Lesson 9: Plagues 8 and 9

**Objectives:**

1) Study Exodus 10: The Plagues of Locusts and Darkness
2) See that God is powerful and He controls nature.
3) Do activities to remember the plagues of plagues: Color Pages, Activities, Optional Hint Game

**Supplies:**

**Teacher Materials (provided in classroom)**

- Bible(s)
- Markers/Pencil Crayons
- Pens/Pencils
- Attendance Chart (See Template)
- Stickers for Attendance
- Color the Plagues Color Page – one per child
- Finger Puppets Activity – two sets per page of 3 puppets – print a set for each child

**Optional:**

- Storybook or visuals of this story (if available)

**Snack:**

- Oreo Cookies 2-3 per child
- Napkins for snack one per child
- Water and cup one per child

**Lesson:**

1) **Introduction to Lesson**  
   2-5 minutes

As students enter, welcome them and help find a chair to sit at. Thank them for coming.

Take attendance (using attendance chart supplied). Once children are seated say:

**Raise your hand if you remember what we studied last week?**  
Moses and Aaron approached Pharaoh and told him to let the Israelites leave to worship God in the desert or God would send plagues on Egypt. Pharaoh didn’t listen so God sent the plagues of blood, frogs, flies, gnats and livestock on the people but Pharaoh still wouldn’t let the Israelites go. So God sent boils and hail.

This week we will continue to look at the plagues and study plagues 8 and 9. We will see God’s power and ability to control nature and how we need to remember to listen to God and not be like Pharaoh!

2) **First part of Color the Plagues Color Page**  
   5-10 minutes

Hand out one sheet of the Color the Plagues color page to each child along with crayons. Ask them to color the first two plagues of today - the plagues of locusts and darkness.

After they have finished those two, have them stop. Tell them you will continue after reading about today’s plagues.

While they color explain what locusts are and show them the pictures below.

**Locusts:** are sometimes solitary insects with lifestyles much like grasshoppers. But locusts have another behavioral phase called the gregarious phase. When environmental conditions produce many
green plants and promote breeding, locusts can congregate into thick, mobile, ravenous swarms. See a single locust on the left and a swarm of them on the right.

3) God Sends the Plague of Locusts and the Plague of Darkness 10 minutes
Ask students to turn in their Bibles to Exodus 10:1-20 and ask for volunteers to take turns reading or read yourself.
Ask the following:
What was the 8th plague? Locusts
What did Pharaoh’s officials say in verse 7? Our country is ruined, let them go.
What happened to the locusts? Pharaoh asked for forgiveness and God sent the locusts by wind into the sea – not a one was left in Egypt.
Did Pharaoh let them go? No.
How would you feel having swarms of locusts all over you, your home and your yard destroying your garden, plants and food?

Ask students to turn in their Bibles and take turns reading Exodus 10:21-29.
Then ask the following:
What did God say about the darkness in verse 21? It would be felt.
Did the Israelites have darkness? No.
Did Pharaoh let them go? No.
Most people don’t mind the dark, because they can just turn on a light, or they can have street lights outside. But imagine having no light for days, no way to get out of it and it would be so “heavy” that you could feel it.

4) Finishing the Color Plague Page 15-20 minutes
Hand the students back their sheets along with pencil crayons. Tell them to color the rest of the plagues. Once they have finished coloring all the plagues, ask them to name the plagues in order while trying not to look at the page. But they can look if they need to. Go through all 9 plagues to see if they can remember some or most of them! Ask students while they color:
What was your favorite plague and why so far?
What have you learned about the Pharaoh and the Plagues?
What was your least favorite plague and why?

5) Finger Puppet Plagues 8 to 10 10 minutes
Hand out the plague finger puppets one set to each student along with scissors, pencil crayons and tape. Have students color the three plagues and cut them out, then help them to tape them around their fingers. We will continue to make finger puppets
6) Optional – Get the Hint Game

Tell the students you will now play a word game. You will give hints about a plague – the goal is for each student to give the correct answer of what plague you are talking about with as few hints as possible. You will start with one student then go around the class to each child – one at a time randomly picking a plague and using the chart below, keep giving hints until the student gets the right answer. Once they do – go to the next student. Keep going until all the plagues have been discovered!

<table>
<thead>
<tr>
<th>Hint #1</th>
<th>Hint #2</th>
<th>Hint #3</th>
<th>Hint #4</th>
<th>Hint #5</th>
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<tbody>
<tr>
<td>This was the first plague</td>
<td>Hold your nose this stinks!</td>
<td>It started with water</td>
<td>There were lots of dead fish</td>
<td>Red tide!</td>
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<tr>
<td><strong>Answer:</strong> Plague of Blood</td>
<td><strong>Answer:</strong> Plague of Frogs</td>
<td><strong>Answer:</strong> Plague of Gnats</td>
<td><strong>Answer:</strong> Plague of Flies</td>
<td><strong>Answer:</strong> Plague on the Livestock</td>
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<td>It was painful</td>
<td>They came on people and animals</td>
<td>They fester</td>
<td>It was the 6th plague</td>
<td>Sounds like “spoils”</td>
</tr>
<tr>
<td><strong>Answer:</strong> Plague of Boils</td>
<td><strong>Answer:</strong> Plague of Hail</td>
<td><strong>Answer:</strong> Plague of Locusts</td>
<td><strong>Answer:</strong> Plague of Darkness</td>
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<td>They need to take shelter!</td>
<td>Egypt took a painful shower</td>
<td>Worst storm in Egypt’s history</td>
<td>Looked like snowballs flying</td>
<td>Sounds like “mail”</td>
</tr>
<tr>
<td><strong>Answer:</strong> Plague of Hail</td>
<td><strong>Answer:</strong> Plague of Locusts</td>
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<td>They came from the east</td>
<td>It was a windy day</td>
<td>They covered everything</td>
<td>The groups looked black</td>
<td>Sounds like “focused”</td>
</tr>
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<td><strong>Answer:</strong> Plague of Locusts</td>
<td><strong>Answer:</strong> Plague of Darkness</td>
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<td>Do not drink the milk</td>
<td>Stay out of the stable</td>
<td>It was a bad day on the farm</td>
<td>It was a “moooving” experience</td>
<td>Leave the meat alone</td>
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<td><strong>Answer:</strong> Plague on the Livestock</td>
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7) Optional – Snack: Oreo Cookies
Hand out snack to each child along with a glass of water. Explain that, “Today we continued to learn the consequences of Pharaoh not listening to God – Pharaoh’s disobedience led to plagues coming from God. There were two more plagues we studied today that show God’s amazing ability and power to control nature. We are going to eat Oreo cookies to help up remember one of the plagues we studied today – the plague of darkness! Just like an Oreo has a light and dark side – so did Egypt. Darkness for the Egyptians and Light for the Hebrews. Provide a napkin for children to clean their hands. Discuss any questions while snacking!

8) Optional – Songs
Have children sing songs with you from the front of binder in the song section.

9) Close in prayer
*If desired, ask the children if they have any prayer requests and write them down to help you remember. Then ask all children to bow their heads and fold their hands to pray.

Thank God that He is very powerful and controls nature. Thank God for taking care of us and the weather just like He took care of the Hebrews! Pray that we will remember to listen to God and follow Him and not be like Pharaoh who hardened his heart. In Jesus name, Amen.