



OBJECT LESSON

[10 min]

Getting Our Attention

Supplies

- “What Do You Remember?” handout (1 per child) (download [here](#))
- index cards (2 per child)
- pens
- clock or cellphone timer (optional)

Easy Prep

- Cut each “What Do You Remember?” handout in half along the dotted line.
- Make a stack of Collection 1 copies and a stack of Collection 2 copies.

Try to Memorize Two Collections of Photos

Say: **Today we’ve heard about when God did something amazing to show Moses—and us—that God is real. God’s miracle of the burning bush that wouldn’t burn up was an unusual sight, and it grabbed Moses’ attention. When something grabs our attention, we also usually remember it better.**

Ask: • **What’s something you remember clearly from when you were younger?** Share an example of your own first to help kids land on a memory of their own, such as a memory of a birthday party or a special Christmas celebration from your childhood.

• **Why do you think *that* memory is stored in your brain so clearly while we can forget things from just last week?** Allow time for kids to think about this and offer ideas.

Say: **Scientists who study the human brain say there’s a reason some memories stay so clear for us. Those memories often have a strong emotion connected to them, like feeling very loved by your friends and family. Strong emotions lock memories in our brains. Let’s put that idea to the test and see how true it is!**

- Give each person a copy of the Collection 1 handout, two index cards, and a pen. Distribute the handouts facedown, and have kids keep them that way until you tell them to turn over the handouts.
- When everyone has the supplies, challenge kids to turn over the handouts at your cue and study the images, trying to memorize everything on the page.
- Cue everyone to turn over the pages, and allow 10 seconds for studying. You can use a timer or just count in your head.
- Then call time, and have everyone place the handout facedown again. Then have each child write or draw on an index card everything he or she can remember from

the handout. Assure kids that spelling things correctly doesn't matter. Allow about a minute for kids to try to recall and record all they can on the index card.

- Have kids count how many things they could recall. Then have kids raise their hands if they remembered one thing, two things, three things, and so on up to 10.
- Hand out the Collection 2 copies, and repeat the experiment with a new set of images and index cards. The number of things most kids can recall should increase.

Talk About It

Ask: • What did you notice about how many things you were able to remember from each set of images?

Say: Most people who do an experiment like this are able to remember more from the second set of images. Remember, brain scientists think strong emotion helps lock things in our memories, so...

Ask: • Why do you think the second set of images is usually easier to remember?

Say: The pictures on the first handout were pretty boring, but the pictures on the second handout showed some things that most people are afraid of. Fear is a very strong emotion that grabs attention, and it helped the pictures stick in your memories.

God got Moses' attention by showing Moses something amazing. Moses might have even been a little afraid at first, and he probably felt lots of other strong emotions. With the burning bush, God did a very memorable thing that helped Moses—and us—know that God is real!

Ask: • What helps you remember that God is real?

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