

# God Hears His People

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Wednesday Plan

SCRIPTURE

Exodus 1–2

MEMORY VERSE

Exodus 14:13–14

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*God heard his people because he keeps his promises.*

## For the Teacher

Wednesday is reinforcement, not new teaching. The students heard the story Sunday and you taught them the covenant frame. Tonight your job is simpler: make the bottom line stick by giving them a felt experience of waiting — the same weight Israel carried for four hundred years — and a personal place to put their own waiting.

### KEY TRUTH

God heard his people because he keeps his promises.

**Same bottom line as Sunday, by design.** Wednesday isn't about adding a new idea. It's about giving the Sunday idea a body. Tonight the students build a class timeline of the four hundred years Israel spent in Egypt, then put their own waiting on a personal version of the same timeline. The four verbs from Sunday (heard, remembered, saw, knew) come back as the answer at the end.

**What to skip from Sunday.** Don't re-teach the covenant theology or redraw the triangle. The students already heard those once. Tonight stays focused on duration and personal application. If you find yourself explaining anything new, you've drifted.

**Activity flow.** This Wednesday is sit-at-the-table throughout. The two main activities are a group timeline (built collaboratively on the whiteboard or large butcher paper at the front of the room) and a personal timeline (each student on a half-sheet of paper at their seat). Small-group prayer happens at the table. No movement beyond getting up to write on the board if a student wants to contribute to the group timeline.

**Pacing.** The Long Wait runs about 12 minutes. The personal "My Wait" paper takes 8 minutes of quiet writing. Small-group discussion and prayer run 12 minutes. The closing memory verse and prayer take 5. That leaves about 8 minutes of margin for the opening recap and transitions.

**Quarter memory verse.** Exodus 14:13–14 spans Lessons 1–4. Tonight ends with a single read-along to keep the verse warm without making the whole lesson about memorization.

### MATERIALS

- Bibles for each student
- Whiteboard with markers (or large butcher paper taped to the wall)
- Half-sheets of plain paper, one per student
- Pens and a few markers per table
- Optional: post-it notes for the group timeline

## 1. Gather

Get students settled at their tables, then anchor them in Sunday's text quickly.

### ASK

*Sunday we read about Israel crying out from slavery in Egypt. What were the four verbs that described God's response?*

If no one remembers, walk it out together — *heard, remembered, saw, knew*. Write them on the whiteboard, off to one side where they'll stay visible the whole night. They come back at the end.

That's the bottom line for this week, and it doesn't change between Sunday and Wednesday. Have them say it back:

SAY

*God heard his people because he keeps his promises.*

Tonight the class is going to do something a little different. They already know God heard. What they probably haven't felt is how long the wait was — and what it might mean to be the person waiting.

## 2. The Story

A fast popcorn-style review to bring the weekend's content back into the room. Divide the class into two teams. Read each statement aloud; teams race to call out whether it's true or false, with a one-sentence correction if false. Keep it fast.

- Pharaoh enslaved the Israelites because he was afraid of their numbers. (*True.*)
- The Israelites had been slaves in Egypt for forty years. (*False — four hundred.*)
- God didn't notice their suffering. (*False — he heard, remembered, saw, and knew.*)
- The covenant God remembered was with Abraham, Isaac, and Jacob. (*True.*)
- "God remembered his covenant" means God had forgotten and just thought of it again. (*False — biblical language for God acting on a promise.*)
- The Israelites' cry for help went up to Pharaoh. (*False — it went up to God.*)

That last one matters. Their cry didn't go up to Pharaoh. It went to God. And God's response is what tonight is built on.

## 3. The Work

### The Long Wait

Draw a long horizontal line across the whiteboard or a large piece of butcher paper. Mark the left end **Joseph dies** and the right end **Moses arrives**. Above the line, write **400 Years**.

SAY

*That line is what we read on Sunday. Joseph dies on the left. Moses gets sent to rescue the Israelites on the right. In between is four hundred years. That's longer than the United States has existed. The Israelites lived their entire lives somewhere on that line — and not one of them got to see both ends of it.*

Now ask the class to fill in the line. What happened in those four hundred years? Take suggestions and write them along the timeline. You're prompting the students to imagine into the text. Use these questions if they need help getting started:

- How many generations of people were born and died on this line?
- What did parents tell their children about Abraham?
- Did anyone hear God speak directly during these years? (*No recorded voice from God in Genesis 50 to Exodus 2 — about four hundred years of silence.*)
- What did people pray about?
- Did people lose hope? Did people give up?
- What did the Egyptians say about the Israelites' God?

Let the students fill in the line for about five or six minutes. The board will fill up with things like: *kids growing up in slavery, funerals, prayers nobody seems to answer, grandparents telling stories about Abraham, new Pharaohs who don't know Joseph, hopes raised when a baby was born and crushed when nothing happened, people probably wondering if God was real anymore.*

When the timeline is full, draw a small star at the very right end, just before “Moses arrives.” Above the star, write the four verbs from Sunday: **Heard. Remembered. Saw. Knew.**

**SAY**

*That's where Exodus 2:24 lands — at the very end of this line. Four hundred years of what looks like silence. And then four words. God heard. God remembered. God saw. God knew. The whole rest of the book is what happens when those four words finally show up.*

Pause and let it sit. Then move them into the personal beat.

**My Wait**

Hand each student a half-sheet of paper. Have them draw their own horizontal line across the middle.

On the **left end** of their line, they mark **Started** — when did they start praying about the thing they're about to write down? Last week? Two years ago? They don't have to be exact, just name a rough starting point.

On the **right end**, they mark **Now** — today.

Below the line, they write **what they're waiting on**. This stays private; nobody else will see it unless they choose to share. It can be anything — a relationship, a healing, a question they've been asking God, something happening in their family, an answer to prayer that hasn't come yet.

Above the line, they write what God might be doing during the wait. This is the harder question. Push them to actually think about it. Possibilities:

- Preparing them for something they're not ready for yet
- Working on the situation in ways they can't see
- Building patience or character in them
- Waiting for the right time
- Doing something for someone else first
- Something they don't and can't know

At the bottom of the page, they circle **one of the four verbs** (heard, remembered, saw, knew) — the one they most need to remember God is doing for them in this wait. They write a single sentence about why that one.

Give them eight quiet minutes to write. Don't fill the silence.

## 4. The Point

### Small-Group Prayer

In groups of three or four at the table, students can share one sentence about what's on their paper if they want to. Make it explicit: sharing is optional, passing is fine. For each person who shares, the group prays one short sentence — out loud, around the table — using the verb that person circled. “*Father, see Marcus.*” “*Father, hear Sofia.*” Brief, biblical, table-volume.

If someone passes, the group can still pray for them using all four verbs together: “*Father, hear, remember, see, and know our brother.*”

This is the core of the night. Don't rush it. If only one or two groups finish, that's fine — the prayer matters more than the schedule.

### Memory Verse and Closing

Have students turn to Exodus 14:13–14, the quarter memory verse for Lessons 1–4.

**SCRIPTURE**

*Exodus 14:13–14*

**SCRIPTURE**

*Do not be afraid. Stand firm and you will see the deliverance the LORD will bring you today... The LORD will fight for you; you need only to be still.*

Read it aloud together once. Then say the bottom line one final time with the students:

**SAY**

*God heard his people because he keeps his promises.*

Tell them to fold the paper they wrote on and put it in their Bible. They can come back to it whenever they need to.

**PRAY**

*Father, thank you for hearing us — for the times we know it, and for the silent stretches when we don't know it but you're at work anyway. Thank you for keeping promises. Thank you that the same God who heard Israel hears us. We pray for the things on the papers in our Bibles tonight. Some of them are heavy. You see them. You know what they need. Give us patience to trust you when the answer takes time, and faith to know that your silence is never the same as your absence. In Jesus' name, Amen.*