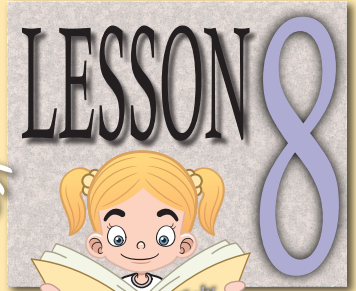


# Balaam

Numbers 22:1-25:9



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Numbers 22:1-25:9; 31:8,16; Deuteronomy 23:4-5; Joshua 13:22; Nehemiah 13:2; Micah 6:5; 2 Peter 2:15-19; Jude 11; Revelation 2:14

### MEMORY WORK:

YOUNGER CHILDREN: "Your word I have hidden in my heart..." (Psalm 119:11a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Psalm 119:11"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- [Life of Moses, Journey through the Wilderness A Beka Flash-A-Card Series](#) (DISCLAIMERS: use the cards, *not the lesson book*; Note on cards 6.3 and 6.5 that angels are not said to have wings in Scripture)
- Betty Lukens' felt pieces
- [Map of the Exodus](#) (provided in map section of curriculum Web site)

### PERSONAL APPLICATION:

I must study my Bible and learn it well so I will know when friends, or a person on TV, or



someone at school, or anyone else, tries to tell me to believe something that is different from what the Bible says.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Have you ever heard of a talking donkey? Today we are going to learn about a talking donkey and about two men whose names sound alike: Balak and Balaam.

### INTRODUCTION: (OLDER CHILDREN)

What are some of the “strange” or amazing things you know God caused to happen in the Bible? (Give children time to answer; you can give a few if they need help at first. Examples: the Red Sea splitting, the 10 plagues, any of Jesus’ miracles, etc.) Did you know there’s a story about a talking donkey? Today we are going to learn from a donkey why it is so very important to know exactly what God says.

### POINTS TO EMPHASIZE:

1. After almost 40 years of moving from one place to another (Deuteronomy 3:14), the Israelites were ready to move into Canaan (i.e., Palestine or the Promised Land) and live there permanently. They had to fight some powerful armies just to get there.
2. When Balak, the king of Moab, heard that a great and powerful nation was coming his way, he became very frightened. Being a superstitious man, he called all of the leaders (the older men or elders) of the people together and told them to find a very powerful fortuneteller (diviner) who could put a powerful curse on the Israelites and stop them from attacking.
3. The elders of the Moabite people traveled a long way [to a place (Pethor) near the Euphrates River] to persuade a man named Balaam to come back with them to Moab and put a curse on the Israelites. Balaam had a reputation of being a man with magical powers who could put curses and spells on people, and even tell the future. They took great amounts of silver and gold to persuade Balaam to help them. But God knew what they were up to, and He worked through Balaam to help the Israelites, not the Moabites.
4. At first, God told Balaam not to go with the messengers from Balak. The messengers went all the way back to Moab to tell their king that Balaam would not come. King Balak sent them back to Balaam, however, with more pleas for help. This time God told Balaam to go, but He told Balaam to say only **His** words, even if they were not what King Balak wanted to hear.



**NOTE:** According to 2 Peter 2:15-16, even though Balaam said he would speak only the words of God, he apparently had other plans. He was covetous and all-too-eager to lead the Israelites away from God later.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Why Was God Mad at Balaam for Going if He Said He Could?](#)” by Jeff Miller on the Apologetics Press Web site for a more in depth study on this curious question.

5. On the long journey back to Moab with Balak’s messengers, Balaam rode his faithful donkey. God used the donkey and an angel to teach Balaam a valuable lesson. As they traveled, the angel of the Lord stood on the road, but no one could see him except the donkey. The donkey was frightened and turned into a field. Balaam was angry and hit the donkey. Then they went through a vineyard on a narrow path with walls on either side. When the donkey saw the angel in the road a second time, she tried to turn away again but ran into the wall, pressing Balaam’s foot against the wall as well. Again, Balaam beat the donkey.
6. The donkey saw the angel of the Lord a third time; this time the donkey just lay down in the road. This made Balaam so angry that he hit the donkey over and over. And then suddenly God gave the donkey the ability to speak! The donkey talked to Balaam. She wanted to know why she was being beaten so much when she had served Balaam well so many years. Balaam told the donkey that she was embarrassing him. Then God let Balaam see the angel, and he understood why the donkey had acted so strangely. The angel told Balaam that he should continue his journey to Moab but reminded him to be careful to say only the words that God would give him.
7. When Balaam arrived in Moab, he told King Balak that he could only say the things that God told him to say. Three different times, in three different places, Balaam and Balak offered sacrifices to God (they had seven altars built in each place). Balaam waited for God to speak to him. Each time, God told him to speak words of blessing for the Israelites—not the curses that Balak had hoped for. Of course, Balak was very angry. He could see more and more that God was with the Israelites, and he became more and more frightened and worried.
8. We must know what the Bible says; that means we have to study our Bibles. If we don’t know what God’s Word says, we won’t do what it says, we can’t tell other people what it says, and we won’t recognize when those who claim to teach the Truth are not really teaching what the Bible says.

#### **NOTES FOR OLDER CHILDREN:**

After Balak sent Balaam away, Balak stayed with the Israelites on the plains of Moab. Revelation 2:14 indicates that Balaam “taught Balak to put a stumbling block before the children of Israel, to eat things sacrificed to idols, and to commit sexual immorality.” Balak apparently encouraged many of the Israelite leaders to become friendly with the women of Moab. This caused tremendous problems because the Moabites influenced some of the Israelites to worship their idols. God had warned the Israelites to stay away from idols and idol worshippers. Because they disobeyed, God punished thousands of people in one day for their sin (Numbers 31:1-8 indicates that Balaam was killed later when Moses led the Israelites in battle against the Midianites). God used Balaam to spread a good message and blessings for His people, but Balaam decided to use his influence for evil afterward. [Balaam is an example of the influence of hypocritical teachers, i.e., those who try to lead God’s people astray. He is condemned in the New Testament for covetousness (Jude 1:11).]

#### **PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#).

#### **Ages 2-5:**

- “[Balaam Coloring Sheet](#)” (provided in activity sheets)
- “Follow that Donkey” review game: Cut out large stepping-stone shapes from brown construction

paper and laminate them. Tape them to a plastic, solid color tablecloth or shower curtain on which you have drawn the shape of a winding road. Make game markers out of toilet paper tubes cut in half. Spray paint the tubes different colors or cover them in different colors of duct tape. Give each child a game marker, or divide the class into two teams. The children (individually or in teams) advance their game markers on the stepping-stones as they answer questions about the lesson correctly. The first child or team to reach the last “stone” wins.

- Make Donkey Masks: Make a copy of a donkey face/head for each child. Let the children glue them to a craft stick and use them as masks.
- “[Memory Verse Game Heart Cutouts](#)”: Print the memory verse on card stock or index cards, one for each child. Cut out hearts (large enough to cover the memory verse). Help the children glue one side of the heart on the paper so that the heart can be lifted to reveal the memory verse (cutouts provided in activity sheets).

### **1st-2nd Graders:**

- Write the memory verse on the board. Have students repeat it several times. Erase key words, one at a time, while students have their eyes covered. Ask children to fill in the blanks until they can repeat the entire verse on their own. (Can also be used to review previous memory verses.)
- Balaam’s Donkey Review Game: Write review questions on donkey cutouts, and write the answers for the questions on cutouts of men. Put the men (answers) on a magnetic or bulletin board. As you read the question on each donkey, let the children search the answers on the board for the correct answer to each question. ([Click here](#) for provided cutouts)
- Draw a Tic-Tac-Toe grid on the board. Write the following categories in each square: “Moses,” “Places,” “Things,” “Who said...,” “Tabernacle,” “Old or New?” “Animals,” and “Worship.” Use questions like the ones below for each category ([Tic-Tac-Toe board](#) provided in activity sheets).

### **WHO SAID...(paraphrased)**

1. “Be still and know that the Lord will fight for you.” (Moses)
2. “I threw the gold into the fire and out came this calf.” (Aaron)
3. “Why are you beating me?” (Balaam’s donkey)
4. “Put a curse on the Israelites.” (Balak)
5. “We cannot take the land of Canaan because the people are too big and the cities are too strong.” (Ten spies)

### **MOSES**

1. From which of the 12 tribes of Israel did Moses come? (Levi)
2. Who was Moses’ older brother? (Aaron)
3. What books of the Old Testament did Moses write? (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy)

4. What man wanted to take Moses' place as leader but was swallowed by a huge crack in the ground? (Korah)

### **PLACES**

1. On what mountain did God give Moses the Ten Commandments? (Mount Sinai)
2. What is the name for the land God promised to Israel? (Canaan, Palestine, or the Promised Land)
3. When the Israelites complained, to where did they say they wanted to return? (Egypt)

### **THINGS**

1. When the 12 spies went into Canaan, what did they bring back? (Grapes, pomegranates, and figs)
2. What foods did God send to the Israelites? (Manna and quails)
3. What three things were eventually kept in the Ark of the Covenant? (A jar of manna, Aaron's rod that budded, and the Ten Commandments)
4. With what did Moses strike the rock when the Israelites were thirsty? (His staff or rod)

### **TABERNACLE**

1. What were the two rooms of the Tabernacle called? (Holy Place and the Most Holy Place)
2. Name two of the three pieces of furniture in the Holy Place. (Altar of incense, lampstand, and the table of shewbread)
3. Describe the lampstand. (Gold with seven branches)
4. Describe the Ark of the Covenant. (A box covered inside and out with gold; had two cherubim on the lid)
5. What was the top of the Ark of the Covenant called? (The mercy seat)

### **OLD OR NEW?**

1. The Old Law was given only for whom? (Israelites)
2. The New Law (New Testament) is for whom? (All people everywhere)
3. Why don't we still offer animal sacrifices today? (Jesus gave Himself as the final and ultimate sacrifice for sins)
4. How many books are in the Old Testament? (39)
5. How many books are in the New Testament? (27)

### **ANIMALS**

1. What was the first animal to speak to a person in the Bible? (Serpent/snake)
2. What idol did Aaron make for the Israelites? (A golden calf)
3. What animal spoke to Balaam? (A donkey)
4. What animal did Moses make of bronze and put on a pole? (A snake)

## WORSHIP

1. Why did God punish Nadab and Abihu? (They used the wrong fire to burn incense in the Tabernacle.)
2. What was the main job of the priests at the Tabernacle? (The offered sacrifices and took care of the Tabernacle.)
3. Who was the only person to go into the Most Holy Place? (The High Priest)
4. Why don't we have musical instruments in our worship today? (It's not commanded by God. We don't have permission to use them.)
5. What was the day of worship and rest for the Israelites? (The Sabbath day, Saturday)
6. What is the day of worship for Christians? (Sunday, the first day of the week)

Review Game: Write the above questions on craft sticks and put them in Pringles® cans labeled with the categories given. Have each student choose a category, then let him (or the teacher) take a craft stick/question out of the can to be answered.

### 3rd-4th Graders:

- Draw a Tic-Tac-Toe grid on the board. Write the following categories in each square: “Moses,” “Places,” “Things,” “Who said...,” “Tabernacle,” “Old or New?” “Animals,” and “Worship.” Use the questions above for the category questions ([Tic-Tac-Toe board](#) provided in activity sheets).
- Play “I Can Name that Memory Verse in \_\_\_ Words” game. Use the memory verses from this lesson and previous lessons. Students can play individually or in teams. State the Scripture reference for a memory verse. The team going first decides how many words they need to hear so they can say the entire memory verse. If the first team can't say the entire memory verse, the other team can then decide if they want to try. Example: If a team says they can name the verse in two words, you give the first two consecutive words as a clue, and then they must say the whole verse. If the first team can't say the entire memory verse, the other team can then decide if they want to try—with the same number of clue words.
- Balaam's Donkey Review Game: Write review questions on donkey cutouts, and write the answers for the questions on cutouts of men. Put the men (answers) on a magnetic or bulletin board. As you read the question on each donkey, let the children search the answers on the board for the correct answer to each question. ([Click here](#) for provided cutouts)
- Advanced Bible Reader: Have the children read Numbers 22-25 as well as chapter 21 if they did not do so last week. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Numbers 21-25 quiz from AP's [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

## SONGS:

### “PSALM 119:11”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)



**“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “If You’re Happy and You Know It”)

Oh, be careful little eyes what you see.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do.

(REPEAT)

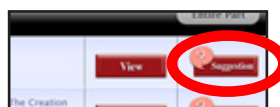
For the Father up above,

Is looking down in love.

So, be careful little hands what you do.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

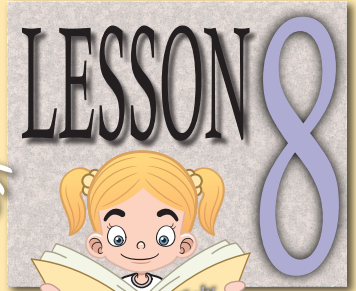






# Balaam

Numbers 22:1-25:9



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Numbers 22:1-25:9; 31:8,16; Deuteronomy 23:4-5; Joshua 13:22; Nehemiah 13:2; Micah 6:5; 2 Peter 2:15-19; Jude 11; Revelation 2:14

### MEMORY WORK:

YOUNGER CHILDREN: "Your word I have hidden in my heart..." (Psalm 119:11a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Psalm 119:11"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- [Life of Moses, Journey through the Wilderness A Beka Flash-A-Card Series](#) (DISCLAIMERS: use the cards, *not the lesson book*; Note on cards 6.3 and 6.5 that angels are not said to have wings in Scripture)
- Betty Lukens' felt pieces
- [Map of the Exodus](#) (provided in map section of curriculum Web site)
- Use a donkey puppet to re-tell the story.



## PERSONAL APPLICATION:

I must study my Bible and learn it well so I will know when friends, or a person on TV, or someone at school, or anyone else, tries to tell me to believe something that is different from what the Bible says.

## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson
- Use play dough to sculpt a donkey

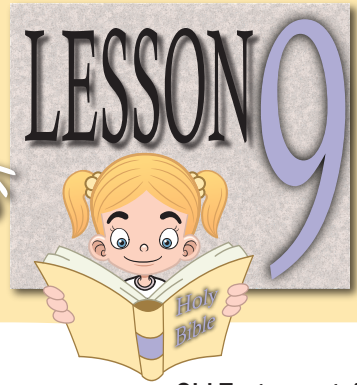
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Moses' Death

## Joshua Becomes Leader of the Israelites

Numbers 27:15-23



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Numbers 27:15-23; Deuteronomy 34; 3:23-28

### MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:5).

OLDER CHILDREN: "Hear, O Israel; The Lord our God, the Lord is one! You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:4-5).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Deuteronomy 6:24"](#)
- ["Deuteronomy 10:12-13"](#)
- ["Deuteronomy 11:18-20"](#)
- ["The Death of Moses"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- [Life of Moses, Journey through the Wilderness A Beka Flash-A-Card Series](#) (DISCLAIMERS: use the cards, *not the lesson book*; Note on cards 6.3 and 6.5 that angels are not said to have wings in Scripture)
- Betty Lukens' felt pieces
- [Map of the Exodus](#) (provided in map section of curriculum Web site)
- Any stories/teaching aids/books on choosing to do right



## PERSONAL APPLICATION:

When I am in a new situation (new school, new neighborhood, etc.) or among people I don't know, I may be tempted to do something I know is wrong, just to be accepted. I must remember that God expects the same of me no matter where I am or who I am with.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

God's people, the Israelites, were ready to go into the Promised Land of Canaan, but their leader, Moses, couldn't go with them. He had disobeyed God. [Remind the children that he hit the rock to get water rather than speaking to the rock as God had told him to do.] God chose someone very brave to take Moses' place.

### INTRODUCTION: (OLDER CHILDREN)

God's people, the Israelites, were ready to go into the Promised Land of Canaan, but Moses couldn't go with them. Do you remember why? How sad it must have been for Moses to realize that he would not be allowed to go into the Promised Land. God chose another leader for the people: someone brave with a lot of faith.

### POINTS TO EMPHASIZE:

1. As the Israelites got ready to cross the Jordan River to take the Promised Land, they had to fight the people who worshipped idols that already lived there. After winning important battles, they took over the land of Moab and camped there for several months. Moses used this time to remind the people of everything that God had done for them, and how important it would be to trust God completely in the weeks and months ahead.



**RECOMMENDED READING FOR TEACHERS:** See the article "[God's Just Destruction of the Canaanites](#)" by Eric Lyons on the Apologetics Press Web site for a discussion of why it was just for God to have the Israelites destroy the Canaanites.

2. In the book of **Deuteronomy**, Moses repeated many of the laws that God gave Israel (especially those in Exodus and Numbers). Moses also reminded the Israelites of the long 40-year journey that their parents and grandparents made from Egypt to Canaan. Moses knew that the Israelites would struggle with their faith in God and their willingness to obey Him. In Deuteronomy, Moses tried to prepare them for the temptations they would face, to encourage them to never give up on God, and to remind them that there is one, and only one, God.

[WITH OLDER CHILDREN read together Deuteronomy 6:1-3,12-14,24-25; 8:11-14.]



**Deuteronomy** means "second law" or "second giving of the law."

3. Most of the book of Deuteronomy is a long farewell speech Moses made to the Israelites. Because God would not let him go into the Promised Land, God chose Joshua to take Moses' place. God chose Joshua because he trusted God completely. Remember that he had been one of the two spies who had encouraged the people to fight for the land of Canaan because God was with them. Moses brought Joshua before all the people and told them that God had chosen Joshua as his replacement. Moses laid his hands on Joshua as a sign that he was passing on to Joshua his job and authority (Numbers 27:22-23). Then Moses gave Joshua a message from God: "Be strong and courageous, for you shall bring the sons of Israel into the land which I swore to them, and I will be with you" (Deuteronomy 31:23).
4. After more blessings and warnings to the people, Moses went to the top of Mount Nebo (or Pisgah) that was on the other side of the Jordan River from Jericho. He knew that as far as he could see, and even beyond, was the very special land that would soon be home to the millions of Israelites who had been following him for 40 years. Moses died there on top of Mount Nebo at the age of 120, and God buried him. Deuteronomy 34:7 says that his eyesight and strength were still undiminished when he died.

**[WITH OLDER CHILDREN, read Deuteronomy 34:10-12.]**



**NOTE:** Deuteronomy 34:6 says that since God Himself buried Moses, "no one knows his grave to this day." If the Israelites had known where Moses was buried, his grave may have become a shrine or idol, and a snare to the Israelites in the future. Perhaps this incident is why Jude 9 says that Michael the archangel argued with the devil over Moses' body.



**RECOMMENDED READING FOR TEACHERS:** See the article "[\*\*Taking Possession of What God Gives: A Case Study in Salvation\*\*](#)" by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a discussion of how one can be saved.

5. Moses wanted the people to remember who they were: God's chosen, special people. They would be in a new land surrounded by people who didn't believe in Him or His guidelines. God wants you and me to remember that we are very special, too. When you go to new places or are around new people, you might be tempted to do something wrong just to be accepted, just to "fit in." God wants you to remember who you are and that following His rules is the best possible thing for you. "Be strong and courageous, for...I will be with you."
6. Joshua could have decided not to pay any attention to all he had learned from Moses. He could have decided to listen to people who made bad choices like Aaron did when he made the golden calf. But Joshua was determined to obey God, to make good choices so that he would be a great leader like his friend Moses. He chose to obey God even when Moses was not around any more. When our parents or people from church are not with us, do we still make good choices? Do we remember and do what we've been taught? Or do we try to just "go along" with what everyone else is doing so we can "fit in" and not be "different"?

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

### Ages 2-5:

- “[Moses’ Death Coloring Sheet](#)” (provided in activity sheets)
- Give each student a Ziploc® bag of die-cut letters to spell out words or a Bible character’s name from this or previous lessons. Show the students what the word(s) should look like. Help them to spell out the words for which they have letters.

### 1st-2nd Graders:

- Say a letter of the alphabet. Call on a student and ask him/her to tell a Bible word or the name of a Bible character that begins with that letter.
- “[Moses’ Death Fill in the Blank](#)” (provided in activity sheets)
- “[Alphabet Activity](#)” (provided in activity sheets)
- Spelling Bee (or Bible Alphabet Soup) with words and Bible character names from this and previous lessons. Examples:

plague	Balaam	Moses	slaves
Miriam	Sinai	Joshua	command
Tabernacle	Goshen	Canaan	Jethro
cloud	Aaron	Exodus	donkey

### 3rd-4th Graders:

- Say a Bible character’s name. Students must respond with another Bible name that begins with the **first** or **last** letter in the name given. Example: Teacher says, “Moses.” Student responds with “Samuel” or “Saul” or “Methuselah.”
- “[Moses’ Death Fill in the Blank](#)” (provided in activity sheets)
- “[Alphabet Activity](#)” (provided in activity sheets)
- Have the children read Numbers 27 and Deuteronomy 34
- Advanced Bible Reader: Have the children read Deuteronomy 2-3, as well as Deuteronomy 1, 4-5 if they if they have not done so. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Deuteronomy 1-5 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Spelling Bee (or Bible Alphabet Soup) with words and Bible character names from this and previous lessons. Examples:

Plague	Balaam	Moses	Genesis
Miriam	Sinai	Joshua	donkey
Tabernacle	Goshen	Canaan	cloud
Korah	Aaron	Exodus	
taskmasters	command	Pharaoh	
covenant	wilderness	Jethro	

## SONGS:

### “DEUTERONOMY 6:24”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

**“DEUTERONOMY 10:12-13”**

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

**“DEUTERONOMY 11:18-20”**

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

**“THE DEATH OF MOSES”**

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



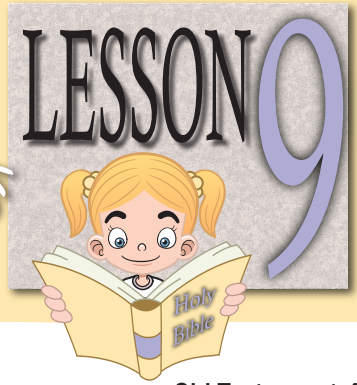




# Moses' Death

## Joshua Becomes Leader of the Israelites

Numbers 27:15-23



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Numbers 27:15-23; Deuteronomy 34; 3:23-28

### MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:5).

OLDER CHILDREN: "Hear, O Israel; The Lord our God, the Lord is one! You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:4-5).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Deuteronomy 6:24"](#)
- ["Deuteronomy 10:12-13"](#)
- ["Deuteronomy 11:18-20"](#)
- ["The Death of Moses"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- [Life of Moses, Journey through the Wilderness A Beka Flash-A-Card Series](#) (DISCLAIMERS: use the cards, *not the lesson book*; Note on cards 6.3 and 6.5 that angels are not said to have wings in Scripture)
- Betty Lukens' felt pieces
- [Map of the Exodus](#) (provided in map section of curriculum Web site)
- Any stories/teaching aids/books on choosing to do right



## PERSONAL APPLICATION:

When I am in a new situation (new school, new neighborhood, etc.) or among people I don't know, I may be tempted to do something I know is wrong, just to be accepted. I must remember that God expects the same of me no matter where I am or who I am with.

## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)

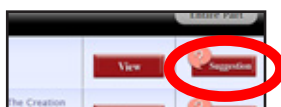
## POINTS TO EMPHASIZE:

1. Review Sunday's lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Emphasize the leadership qualities Joshua needed to lead the Israelites, and what it means to be a good leader (e.g., someone who helps others do what's right—instead of someone who follows others to do wrong). Talk more about God's instructions to Joshua in chapter one ("Be strong and of good courage...", which is repeated several times). Discuss situations in which the students need to be brave enough to make good choices and be the kind of leaders they should be. Remind them that other people are watching everything they do, and they must be proud to be different.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson.
- "What Would Joshua Do?" activity: Cut out footprints and stick them to the floor, or draw outlines of footprints on a large sheet of plastic. On the footprints, write situations in which the students might find themselves. Give each student another footprint with a Scripture reference. After reading the Scripture, he/she should decide with which situation that Scripture reference would be most helpful ([footprint cutouts](#) provided in activity sheets).
- "Put Your Best Foot Forward" game: Tape 10-15 footprint cutouts on a large sheet of plastic (at least one footprint per student). Write review questions on small cards, and slide one or two under each footprint. Let each student toss a beanbag onto a footprint, take a question card from underneath, and try to answer the question. This activity can be done for individual points or as a team activity ([footprint cutouts](#) provided in activity sheets)

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# The Battle of Jericho and Rahab

Joshua 1-4



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 1-4; 6; Hebrews 11:30-31; James 2:25

### MEMORY WORK:

YOUNGER CHILDREN: "...[D]o not be afraid...for the Lord your God is with you wherever you go" (Joshua 1:9).

OLDER CHILDREN: "Be strong and of good courage; do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go" (Joshua 1:9).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Rahab and the Spies"](#)
- ["Israel Crosses Jordan into Canaan"](#)
- ["Fall of Jericho"](#)
- ["Walls of Jericho"](#)
- ["Jericho's Falling"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in map section of curriculum Web site)



## PERSONAL APPLICATION:

If I believe that God is with me and will help me, I can deal with my problems and not be afraid.

## LESSON STARTS HERE

### TEACHING ALERTS:



- Nowhere in Scripture is lying described as an acceptable practice, regardless of the situation. Contrary to what some have asserted about Rahab, the Bible does not indicate that her lie was acceptable to God. For more information on the subject, see the first “Recommended Reading for Teachers” box.

## INTRODUCTION (YOUNGER CHILDREN):

In our Bible lesson last week, we learned that Joshua became the new leader of the Israelites after Moses died. Today, we will learn what a mighty and strong leader Joshua was and how God kept His promise to Joshua to help him in everything he did.

## INTRODUCTION (OLDER CHILDREN):

Review last week’s lesson.

The Israelites had moved from place to place in the desert for 40 long years. Now it was finally time to move into the land of Canaan, the land God had promised them. They knew they would have to fight many battles against the idol worshippers in Canaan, but God promised that He would help them and that they would beat all their enemies. The first city they came to was Jericho, and God chose a very interesting way for the Israelites to conquer it. He wanted to make sure they knew He was in control, and they could not conquer the new land without His help.

## POINTS TO EMPHASIZE:

1. During the 40 years that the Israelites moved from place to place in the wilderness, Joshua had been Moses’ chief helper. After Moses’ death, Joshua became the leader of the Israelites, taking Moses’ place. God promised to be with Joshua and to help him in everything he did, just as He had been with Moses. God told Joshua never to be afraid of troubles that would come his way, but to be strong and courageous, trusting Him completely.
2. The Israelites camped on the east side of the Jordan River (near Shittim) [shuh-TEEM]. Joshua chose two men to sneak into Jericho, a city on the other side of the Jordan, and look over the city before they attacked it. While the two spies were in Jericho, a woman named Rahab gave them a place to rest and to protect them from the people in her city.



**NOTES:** Rahab was indeed a harlot, or prostitute. (Children 4<sup>th</sup> grade and older may be more familiar with the word “hooker.” Use your discretion about these details with your particular age group.) The Hebrew word unmistakably tells us she was one who made her living through immorality. Her life changed drastically after the destruction of Jericho; she was taken in by the Israelites and eventually is mentioned in the genealogy of Jesus Himself, as well as in the books of Hebrews and James as an example of great faith.

Jericho was a very important city in Canaan. Important trade routes probably went through it. It was five or six miles from the north end of the Dead Sea and 15 miles northeast of Jerusalem, in the Jordan River valley, at the foot of the mountains of western Canaan. The city was near the main pass into those mountains, and so it was essential that this city be captured first.

3. The king of Jericho found out that there were two strangers in his city, and he heard that they were at Rahab’s house. The king had heard about the great multitude of people called Israelites who were fighting against many of the neighboring nations, and he was afraid of what the Israelites would do to his city. He sent soldiers to Rahab’s house to find the two spies, but she had hidden them on her roof, under stalks of **flax**.



**Flax** is a plant used to make linen cloth.

4. When the king’s soldiers couldn’t find the two spies, they left and began searching the countryside. Rahab protected the spies because she believed in God and what He would do through the Israelites. Because of her faith, the spies promised her that she and her family would not be harmed when the Israelites attacked Jericho. She helped them escape by a red rope hung from her window. When the Israelite army came back, Rahab put that same red cord in her window, as a sign that she and her household were not to be harmed.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Did God Approve of Rahab’s Lie?](#)” by Eric Lyons and “[Situation Ethics](#)” by Dave Miller on the Apologetics Press Web site for a response to the idea that God condones sinful behavior in certain situations.

5. The spies went back to Joshua, giving him a good report of what they had seen, and telling him about Rahab’s help. Early the next morning, all the Israelites moved to the edge of the Jordan River and spent the day praying and preparing for the great battle that was to come. The following day, priests picked up the Ark of the Covenant (by poles on each side of the chest, as prescribed by God’s directions) and walked to the edge of the Jordan. As soon as their feet touched the water, the River stopped flowing and bunched up into a heap further upstream so that once again the Israelite army could cross over on dry ground. [The families and livestock remained east of the Jordan (Joshua 1:14).] The priests stood in the middle of the riverbed, holding the Ark of the Covenant, until all the people had crossed. Twelve of the leaders of the tribes (“chief men”) each picked up a large stone from the riverbed and stacked them on the riverside, as a memorial to future generations of the miraculous crossing of the Jordan. When the Israelite men had crossed to the other side, the priests



also crossed over. As soon as the priests stepped out of the riverbed, the waters began flowing once again.

6. The Israelites went on to Gilgal, near Jericho, to prepare for battle and to observe the Passover. While they were camped there, God stopped sending them the manna they had been eating for almost 40 years in the wilderness (Joshua 5:12).
7. When the Israelites were by Jericho, the **Commander of the Lord's Army** appeared to Joshua with His sword drawn (ready for battle) and gave him instructions on how to conquer Jericho.



**NOTES:** The **Commander of the Lord's Army** in this passage is clearly deity in some human-like (physical) form. The Commander accepted worship (Joshua 5:14)—an act reserved solely for God (Acts 10:25-26; Revelation 19:10; Matthew 4:10). Joshua 5:15 is also similar to Exodus 3:5, where God speaks to Moses from the burning bush, telling him to remove his sandals since he was standing on holy ground.

8. Joshua gave the people their instructions exactly as God gave them to him: seven priests with rams' horns were to march ahead of the Ark of the Covenant, the fighting men of Israel went before the priests, and a rear guard followed the Ark. (This arrangement would have been protection for the priests and the Ark at all times, from the front and the rear.) This group was to circle Jericho one time a day for six days, making no noise at all (no shouting or talking), with only the sound of the trumpets being heard.
9. Beginning early on the seventh day, this same massive group of Israelites marched around Jericho, not one time, but seven times. At the end of the seventh time, Joshua gave the order for all the people to shout as loud as they could. When the trumpets were sounded and the people shouted, the walls of the city of Jericho fell down flat (apparently, except for the wall where Rahab's house was).
10. With the protective walls gone, the Israelite army went into the city and completely destroyed it. Whatever was left after the walls fell down was completely burned. The silver, gold, bronze, and iron articles in the city were taken and put into the treasury of the Lord's Tabernacle, but everything else was supposed to be destroyed.



**NOTES:** Joshua said that anyone who chose to rebuild the city after the Israelites' victory would do so at the cost of his youngest and oldest sons. Hiel of Bethel rebuilt the city and suffered the effects of that curse (1 Kings 16:34, ASV; ESV; NIV).



**RECOMMENDED READING FOR TEACHERS:** See the article "[The Principle of Authority at Jericho](#)" on the Apologetics Press Web site for a discussion on the importance of divine authority and its application to the Jericho incident.

11. Joshua led the Israelites in the battle for Jericho, and many more battles, because he had a strong belief that God would help them overcome their enemies. Joshua was not afraid because he believed there was no problem so big that he and the Israelites could not handle with God's help. He and the people that followed him into battle did what might have seemed impossible to others. If we have that same kind of faith and courage, we too can overcome our problems without fear.





**RECOMMENDED READING FOR TEACHERS:** See the article “[God’s Just Destruction of the Canaanites](#)” by Eric Lyons on the Apologetics Press Web site for a discussion of why it was just for God to have the Israelites destroy the Canaanites. See the following articles in response to the allegation that the biblical date of the conquest of Canaan contradicts the archaeological evidence:

- “[How Long Was the Israelites’ Egyptian Bondage?](#)”
- “[The Conquest of Canaan: How and When?](#)”
- “[The ‘Period of the Judges’ and a Young Earth](#)”

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

### **Ages 2-5:**

- “[The Battle of Jericho Coloring Sheet](#)” (provided in activity sheets)
- Let the children stack large blocks (purchased or shoeboxes) to make the wall of Jericho. Give each child an empty toilet roll tube to use as a trumpet as they walk around the wall.

### **1st-2nd Graders:**

- “[The Capture of Jericho Game](#)”: Write statements from the story on paper trumpets you have cut out. Put the trumpet cutouts on a table or the floor, and have students put them in the correct order. (Students who can read may look up Joshua 6:1-27 if they need help.) ([Click here](#) for black and white version)
- “Walls of Jericho Memory Game”: Cut cardstock into 4 x 6 inch cards. Write review questions and their answers on the cards. Mix up the question cards, then turn them face down in rows. Mix up the answer cards, and turn them face down in separate rows. Let the students take turns turning over pairs of cards to match questions with correct answers.
- “Joshua’s March” game: On a poster board, glue strips of red brick bulletin board border; each strip should be 3-4 inches apart. At intervals on the border, write questions about the Israelites’ march around Jericho. Write the answers to the questions on trumpet cutouts. (Hook-and-loop tape or magnetic tape can be used to connect the answers to the questions.) ([trumpet cutouts](#) provided in activity sheets)

### **3rd-4th Graders:**

- “[The Jericho Matching Activity](#)” (provided in activity sheets)
- “[The Capture of Jericho Game](#)”: Write statements from the story on paper trumpets you have cut out. Put the trumpet cutouts on a table or the floor, and have students put them in the correct order. (Students who can read may look up Joshua 6:1-27 if they need help.) ([Click here](#) for black and white version)
- “Walls of Jericho Memory Game”: Cut cardstock into 4 x 6 inch cards. Write review questions and their answers on the cards. Mix up the question cards, then turn them face down in rows. Mix up the answer cards, and turn them face down in separate rows. Let the students take turns turning over pairs of cards to match questions with correct answers.
- “Joshua’s March” game: On a poster board, glue strips of red brick bulletin board border; each strip should be 3-4 inches apart. At intervals on the border, write questions about the Israelites’

march around Jericho. Write the answers to the questions on trumpet cutouts. (Hook-and-loop tape or magnetic tape can be used to connect the answers to the questions.) ([trumpet cutouts](#) provided in activity sheets)

- Advanced Bible Reader: Have the children read Joshua 1-5. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Joshua 1-5 quiz from AP's [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Also have the children read the following:
  - Joshua chapter six
  - *Discovery* article: [May, 2009](#) (“Was Rahab Rewarded for Lying about the Spies?”)
  - *Joshua and the Battle of Jericho*, Kate Davies, Little Simon
  - *Joshua at Jericho*, Connie Wade and Diane Stortz, Rhyme Time Bible Stories, Standard Publishing
  - *The Story of Joshua* book, by Patricia Pingry (DISCLAIMER: Note that the Israelites marched around the city because God commanded it.)
  - *Jericho's Tumbling Walls*, Arch books, Curren
  - *Joshua Crosses the Jordan*, Zonderkidz I Can Read! Series, Bowman
  - *The Fall of Jericho*, Arch books, Gloria A. Truitt
  - *Toot! Toot! The Fall of Jericho*, Hear Me Read Series, Concordia Publishing House, Mary Simon
  - *The Battle of Jericho*, Penny Frank, Lion Publishing (DISCLAIMER: p. 17—Note that soldiers went before the priests and after the Ark.)
  - *Rahab's Red Thread*, Arch books, Eric Rottmann
  - *Joshua the Brave Leader*, by Carine Mackenzie, A Bibletime Book, Christian Focus Publications
  - *Bible Heroes: Joshua*, by Jason Parish, Watertown Press

## SONGS:

### “RAHAB AND THE SPIES”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “ISRAEL CROSSES JORDAN INTO CANAAN”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “FALL OF JERICHO”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “WALLS OF JERICHO”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

**“JERICHO’S FALLING” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “London Bridge is Falling Down”)

Jericho’s walls did all fall down,  
All fall down, all fall down.  
Jericho’s walls did all fall down,  
When Israel walked around and ‘round.

Once a day for six whole days,  
Six whole days, six whole days.  
Once a day for six whole days,  
With seven priests and the Ark always.

Seventh day, then seven times,  
Seven times, seven times.  
Seventh day, then seven times,  
The priests their trumpets blew each time.

Then the people shouted loud,  
Souted loud, shouted loud.  
Then the people shouted loud,  
And the walls came tumbling down.

Victory over Jericho,  
Jericho, Jericho!  
Victory over Jericho,  
Obey God, and He’ll bless you so!

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# The Battle of Jericho and Rahab

Joshua 1-4



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 1-4; 6; Hebrews 11:30-31; James 2:25

### MEMORY WORK:

YOUNGER CHILDREN: "...[D]o not be afraid...for the Lord your God is with you wherever you go" (Joshua 1:9).

OLDER CHILDREN: "Be strong and of good courage; do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go" (Joshua 1:9).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Rahab and the Spies"](#)
- ["Israel Crosses Jordan into Canaan"](#)
- ["Fall of Jericho"](#)
- ["Walls of Jericho"](#)
- ["Jericho's Falling"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in map section of curriculum Web site)



## PERSONAL APPLICATION:

If I believe that God is with me and will help me, I can deal with my problems and not be afraid.

## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Continue the discussion about things the children are afraid of, and the need for courage and faith to overcome them. Reassure them that the Lord is with them all the time, always ready to help each child with every problem.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

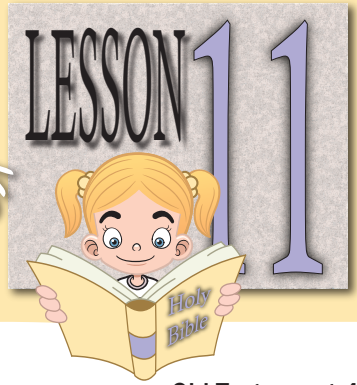
- See Sunday morning’s lesson
- Let children act out the story

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# The Battle of Ai; Achan's Sin

Joshua 7



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 7; 1 Timothy 6:9-11,17-19; Colossians 3:5

### MEMORY WORK:

“A good name is to be chosen rather than great riches” (Proverbs 22:1a).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Achan”](#)
- [“Achan”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Any books or teaching aids on responsibility
- [Map of the Conquest of Canaan](#) (provided in map section of curriculum Web site)
- A tent in the classroom for everyone to sit under during the Bible story

### PERSONAL APPLICATION:

What I do affects not only me, but also my family, my friends, the Church, and possibly what others think about God. I must take responsibility for my actions and my reputation.





## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Have you ever done something that got someone else into trouble? In our Bible lesson today, we will learn how one man disobeyed God's law, hurt himself, and many other people too.

### INTRODUCTION: (OLDER CHILDREN)

Do you think that choices you make ever hurt anyone else? Today we're going to talk about the bad choice of one man (Achan) and how other people suffered because of his bad choice.

### POINTS TO EMPHASIZE:

1. Before the Israelites conquered Jericho, Joshua told them that they were to take everything made of gold and silver to put into the treasury of the Tabernacle, as gifts to God. Everything else in the city was to be completely destroyed and the city itself burned to the ground. Joshua warned the people not to be greedy (to covet the wealth of the city) or they would be punished.
2. After Jericho was conquered, the Israelites moved on to the nearby city of Ai. Joshua again sent some spies to see what this city was like. The spies came back and told Joshua it was such a small city that not many fighting men would be needed to destroy it.
3. Joshua chose only 3,000 men to go up against Ai. But the people of Ai fought back with such force that the Israelite soldiers retreated, and 36 of them were killed. Joshua and his soldiers did not expect to be beaten! They were heartsick, angry, and afraid. Joshua spent the rest of the day praying to God and asking why they were defeated. Joshua was very sad that some of his men had been killed, but he was also concerned that the idol-worshipping people in the area would believe God was weak (Joshua 7:9). God told Joshua that He had not deserted His people. The problem was that someone among them had disobeyed God's command not to take anything from Jericho.
4. To find out who the guilty person was, God told Joshua what to do. The next day Joshua told all the Israelites to come before him by tribes. God said He would show Joshua which tribe had the disobedient (guilty) person in it. God had to show His people that He expected them to obey, all the time.
5. The tribe of Judah was separated, then the family of Zabdi. From that family, Achan was shown to be the one who had taken 200 shekels of silver (approximately five pounds), a gold bar (approximately 20 ounces), and a beautiful mantle (robe) from Jericho. Instead of giving those items to the Lord, he had taken them and hidden them in a hole he dug under his tent.
6. Achan decided that having things was more important than obeying God. His family (who should have confronted Achan and told Joshua the truth, instead of going along with Achan), all his animals, and he were stoned to death because of his sin. He had to pay the consequences, to take responsibility, for what he did. The Israelites stacked a huge pile of stones over him to mark the place of his death as a reminder of how one man's sin hurt so many.
7. Achan is sometimes called Achar or Achor, and the place where he was stoned to death was called the Valley of Achor. His name means "trouble," and even today his name or reputation reminds us of what greed can do to one man, and of how one person's actions can hurt others. When people say our name, what do they think of?



**RECOMMENDED READING FOR TEACHERS:** See the article “[God Always Thinks Ahead](#)” by Kyle Butt on the Apologetics Press Web site for a discussion of the superior wisdom, understanding, and counsel of God.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[The Battle of Ai Coloring Sheet](#)” (provided in activity sheets)
- Before a game or activity, tell the children you will give each student five pennies (or fish crackers, small candies, etc.) if they complete a simple task. When they have completed the assigned task or game, give them each four pennies instead of five. When they ask about the fifth one, ask them if they think it was fair to keep back a small part of what was promised. Then talk about how one man (Achan) among the Israelites kept for himself what he was supposed to give to God.

**1st-2nd Graders:**

- “Sword” drills: Make sure each student has a Bible. Have students start with their Bibles closed in front of them. Call out Bible verses, one at a time. The student who finds the verse first should raise his/her hand and then read the verse aloud. (You can divide the class into teams; when a student finds the correct verse, his/her team gets a point.)
- Write the following key words (and others from previous lessons) on pieces of paper, and put them in a Pringles© can or a basket. Let each child draw one word from the can or basket and then give the meaning of the word.

Genesis (beginning)

Moses (drawn out [of water])

Exodus (the going out)

Jacob (deceiver)

Deuteronomy (second law)

Eve (the mother of all living)

Achan (trouble)

- “[Achan’s Sin True or False Activity](#)”: Make a large “T” and a large “F” to put on the wall or chalkboard. Write true and false statements about the lesson on strips of paper or cardstock. (See suggested statements below.) Be sure to include a Scripture reference with each statement. Each student will read one statement and decide if it is true or false. If it is true, he should place the statement under the large “T.” If it’s false, he should place the statement under the large “F.” The student may look up the answer using the biblical reference if needed. (Can also be played in teams, with a person from each team choosing a statement and deciding if it’s true or false.)
- “[Achan’s Sin Word Search](#)” (provided in activity sheets)

**3rd-4th Graders:**

- “Sword” drills: Make sure each student has a Bible. Have students start with their Bibles closed in front of them. Call out Bible verses, one at a time. The student who finds the verse first should raise his/her hand and then read the verse aloud. (You can divide the class into teams; when a

student finds the correct verse, his/her team gets a point.)

- Write the following key words (and others from previous lessons) on pieces of paper, and put them in a Pringles© can or a basket. Let each child draw one word from the can or basket and then give the meaning of the word.

Genesis (beginning)

Moses (drawn out [of water])

Exodus (the going out)

Jacob (deceiver)

Deuteronomy (second law)

Eve (the mother of all living)

Achan (trouble)

- “[Achan’s Sin Word Search](#)” (provided in activity sheets)
- “[Achan’s Sin True or False Activity](#)”: Make a large “T” and a large “F” to put on the wall or chalkboard. Write true and false statements about the lesson on strips of paper or cardstock. Be sure to include a Scripture reference with each statement. Each student will read one statement and decide if it is true or false. If it is true, he should place the statement under the large “T.” If it’s false, he should place the statement under the large “F.” The student may look up the answer using the biblical reference if needed. (Can also be played in teams, with a person from each team choosing a statement and deciding if it’s true or false.)

### **True Statements:**

1. Joshua 7:1 Achan took some gold and silver from the city of Jericho.
2. Joshua 7:3 The spies told Joshua it would be easy to capture Ai because there were only a few people in Ai.
3. Joshua 7:4 Joshua sent 3,000 men to capture Ai.
4. Joshua 7:5 The men of Ai killed about 36 Israelite men.
5. Joshua 7:16-18 Joshua questioned each man of Israel beginning with those in the tribe of Judah.
6. Joshua 7:26 After Achan was punished, the Lord was not angry any more.
7. Joshua 7:26 The name of the place where Achan was stoned was named the Valley of Achor.

### **False Statements:**

8. Joshua 7:1 The Lord was happy with Achan and the people of Israel after Jericho was destroyed.
9. Joshua 7:2 Joshua sent out 3,000 men to spy on the city of Ai.
10. Joshua 7:5 Joshua’s men chased the men of Ai and no Israelites were hurt.
11. Joshua 7:24-26 The Lord forgave Achan for his sin.
12. Joshua 7:5 Joshua and the Israelites conquered the city of Ai easily.
13. Joshua 7:24-26 We do not have to worry about obeying God, because He will forgive us, no matter what we do.

- Have the children read the following:
  - Joshua chapter seven
  - *If Everybody Did*, by Jo Ann Stover

## SONGS:

### “ACHAN”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “ACHAN” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Jesus Loves Me”)

Achan took a wedge of gold,  
Silver, and a robe we’re told.  
Buried them inside his tent,  
About his business then he went.

#### CHORUS:

Yes, Jehovah noticed,  
Yes, Jehovah noticed,  
Yes, Jehovah noticed,  
That Achan stole the gold.

When we steal or disobey,  
Lie or fight or fail to pray,  
Someone knows just what we do.  
Where we are and why too.

(CHORUS)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

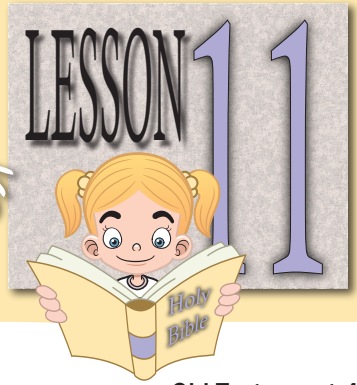
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# The Battle of Ai and Achan's Sin

## Joshua 7



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 7; 1 Timothy 6:9-11,17-19; Colossians 3:5

### MEMORY WORK:

“A good name is to be chosen rather than great riches” (Proverbs 22:1a).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Achan”](#)
- [“Achan”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Any books or teaching aids on responsibility
- [Map of the Conquest of Canaan](#) (provided in map section of curriculum Web site)
- A tent in the classroom for everyone to sit under during the Bible story

### PERSONAL APPLICATION:

What I do affects not only me, but also my family, my friends, the Church, and possibly what others think about God. I must take responsibility for my actions and my reputation.



## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Emphasize again that our actions have consequences, so we must make good choices.
3. Give students different age-appropriate scenarios in which the students must make important decisions. Discuss bad consequences of their choices. (Example scenarios: lying to your parents; cheating on a test; breaking a friend’s toy on purpose; talking badly about someone; watching shows on TV that have bad language; taking something that doesn’t belong to you/stealing; disobeying your parents, etc.).

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

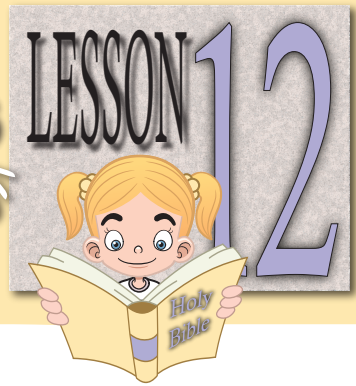
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# Joshua and the Gibeonites

JOSHUA 9; 10:1-15



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 9; 10:1-15; 11:19; Deuteronomy 7; 2 Samuel 21:1-4

### MEMORY WORK:

YOUNGER CHILDREN: "Do not be wise in your own eyes" (Proverbs 3:7a).

OLDER CHILDREN: "Do not be wise in your own eyes; Fear the Lord and depart from evil" (Proverbs 3:7).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The B-I-B-L-E"](#)
- ["Choices"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in activity sheets)
- Role play story

### PERSONAL APPLICATION:

The devil is always looking for ways to make me ignore (or not pay attention to) God's Word. I need to talk to God and study His Word every day so that I will choose to do what God wants and not what the devil wants.



## INTRODUCTION:

Joshua was a great man with a good heart. In our Bible lesson today, we will learn how Joshua was tricked by some people who were afraid of the Israelites.

## LESSON STARTS HERE

### POINTS TO EMPHASIZE:

1. With God's help, the Israelites continued their conquest of the land of Canaan. They came near the land of idol-worshipping people (called the Hivites, which are included in the general designation of "Amorite" in 2 Samuel 21:2). The people of Canaan had heard about the massive group of people called Israelites moving in a destructive path toward them. These people usually fought one another, but at this point they had a common enemy: the Israelites. The kings of five southern towns (kingdoms) brought their armies together to defend themselves against the Israelites.
2. The Gibeonites had a different idea. Gibeon was a city larger than Ai, with even more mighty men. But they were afraid of Joshua and the Israelites. So they chose some of their men to play a trick on the Israelites. The Gibeonites put old, worn-out bags on their donkeys. They put on worn-out, patched sandals and worn-out clothes. They put dry, crumbly, moldy bread in their food sacks. They wanted the Israelites to think that they had traveled from a place faraway.
3. The Gibeonites went to the Israelite camp at Gilgal. They talked to Joshua and lied about who they were and where they were from. They asked to make a peace treaty (covenant or agreement) with the Israelites. In Deuteronomy 7, Moses, in his final instructions to the people, told the Israelites specifically **not** to have anything to do with the idol-worshipping people of Canaan. They were not to make covenants or peace treaties with them. They were to destroy all the people of Canaan. ["You shall make no covenant with them and show no favor to them.... And you shall consume all the peoples whom the Lord your God will deliver to you; your eye shall not pity them, neither shall you serve their gods, for that would be a snare to you" (Deuteronomy 7:2b,16).]
4. Without talking to God, and going against God's specific instructions, Joshua and the Israelites believed the strangers' story and agreed to make a peace treaty with them. Joshua and the other Israelite leaders made a decision based upon what they saw, heard, thought, and felt rather than on what God had told them to do. Three days later, as the Israelite army went through the countryside, attacking town after town, the Israelites came to Gibeon, and Joshua realized that they had been tricked and had made a mistake. Still, because of their agreement (covenant or promise), the Israelites harmed no one there.
5. Why did God instruct Joshua and the Israelites to completely destroy all the peoples that lived in Canaan before they settled there? Because the Israelites were chosen by God to be a holy (set-apart) people for Him. He knew that they would be influenced by those people to worship idols and not follow His laws (Deuteronomy 7:1-6; 1 Corinthians 15:33). He also said that the people of Canaan were so wicked that they deserved to die (Deuteronomy 9:3-6). Israel was used as God's executioner.
6. Sometimes the devil attacks us directly (e.g., someone offers us drugs or alcohol, tempts us to steal, or encourages us to lie to get out of a "sticky situation," etc.). But sometimes the devil is very sneaky and tricky (like the serpent who tempted Eve to do wrong). He disguises sin (wrong choices) so that those choices do not look so bad. We think, "It won't hurt just this

once,” or “No one will ever know,” or “It really isn’t such a big deal.” And sometimes the devil uses people who are close to us to encourage us to make wrong choices. Joshua learned the hard way how easy it is to be tricked and how important it is to ask for God’s help and follow His instructions.

7. We can learn from Joshua’s mistakes, remembering to talk to God continually through prayer, and to read and follow His Word every day. “[M]an shall not live by bread alone; but man lives by every word that proceeds from the mouth of the Lord” (Deuteronomy 8:3b; Matthew 4:4).

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

### Ages 2-5:

- [“Joshua and the Gibeonites Coloring Sheet”](#) (provided in activity sheets)
- Make an “Armor of God” set for each child (Patterns are available on the Internet or in pattern books from teacher supply stores or Bible bookstores.). Let children act out how to fight the devil.
- Bring a work shirt and a suit coat into class. Have two students put them on, then ask them to switch. Ask the class what the difference was between the two students. The student inside the shirt didn’t change just because they put on other clothes. Wearing nice clothes and going to a certain building on Sundays does not make us good people. Only changing how we act and think makes us good. We can dress like good people, and talk like good people, but God knows what we are really like inside. Some people called Gibeonites tricked Joshua by how they dressed and how they talked. But God knew who they really were.

### 1st-2nd Graders:

- First graders: Make an “Armor of God” set for each child (Patterns are available on the Internet or in pattern books from teacher supply stores or Bible bookstores.). Let children act out how to fight the devil.
- [“Joshua and the Gibeonites Word Search”](#) (provided in activity sheets)
- [“Armor of God Matching Activity”](#) (provided in activity sheets)
- Play “Hangman” with key words/phrases from this and previous lessons.
- Bring a work shirt and a suit coat into class. Have two students put them on, then ask them to switch. Ask the class what the difference was between the two students. The student inside the shirt didn’t change just because they put on other clothes. Wearing nice clothes and going to a certain building on Sundays does not make us good people. Only changing how we act and think makes us good. We can dress like good people, and talk like good people, but God knows what we are really like inside. Some people called Gibeonites tricked Joshua by how they dressed and how they talked. But God knew who they really were.

### 3rd-4th Graders:

- [“Joshua and the Gibeonites Word Search”](#) (provided in activity sheets)
- [“Armor of God Matching Activity”](#) (provided in activity sheets)
- Play “Hangman” with key words/phrases from this and previous lessons.
- Advanced Bible Reader: Have the children read Joshua chapters 8-10 (as well as chapters 6-7 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Joshua 6-10 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each

of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

## SONGS:

### “THE B-I-B-L-E” ([Click to Hear](#))

Author: Traditional

The B-I-B-L-E, yes that’s the book for me!  
I stand alone on the Word of God,  
The B-I-B-L-E.

The B-I-B-L-E, yes that’s the book for me!  
I read and study and then obey,  
The B-I-B-L-E.

### “CHOICES” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Yankee Doodle”)

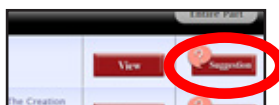
Every day in every way,  
We all make our choices;  
We say “yes” or we say “no,”  
By using our own voices.

#### CHORUS:

Help us Lord, to choose what’s right,  
Every day and night.  
Help us, Lord to choose what’s right,  
We want to make good choices.

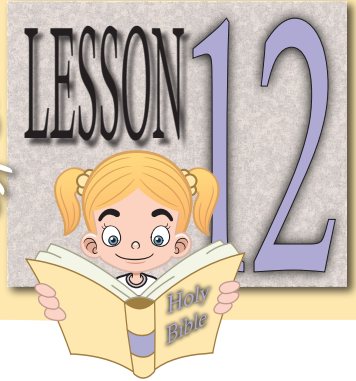
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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# Joshua and the Gibeonites

JOSHUA 9; 10:1-15



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 9; 10:1-15; 11:19; Deuteronomy 7; 2 Samuel 21:1-4

### MEMORY WORK:

YOUNGER CHILDREN: "Do not be wise in your own eyes" (Proverbs 3:7a).

OLDER CHILDREN: "Do not be wise in your own eyes; Fear the Lord and depart from evil" (Proverbs 3:7).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The B-I-B-L-E"](#)
- ["Choices"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in activity sheets)
- Role play story



## PERSONAL APPLICATION:

The devil is always looking for ways to make me ignore (or not pay attention to) God’s Word. I need to talk to God and study His Word every day so that I will choose to do what God wants and not what the devil wants.

## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

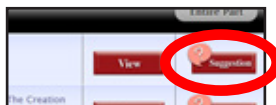
## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)
2. The Gibeonites tricked Joshua, and as punishment, they became slaves of the Israelites. When the kings of the other Canaanite people heard that the Gibeonites had been spared because of a trick, they became very angry, and they all went to attack and destroy the Gibeonites. The Gibeonites sent a messenger to Joshua asking for help because of their peace treaty. If Joshua chose to fight the kings, the Israelites would be able to wipe out the wicked people of southern Canaan all at once. Joshua led the Israelite army all night long, arriving at daybreak at the camp of the five kings’ armies.
3. The Israelites attacked when their enemies were unprepared for them. Joshua 10:10-11 says that God God routed them for Israel, throwing down “large hailstones from heaven” on them so that there “were more who died from the hailstones than the children of Israel killed with the sword.”
4. Then, realizing that he needed God’s help even more to finish wiping out southern Canaan, Joshua asked God for something very unusual. He asked God to make the sun “stand still,” i.e., to make the day longer so they could finish the job, and God did exactly that! [Read Joshua 10:13-14 with the children.]
5. Remind the older children how the devil tried to get Jesus to do wrong (Matthew 4). Jesus’ approach to handling any problem was to fight back with God’s Word (“It is written...”)—the sword of the Spirit—and to pray (cf. Matthew 26; Ephesians 6:17-18). Emphasize how to make good choices: talk to God every day, read and memorize His Word every day, and have good friends who will help you—not hinder you. Read Psalm 119:9-11 with the older children.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

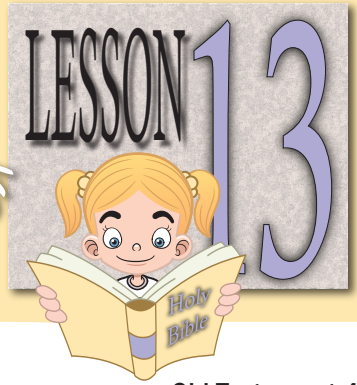
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# Division of the Promised Land and Caleb's Reward

## Joshua 13-21



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 13-21

### MEMORY WORK:

YOUNGER CHILDREN: "be an example to the believers" (1 Timothy 4:12b).

OLDER CHILDREN: "Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity" (1 Timothy 4:12).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Trust and Obey"](#)
- ["The Ten Commandments"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [The Twelve Tribes of Israel Map](#) (provided in activity sheets)

### PERSONAL APPLICATION:

I must always try to be a good example to those around me.





## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

After many years of fighting the people who worshipped idols in Canaan, the Israelites were finally going to live in Canaan. God told Joshua to divide the Promised Land among the 12 tribes so that they could begin building their own homes, settling down.

### INTRODUCTION: (OLDER CHILDREN)

For six or seven years, the Israelites had fought many battles in order to conquer the land of Canaan. (Remind the students of Jericho, Ai, and others.) They had defeated 31 Canaanite kings (chieftains). Finally, it was time for them to settle the land that God had promised them so many years before.

### POINTS TO EMPHASIZE:

1. By this time, Joshua was about 90 years old. He would spend the rest of his days dividing up the Promised Land among the 12 tribes so they could settle the land.
2. Remind the children that the 12 tribes/Israelites were descendants (children and grandchildren) of the 12 sons of Jacob. The land would be divided among the 12 tribes except for the tribe of Levi. The Levites were given 48 cities and towns in which they could live. Their inheritance of land was divided between the two sons of Joseph, Ephraim and Manasseh.
3. The tribes of Reuben, Gad, and half the tribe of Manasseh wanted to settle on the eastern side of the Jordan River. Joshua, with the help of the High Priest Eleazar (Aaron's son), assigned land to the other nine and one half tribes on the west side of the Jordan River. Judah received the largest amount of land, but it was not the best land for farming or flocks of animals. The sandy hill country south of Judah's land was given to Simeon. The tribe of Dan was given the hill country north of Judah; years later, this tribe moved to the far north of the Sea of Galilee. Benjamin was given a very small portion of land north of Judah. [Though not rich in land, the tribe of Benjamin was very prominent in the politics and leadership of the nation of Israel in years to come.] Ephraim and the other half of Manasseh were given land north of Benjamin. The remaining northern territory of Canaan (which would later be known as the plain of Esdraelon and Galilee) was divided between Issachar, Zebulun, Asher, and Naphtali.
4. Two special men were allowed to choose land of their own: Joshua and Caleb. These two men had been the only two of the original 12 spies, over 40 years earlier, who had said the Israelites **should** go and fight for Canaan, the Promised Land, after they had left Egypt. But the rest of the Israelites showed their lack of faith by listening to the 10 spies who gave a bad report. The 10 spies who did not trust God died in the wilderness, but Joshua and Caleb were promised that they would live to see the Promised Land, and would be rewarded with land of their own.
5. Joshua was probably about 85 years old when the time came to divide the Promised Land and settle down. Joshua chose land near Shechem, in the northern hill country of Ephraim. From those hills, he could spend the rest of his life looking out over the land he had helped the Israelites to conquer.

6. Caleb was 40 years old when he was a spy. Caleb was at least 85 years old when the Promised Land was being settled, but he was anxious to receive land promised to him. He didn't ask for land where he could rest; he asked for a mountain (or hill) area, including the town of Hebron, which was still occupied by idol-worshipping people described as "giants"—the "Anakim." He was willing and ready to fight for his own land. His faith in God was still just as strong as it had been many years before.



**NOTE:** Caleb's nephew Othniel helped him in his battles and was rewarded with Caleb's daughter (i.e., Othniel's cousin). Othniel became the first judge of Israel (Judges 3:9ff.).

7. Caleb and Joshua were great examples of faith. They stood up for what was right all the time, even when it wasn't popular. They didn't get lazy and want other people to do their work for them. They believed in God and in His promises to be with them all the time. And they always tried to obey God—no matter how hard it might have been. Both men were born into slavery in Egypt, but they died heroes and great leaders because of their faith in God. Caleb and Joshua are excellent examples of how to live for God. Jesus, the greatest Example (1 Peter 2:21), wants us to be good examples to other people, just like Caleb and Joshua.



**RECOMMENDED READING FOR TEACHERS:** See the article "[Were the Iron Chariots Too Powerful?](#)" by Kyle Butt on the Apologetics Press Web site for a response to an alleged Bible discrepancy regarding the conquest of Canaan.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- "[Joshua Speaks to the Elders Coloring Sheet](#)" (provided in activity sheets)
- Write "Be a Good Example" on primary writing tablet sheets. Encourage the children to trace the words with crayons or pencils. Or give each child a Zip-loc® plastic bag with enough laminated die-cut letters to spell out the phrase. Show the children the phrase "Be a Good Example" and help them put their letters in the correct order to spell it.
- "[The Twelve Tribe of Israel Map](#)" (provided in activity sheets)

**1st-2nd Graders:**

- Write "Be a Good Example" on primary writing tablet sheets. Encourage the children to trace the words with crayons or pencils. Or give each child a Zip-loc® plastic bag with enough laminated die-cut letters to spell out the phrase. (Show first graders the phrase "Be a Good Example" and help them put their letters in the correct order to spell it if necessary.)
- Memory Verse Review: Write the words to the memory verses from this unit on index cards, one word per card, keeping each verse separate. Divide the class into two or three groups. Give each group a mixed up verse to put in the correct order. Let the groups work until all the verses have been completed.

- “[Twelve Tribes of Israel Map Activity](#)” (provided in activity sheets)
- “[Division of Promised Land Word Search](#)” (provided in activity sheets)
- Second Memory Verse Review: Have the students sit in a circle. The teacher starts a verse by saying the first and/or second word. The next person to the right says the second word, the next person says the third word, and so on until the verse has been said. Continue this until all the verses have been reviewed, starting with a different child each time.

### 3rd-4th Graders:

- “[Twelve Tribes of Israel Map Activity](#)” (provided in activity sheets)
- “[Division of Promised Land Word Search](#)” (provided in activity sheets)
- Memory Verse Review: Write the words to the memory verses from this unit on index cards, one word per card, keeping each verse separate. Divide the class into two or three groups. Give each group a mixed up verse to put in the correct order. Let the groups work until all the verses have been completed.
- Second Memory Verse Review: Have the students sit in a circle. The teacher starts a verse by saying the first and/or second word. The next person to the right says the second word, the next person says the third word, and so on until the verse has been said. Continue this until all the verses have been reviewed, starting with a different child each time.

## SONGS:

### “TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis  
(Tune: See church song book)

#### VERSE 1:

When we walk with the Lord,  
In the light of His Word,  
What a glory He sheds on our way!  
While we do His good will,  
He abides with us still,  
And with all who will trust and obey.

#### CHORUS:

Trust and obey,  
For there's no other way,  
To be happy in Jesus,  
But to trust and obey.

#### VERSE 2:

Then in fellowship sweet,  
We will sit at His feet,  
Or we'll walk by His side in the way.  
What He says we will do.  
Where He sends we will go.  
Never fear, only trust and obey.

(CHORUS)

## “THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

No other gods before Me;  
No carved images to bow down and serve;  
Don’t take the name of the Lord your God in vain;  
Remember and keep the Sabbath holy.

Honor your father and your mother;  
No murder, no adultery, and you shall not steal;  
Don’t lie against your neighbor;  
Or covet what is his.

These are the Ten Commandments.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

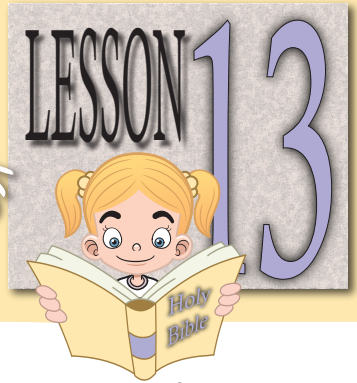
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# Division of the Promised Land and Caleb's Reward

## Joshua 13-21



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 13-21

### MEMORY WORK:

YOUNGER CHILDREN: "be an example to the believers" (1 Timothy 4:12b).

OLDER CHILDREN: "Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity" (1 Timothy 4:12).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Trust and Obey"](#)
- ["The Ten Commandments"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [The Twelve Tribes of Israel Map](#) (provided in activity sheets)

### PERSONAL APPLICATION:

- I must always try to be a good example to those around me.



## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Emphasize the great faith of Caleb throughout his life as a slave, spy, and leader. He had endured the same punishments as the other Israelites, though he had not done anything wrong. Read Numbers 14:24. Talk about what it means to have a “different spirit” and to “follow God fully” and how we will be rewarded if we do those things.
3. Caleb was a righteous man who believed in God more than anything. He believed that with God’s help, he could do anything (Colossians 3:1-3; Romans 8:28-38). Caleb knew his final reward would be worth all the effort; God has promised us that our final reward (heaven) will be worth all our efforts to be faithful, too.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Joshua's Final Instructions and Warnings

## Joshua 23-24



Old Testament 4  
Part 2: Joshua Leads God's People

## SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 23-24; Luke 9:23; 14:25-27; Matthew 6:24

### MEMORY WORK:

YOUNGER CHILDREN: "But as for me and my house, we will serve the Lord" (Joshua 24:15b).

OLDER CHILDREN: "[C]hoose for yourselves this day whom you will serve... But as for me and my house, we will serve the Lord" (Joshua 24:15).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Joshua's Choice"](#)
- ["God's Little Children Love Living Right!"](#)
- ["Choose You This Day"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of the Bible, the cross, the Lord's Supper, and other things that remind us of God's many gifts to us
- Pictures of idols, video games, sports figures, and other things that distract us from God



## PERSONAL APPLICATION:

God wants us to remember what He has done for us, and to choose every day to serve Him.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Joshua was a great leader of God’s people. When he became too old to lead the Israelites, it was time for someone else to take over. At the end of his life, he had many wise things to tell the children of Israel. Most of all, he wanted to remind the people how important it is to always obey God.

### INTRODUCTION: (OLDER CHILDREN)

Joshua was a great leader of God’s people. When he became too old to lead the Israelites, it was time for someone else to take over. At the end of his life, he had many wise things to tell the children of Israel. In Joshua’s farewell speech, he reminded them how important it is to always obey God, no matter what. He also told them how they would be punished if they started living like the idol-worshipping people in Canaan.

### POINTS TO EMPHASIZE:

1. When the Israelites settled in their areas of the Promised Land, Joshua also made his home in the land which he was given (near Shechem). Joshua had been a great soldier, but at the age of 110, he knew that his life would soon be over. He was worried that the Israelites would not follow God after his death. He called the leaders of the 12 tribes together [probably near Shiloh (Joshua 18:1)]. He reminded them of all the great ways God had helped them since they had left Egyptian slavery. “[F]or the Lord your God is He who has fought for you” (Joshua 23:3b).
2. Joshua reminded the people that Jehovah God had kept His promises to them for hundreds of years. God had told them that they had to put Him first in everything. The first two of the Ten Commandments said that God didn’t want them to worship anything or anyone but Him. The people of Canaan worshipped many idols. Their religion was very evil. Some of them even sacrificed babies to their false gods. The Israelites had gotten rid of many of the idol-worshipping people, but not all of them.
3. God knew—and Joshua knew—that there was a very real danger that the Israelites would relax, become friends with their enemies, and start to accept the evil things they did (read 1 Corinthians 15:33; Exodus 23:32-33). This is called “compromise.” If the Israelites compromised, they would be more and more comfortable with the idol-worshippers, become their friends, and even marry them. It wouldn’t take very long until they would start forgetting about God and worshipping idols themselves. They would soon lose their identity as God’s chosen people.
4. In chapter 24, Joshua gathered all the Israelites at Shechem. As Joshua talked to them, three different times all the people said to Joshua that they would follow God’s commandments (Joshua 24:18,21,24). Joshua said, “choose for yourselves this day whom you will serve; ... but as for me and my house, we will serve the Lord.” As a reminder to them of their promises to follow God, Joshua set up a stone under an oak tree near the Tabernacle. He wrote his words down so that the people could look at them later and remember what they had promised and remember what God expected of them.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Why Humanity Should Serve God](#)” by Wayne Jackson on the Apologetics Press Web site for a response to the accusation that God has an inflated ego by expecting everyone to worship Him.

5. Joshua, “the servant of the Lord” (Joshua 24:29), died and was buried in the hill country of Ephraim. Then Eleazar, the High Priest and son of Aaron, also died and was buried in the hill country of Ephraim.
6. Joshua had been such a strong leader that as long as he lived, the people followed the Lord. His influence was so strong that the other men who lived during his lifetime also helped the Israelites stay faithful to God. But after these leaders and Joshua died, the people broke their promise to be faithful to God. They did exactly what they promised Joshua they would not do: they adopted the ways of the idol-worshipping people of Canaan, married them, and eventually worshipped idols themselves.
7. There were many things and places in the Promised Land to remind the people to be faithful to God: the battlegrounds all over Canaan where Joshua had led them in battle, the large stone Joshua put under the oak tree, the twelve stones that were set up when the Israelites crossed the Jordan River, Joshua’s words which were written down, the grave of their ancestor Joseph, the Ark of the Covenant, and many other things. After carrying Joseph’s bones with them for 40 years through the wilderness, they finally buried Joseph in “the family plot” in Canaan. The grave was a great reminder of how one man lived in a difficult place, but still was faithful to God.
8. The people needed reminders, and so do we. Today, reminders for us to be faithful include the Bible, the cross of Jesus, the Lord’s Supper, the lives of different people in the Bible, etc. In everything we do, God wants us to **remember** what He has done for us and always be faithful (i.e., to choose to serve and obey Him).



**RECOMMENDED READING FOR TEACHERS:** See the article “[Hidden Hittites](#)” by Kyle Butt on the Apologetics Press Web site for a response to the claim that the Hittites (Joshua 24:11) never actually existed.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[Joshua’s Final Instructions Coloring Sheet](#)” (provided in activity sheets)
- “[House and Memory Verse Activity](#)” (provided in activity sheets): Have a page for each child with the outline of a house drawn on it, along with the memory verse. Let the children draw their family members in the house.

**1st-2nd Graders:**

- Tic-Tac-Toe, Hang Man, or other game to play on the board, reviewing facts from all the lessons in this series.
- “[Joshua’s Final Instructions Matching Activity](#)” (provided in activity sheets)
- Sword Drill: Write the following verses on small cards: Psalm 119:11; 2 Timothy 2:15;

Deuteronomy 6:4-5; 31:23; Joshua 1:9; Proverbs 22:1; 3:7; Joshua 24:15. Give each student a verse and give them two to five minutes to find the verses.

- “[Joshua’s Final Instructions Crossword Puzzle](#)” (provided in activity sheets)

### 3rd-4th Graders:

- Tic-Tac-Toe, Hang Man, or other game to play on the board, reviewing facts from all the lessons in this series
- “[Joshua’s Final Instructions Crossword Puzzle](#)” (provided in activity sheets)
- “[Joshua’s Final Instructions Matching Activity](#)” (provided in activity sheets)
- Sword Drill: Write the following verses on small cards: Psalm 119:11; 2 Timothy 2:15; Deuteronomy 6:4-5; 31:23; Joshua 1:9; Proverbs 22:1; 3:7; Joshua 24:15. Give each student a verse and give them two to three minutes to find the verses. Discuss the verses as time permits.
- Have the children read Joshua chapters 23-24.

### SONGS:

#### “JOSHUA’S CHOICE”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

#### “GOD’S LITTLE CHILDREN LOVE LIVING RIGHT!” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Mammy’s Little Baby Loves Short’nin’ Bread”)

God’s little children love living, living,  
God’s little children love living right!

(REPEAT)

Get out the Bible, turn to the place,  
Gonna talk about Jesus and His saving grace!  
He is our Savior; He saved our race!  
Gonna spread Jesus all over this place!

(REPEAT FIRST STANZA)

**“CHOOSE YOU THIS DAY” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Are You Sleeping”)

Choose you this day,  
Choose you this day,

Whom to serve,  
Whom to serve.

As for me and my house,  
As for me and my house,

We’ll serve God.  
We’ll serve God.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Joshua's Final Instructions and Warnings

## Joshua 23-24



Old Testament 4  
Part 2: Joshua Leads God's People

## WEDNESDAY EVENING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Joshua 23-24; Luke 9:23; 14:25-27; Matthew 6:24

### MEMORY WORK:

YOUNGER CHILDREN: "But as for me and my house, we will serve the Lord" (Joshua 24:15b).

OLDER CHILDREN: "[C]hoose for yourselves this day whom you will serve... But as for me and my house, we will serve the Lord" (Joshua 24:15).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Joshua's Choice"](#)
- ["God's Little Children Love Living Right!"](#)
- ["Choose You This Day"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of the Bible, the cross, the Lord's Supper, and other things that remind us of God's many gifts to us
- Pictures of idols, video games, sports figures, and other things that distract us from God





## PERSONAL APPLICATION:

God wants us to remember what He has done for us, and to choose every day to serve Him.

## INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under “O.T. 4 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Spend time reviewing the books of the Bible and the memory verse for this lesson.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

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