and the Egyptian army caught up with the Israelites when they were camped at the shore of the Red Sea. (Pour the water in the dish until the water is about 1 inch (2 cm) deep. Then sprinkle the pepper on the water until the whole surface is covered.) This dish of water and pepper will represent the Red Sea.

The Israelites began to panic when they saw the Egyptian army coming after them. With the sea in front of them and the Egyptian army coming quickly behind them, they seemed to have no place to go. They cried out to God for help. God told Moses, “*Tell the people of Israel to move on. Hold your wooden staff out. Reach your hand out over the Red Sea to part the water. Then the people can go through the sea on dry ground.*”

So Moses did what God commanded. He held his staff out over the Red Sea (hold the toothpick with the liquid soap on the tip above the water and simply tap the surface of the water with the “soapy” end of the tooth pick) and the Lord parted the water. The people of Israel went through the sea on dry ground. There was a wall of water on their right side and on their left.

The Egyptian army followed the Israelites into the sea. However, God caused the wheels of their chariots not to turn properly making it hard to drive. As soon as the last Israelite stepped onto the shore, God told Moses to stretch his staff over the sea again. When Moses held his staff over the sea, it went back into place, swallowing the Egyptian army in its mighty waves. Not one of the Egyptians survived. However, all of the Israelites made it safely out of Egypt and across the Red Sea. God showed His power over all creation proving that *there is no one like God.*

It is comforting to know that God can help me when life gets hard,

too. Just like the Israelites at the Red Sea, sometimes we may have a time when we are scared, worried, or even in danger. During those times, we can call out to a God that loves us and has the power to help us get through the difficult time.

© Bible Verse Review

Supplies:

- Bible
- Blindfold
- Bell (or other small item that makes a noise)

I am God, and there is no other; I am God, and there is none like Me.
Isaiah 46:9 (NIV)

Purpose: To review the Scripture Verse and encourage the children to memorize it.

How To Play: Blindfold one child. Other students stand in a circle around them, passing around a bell and each ringing it once. When the blindfolded student (“it”) calls stop, the student with the bell says the verse. The blindfolded student tries to guess who said the verse. Students can disguise their voices. Then the child with the bell replaces the one in the center of the circle.

Open your Bible to Isaiah 46:9 and read the verse aloud one time. Next, divide the verse into several smaller phrases and instruct the children to repeat each phrase after you. See the sample below.

I am God... (children repeat)

And there is no other... (children repeat)

I am God... (children repeat)

And there is none like Me. (children repeat)

Isaiah 46:9 (children repeat)

We are going to play a game called “Who Said That?” Here’s how to play:

1. **I will choose one of you to be “it.” You will stand in the center of the circle. I will place this blindfold over your eyes.**
2. **I will hand the bell to someone in the circle. He/she will ring it one time and pass it to the person on his/her right. That person will ring it once and pass it to the person to the right.**
3. **This continues until the person who is “it” calls “Stop!”**
4. **Whoever is holding the bell when “It” says, “Stop,” says the verse.**
5. **“It” tries to guess who said the verse. (Note: the person saying the verse can disguise their voice.)**
6. **The child holding the bell becomes “It” and stands in the center, wearing the blindfold. Play continues as instructed above.**

After the game, ask the following discussion questions:

1. **When you were “it”, was it easy or hard to guess who said the verse?**
2. **Did you think that disguising your voice would help keep**

your identity a secret?

3. **Would it be possible to trick God by disguising our voice or appearance?**
4. **What do you think the verse means when it says “I am God and there is no other”?**
5. **What does the verse mean when it says “There is none like me”?**

Lead the children in saying the verse a few times.

© Life Application

Supplies:

- PowerMark Seeker Series #2 “Let There Be Light” books (one for each child)
- Pens or pencils

Purpose: To find ways to apply this lesson to daily living and encourage the children to change their lives in order to live the way God wants them to live.

If the children have not yet read this book, take time to read the book as a group. Here are some ways to read the book together:

- You read the book aloud as the children follow along.
- The children can take turns reading. Each child reads one page.
- You can assign the children to read the parts of particular character(s) (PowerMark, Yaro, Shanti, Amber, Mr. Bala, etc.)
- The children can read the book on their own, quietly.

After the book has been read, ask the following questions. Have the children raise their hand if they want to answer a question. Only one child should answer at a time. Make sure the discussion is not dominated by only one or two children. Encourage all of the children to be involved in the discussion.

Be careful not to approach this time as a test with you, the leader, asking questions and the children giving the correct answer. Instead, spend the time in a conversational manner with the children. Listen to what the children have to say about the book, especially the Bible portion of the story. By listening you will be able to assess how well they understand the gospel presentation through the Seeker’s Series.

1. **What are some of the countries and cities the Seekers are from?** *The United States, Hong Kong, India, Venezuela and Africa (pages 1 and 2).*
2. **What book does the Mindfree organization not want the Seekers to read?** *The Bible (pages 2 and 4).*
3. **Why do you think Mindfree doesn’t want the Seekers to read the Bible?** *(Answers will vary.) The Bible tells the truth about God and man. Mindfree doesn’t want the Seekers to know the truth about God.*
4. **PowerMark tells Lailani that he has a new job and he likes it. What is his new job?** *Helping young people understand the Bible and Christianity (page 6).*
5. **Christians believe there are how many ways to know God?** *One (page 9).*

6. **In his talk with the Seekers, PowerMark suggests one of the ways we can understand God. What is it?** *Creation (page 9).*
7. **What do you think it means when we refer to God as the One True God?** *(Answers may vary.) God is the only real God. He is not made up of many little gods, He is One.*
8. **God is also very creative. In what ways do we see His creativity?** *We see His creativity in all the different animals, stars, plants, flowers, people, etc. (page 9).*
9. **What is the Bible?** *(Answers may vary.) God's written word to us (page 10), the Word of God.*
10. **What is one of the main themes of the Bible?** *God's plan for mankind to have a relationship with Him (page 10).*

If time allows, have the children fill-in-the-blanks on the last page of Seeker Series #2. They can work individually or as a group. Here are the answers:

1. Just like every person has only one **father** and **mother**, there is only one true **God**.
2. One of the ways we can understand God is through his **creation**. We see his creativity in all the different **animals**, stars, oceans, and streams.
3. The **Bible** is God's written word to us.
4. God's **love** for us is much greater than any loving relationship that we can have on earth.
5. Since God never **changes** we know that He will always **love** us.
6. God is **everywhere**. There is no place on earth where **God** isn't **present**. We can never hide from God. He is **watching** everything we do all the time.
7. Jesus, God's Son, was 100% **human** and 100% **God**.
8. When Jesus **died**, He took all of our sin and **paid** the price for it.
9. God **raised** His Son from the dead, and He is alive even today.
10. We as Christians believe that God made a way for us to be **saved** from our sins and live in **heaven** with Him.

© Closing Prayer

End the small group time in prayer. Instruct the children to bow their heads and close their eyes. Ask if anyone would like to ask Jesus to take away their sin. Lead those that respond in a salvation prayer. Break the prayer into small phrases and have the children repeat the prayer after you. Here is a sample prayer of salvation:

**Dear God,
I am sorry for all of my sin.
Please forgive me...
For all of the wrong things...
I have done, said, and thought.
I believe Jesus died on the cross...**

**So my sins could be taken away...
And He came back to life...
Three days later.
Please come into my life...
And help me love You...
And live like You want me to live.
Thank You for taking my sin away...
And loving me.
In Jesus' name I pray. Amen.**

In addition to the prayer of salvation, allow time for the children to share prayer requests or praise reports. After they have shared, pray for their needs and praise God for their praise reports. You can also have the children volunteer to pray for each others' needs. As you are praying, summarize what was learned today (There is no one like God).