

**Week One: Crossing the Jordan**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

Teacher Note: Before class, cut red ribbon or yarn into pieces approximately seven inches long.

As a way of introducing today's lesson about Rahab and the Israelite spies that she helped, your students will make bookmarks out of red cord. Give each student three pieces of the red ribbon or yarn that you cut before class and place bowls of beads on the table. Instruct the students to tie the three pieces of cord to a bead and then begin braiding the pieces together. It may be easier to braid if the bead is taped to the table. You may need to demonstrate how to braid.

As the students are working on their braids, introduce today's lesson to them. Briefly tell them about Rahab, a woman who showed great trust in God by helping two Israelite spies. Explain that in today's Treasure Story, they will learn that a red cord was the signal that would save Rahab when the Israelites took over her city. The spies promised to protect her family because she protected them when they were spying out the Promised Land.

Once the students are finished with their braids, let them tie the loose ends around another bead and use the braided cord as a bookmark.

Supplies Needed: Red ribbon or yarn, scissors, bowls, beads, tape

**Week One: Crossing the Jordan**

**Reinforcement Activity: (10-15 minutes)**

Play a review game with your students. As you ask each question below, instruct your students to jump up when they know the answer to a question. Then invite everyone standing to say the answer together. Ask the following questions:

- 1) Who became the leader of Israel after Moses died? (Joshua)
- 2) Why did God say that Joshua did not need to be afraid? (In Joshua 1:9, God told Joshua that he would always be with him.)
- 3) What was the name of the woman who helped hide the Israelite spies? (Rahab)
- 4) What did Rahab put in her window so that her family would be safe? (a red cord)
- 5) What was the name of the river that God parted for the Israelites so that they could enter the Promised Land? (the Jordan River)
- 6) What were the Israelites following as they finally entered the Promised Land? (the ark of the covenant)
- 7) Who came to earth to rescue us from our sin? (Jesus)

**Week One: Crossing the Jordan**

**Treasure Verse Learning Activity: (10 minutes)**

Today's Treasure Verse is Joshua 24:15b: "Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD." Write the verse on the board and read it together as a class. Tell your students that they are going to act like a radio as you control their volume. As they read the verse, you will raise and lower your arm. When you raise your arm, the students should get louder as they say the verse. When you lower your arm, the students' volume should get softer. Continue to play this game until your students can say the verse from memory.

Supplies Needed: Whiteboard, dry-erase marker

**Week One: Crossing the Jordan**

**My Mission Activity: (10 minutes)**

Teacher Note: Before class, you will need to gather many small stones. These can be purchased at a hardware store or local craft store.

Tell your students that their mission this week is to trust God with their fears and worries. Read Joshua 4:4-7 to your students and discuss why it is important to remember what God has done in our lives.

Give each student a sheet of green cardstock, blue construction paper and brown construction paper. Also give them several small stones. Instruct your students to cut the blue sheet of construction paper in half lengthwise and then fold each half of the page in half in the other direction. They will then glue the folded pieces of blue paper to the green cardstock so that the two pieces of blue paper open toward one another. This way, the blue construction paper should be able to open and close as if the Jordan River is being parted.

Then instruct the students to open the river and cut the sheet of brown construction paper so that it covers the inside. They will then glue the brown construction paper to the page and glue the small pebbles onto the brown paper. The stones will be visible when the students part the Jordan River. Encourage your students to take their rivers home and share with a family member how important it is to trust God.

Supplies Needed: Green cardstock, blue construction paper, brown construction paper, small pebbles, scissor, glue

**Week Two: Jericho's Walls Come Down**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

Begin by setting out several sheets of colored construction paper, scissors, glue and markers on the table. As the students arrive, invite them to cut at least 15 rectangles out of the construction paper. Each rectangle should be about three inches long and two inches tall. You may wish to cut out a few examples for the students to trace. Tell the students that the rectangles will represent bricks. They will glue the bricks onto another sheet of construction paper to form a wall. Show them how to stack the bricks so that they look like a wall across the bottom of the page.

At the top of the page, instruct the students to write, "Shout, for the LORD has given you the city" (Joshua 6:16b). Introduce today's lesson by discussing how the Israelites marched around the mighty walls of Jericho for seven days because they were following God's commands.

Supplies Needed: Multiple colors of construction paper, scissors, glue, markers

**Week Two: Jericho's Walls Come Down**

**Reinforcement Activity: (10-15 minutes)**

On the whiteboard, draw a wall made up of about 10 bricks. Tell your students that you are going to ask them questions to review today's Treasure Story. If they know the answer, they should raise their hands. Call on different students to answer each question. Let each student who answers correctly erase one of the bricks from the board as they "tear down the wall."

- 1) What was the name of the city that God told the Israelites to march around? (Jericho)
- 2) How many days did the Israelites walk around Jericho? (seven)
- 3) What instrument did the Israelite priests carry? (trumpet)
- 4) What did the Israelites do on the seventh day after they heard the loud trumpet blast? (They all shouted.)
- 5) Whose family was saved when Israel took the city of Jericho? (Rahab)
- 6) What promise did God give us in John 3:16? (Whoever believes in Jesus will have eternal life.)
- 7) Is God always faithful? Does he always keep his promises? (Yes!)
- 8-10) Ask three people to share a way that God has been faithful to them.

Supplies Needed: Whiteboard, dry-erase marker

**Week Two: Jericho's Walls Come Down**

**Treasure Verse Learning Activity: (10 minutes)**

Today's Treasure Verse is Joshua 24:15b: "Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD."

Write the verse on the board and say it once together as a class. Then have your students march around the room as if they were the Israelites marching around Jericho while they say the verse. As they become more comfortable with the verse, allow them to play "Follow the Leader" as they continue to repeat the verse.

Supplies Needed: Whiteboard, dry-erase marker

**Week Two: Jericho's Walls Come Down**

**My Mission Activity: (10 minutes)**

Gather your students in a circle. To begin this activity, write "T \_ \_ \_ T" on the board and invite the students to guess what the word is. Give them hints from the story like "Joshua had this as he led the Israelites around Jericho," or "The Israelites showed this as they obeyed God and marched around Jericho."

After the students have correctly guessed that the word is "TRUST," ask them what it means to trust God. As a class, list some things we all trust in every day. We trust the sun to rise and set. We trust microwaves to warm up our food and for gravity to hold us to the earth. There are many things we trust each day without even thinking about them.

Ask the students again what it means to trust God. Can we trust him to save us from our sin? Yes! We can trust him to save us from sin through his Son Jesus. Can we trust him to give us hearts that want to love him and obey him? Can we trust him to give us the courage to do something scary? Can we trust him to hear our prayers?

We can trust God completely. God may not always do what we want him to do, but he always does what is best and what will help us grow to be more like Jesus. The students' mission this week is to spend time in God's Word getting to know him so that they can trust him more and more.

Supplies Needed: Whiteboard, dry-erase marker

**Week Three: The Sin of Achan**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

Today's lesson focuses on God's faithfulness despite man's unfaithfulness. For this activity, the students will make a bookmark illustrating this truth. Give each student a half-sheet of cardstock. Instruct them to cut the page into a bookmark. Write this text on the board: "God is always faithful." Instruct your students to write the phrase on their bookmarks and decorate them using stickers, markers and other embellishments.

When they have finished decorating, provide clear contact paper for them to use to laminate their bookmarks. Finally, instruct them to use a hole punch to make a hole at the top of the bookmark and thread several pieces of yarn through the hole as a decorative tassel.

Encourage them to place their bookmarks in their Bibles. The bookmarks can help remind them of God's faithfulness.

Supplies Needed: Cardstock, scissors, markers, stickers, clear contact paper, hole punch, yarn

**Week Three: The Sin of Achan**

**Reinforcement Activity:** (10-15 minutes)

To illustrate how important it is to listen to God's instructions and commands, play a game of "Simon Says," but substitute the name Simon with Joshua. Tell your students that they will need to pay close attention and only do what you say when you say, "Joshua says . . ." Speak quickly and try to make it challenging for your students to follow your instructions.

Once you have finished the game, discuss how hard it is to obey God on our own power. It is impossible to do all that God asks of us without the Holy Spirit. We need Jesus to help us. Remind your students that Jesus wants to give us hearts that desire to obey him, and he wants to give us the strength to obey him.

**Week Three: The Sin of Achan**

**Treasure Verse Learning Activity:** (10 minutes)

Today's Treasure Verse is Joshua 24:15b: "Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD."

Write the Treasure Verse on note cards so that there are several words on each card. Tape one card to each student's back. Then ask them to work together to put themselves in the correct order. Once they are in the correct order, instruct them to say the verse together.

Supplies Needed: Note cards, marker, tape

**Week Three: The Sin of Achan**

**My Mission Activity: (10 minutes)**

Teacher Note: It may be helpful to practice this object lesson before class. Be sure to use plastic, lightweight buttons that will float to the surface.

The students' mission this week is to spend time each day with the Lord asking him to make them aware of their sin. Discuss the importance of confessing and repenting of sin. Even when we think that no one knows what wrong things we have done, sin has a way of being made known. And even if no person ever knows what we have done, God knows all things.

Illustrate this truth with an object lesson. Pour half of a can of dark-colored soda into a clear cup. Tell your students that the cola represents our hearts. Hold up a small plastic button. Tell your students that this button represents a "little" lie they told someone. Hold up another button and say that this button represents a quiz they took when they looked at their classmate's answers. Hold up a third button and say that this button represents a time when they watched a TV show they knew their parents did not want them to watch.

Next, drop the buttons into the cola. Point out to the students that the buttons are hidden when you first drop them into the cup. Sometimes it may seem at first like our sins are hidden. However, our sins have a way of coming to the surface, just like the buttons will eventually float to the surface. Show the students that the buttons are beginning to float to the surface.

Once we have sinned, we need to confess that sin, ask Jesus to forgive us and ask him to help us not give into that sin the next time we are tempted. Take the buttons out of the soda with a plastic spoon. God has promised to forgive us of our sins if we confess them to him. He takes our sin away. Encourage your students to spend time this week asking God to reveal their sin to them and then to confess that sin.

Supplies Needed: Dark-colored cola, a clear cup, three small plastic buttons, plastic spoon

**Week Four: The Land Conquered and Divided**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

Today your students will learn about how the Gibeonites deceived the Israelites. As a way to introduce the story and illustrate that things are not always as they seem, your students will make something new seem old and worn.

Give each student a new brown paper bag and set out scissors and darkly colored markers. Instruct your students to cut a few small holes in their bags and add markings to look like scuff marks and dirt. Then tell them to spend several minutes crumpling their bags so that they become nearly as soft as cloth. When they have finished, ask them if they would trust their bags to hold an entire lunch.

Even though they just received their bags, the bags now look very old. The Gibeonites tricked Israel by pretending that their supplies were very old. Yet if the Israelites had asked God what to do, they would not have been tricked by the Gibeonites' scheme.

Supplies Needed: New brown paper bags, scissors, darkly colored markers

## **Week Four: The Land Conquered and Divided**

### **Reinforcement Activity: (10-15 minutes)**

Teacher Note: Bring from home one dress shirt or jacket and an old T-shirt to class.

Introduce this activity by reminding the students that God alone can change our hearts. Even though the Israelites were now in the Promised Land, they still need God to change their hearts. Gather the students in a circle and ask for two volunteers. Give each volunteer one of the shirts you brought from home and ask them to put on the shirts over their clothes. Ask the class to describe each shirt. Explain that the dress shirt represents living in the Promised Land and the old T-shirt represents wandering in the wilderness. Then ask the students to switch the outer shirts so that the student who had the old T-shirt is now wearing the dress shirt and vice versa.

Ask the class what is different about the students now that they have switched shirts. Did anything inside of the volunteers change? Did they become different people when they changed shirts?

The volunteers' hearts did not change just because they changed their clothing. In the same way, the Israelites did not change on the inside when they finally entered the Promised Land. Like the Gibeonites, people can try to change their outside appearances. Since only God can see a person's heart, we may even be tricked into thinking that a person is something they are not. Ask the students these two questions:

- What are some things that might look good on the outside even though they are bad for us?
- What are some things that might not look very good on the outside but are actually good for us?

We need to depend on the Lord to give us wisdom. James 1:5 says, "If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him."

Teacher Note: If time allows, also share this object lesson with the students. You will need a container of small, clean rocks and a container of candy. Do not let the students see the container of rocks.

Show your students the container of candy and inform them today is prize day. First, instruct your students to close their eyes and hold out their hands. Explain that you will pass out the candy, but they must wait patiently and keep the candy on the palms of their hands with their eyes closed. Then the entire class will enjoy the prize together.

As the students sit with their eyes closed, pass out the small rocks instead of candy. Place a rock on each student's hand and remind them to keep their hands open. If possible, have multiple teachers placing rocks on the students' hands so that each student receives a rock before the others realize they have been tricked.

When you have finished passing out rocks, ask the students to open their eyes. Ask them what it feels like to be tricked.

As you hand out a real piece of candy to each student, explain that Israel knew all about being tricked. When Israel failed to consult with God, it was easy for other nations to trick them.

Supplies Needed: A dress shirt or jacket, old T-shirt, container of candy, container of small, clean rocks

**Week Four: The Land Conquered and Divided**

**Treasure Verse Learning Activity: (10 minutes)**

Today's Treasure Verse is Joshua 24:15b: "Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD."

Encourage your students to find today's Treasure Verse in their Bibles and read it together. This is the last week with this Treasure Verse. To see how well your students know this verse, play a game of "Four Corners" with your students. Number each corner of the room. Explain that you will close your eyes and count to ten while your students choose a corner to stand in. They can spread out among the corners or travel in small groups. Before you open your eyes, call out the number of one of the corners. When you open your eyes, any student standing in the corner you named will recite the verse. Continue playing several times so that all the students have a chance to say the verse.

## **Week Four: The Land Conquered and Divided**

### **My Mission Activity: (10 minutes)**

Teacher Note: During this activity, you will be describing a picture for your students to paint. If possible, bring to class a picture of a famous painting. Then you can describe the painting to the students, but do not let them see it until they have finished their own works of art.

This activity is designed to help your students understand how important it was for the Israelites to listen to and completely obey God's commands as they entered the Promised Land. Their mission for the week will be to learn to recognize God's voice so that they can obey his commands.

Tell your students to pretend that you are a famous artist and that they are your art students. They will need to listen carefully as you tell them how to draw a landscape scene. Explain that you will walk them through the process of drawing the picture, but you will not be drawing the picture for them. Give the students a sheet of white paper, pencils, paintbrushes and watercolor paints to create their own masterpieces.

Begin to describe the picture in the painting you brought to class. If you were unable to bring a copy of a masterpiece with you, decide ahead of time what scene you will describe: a beach scene, mountain scene or a forest scene. Do not tell your students what the finished product will be. Instead, simply begin describing each part of the picture. Your instructions will need to be specific. For example, you may say, "Draw a straight line one inch from the bottom of the page," or "There is a moon in the top right corner of this painting."

Once you have finished giving instructions, ask your students to display their artwork. Although the paintings will be similar, each painting will probably be unique. If you were describing a particular painting, show the students what the original work of art looked like. Ask if any one forgot to do a step. If so, do those students' paintings look even more different?

Compare this activity to Israel's need to listen to God's commands and obey him. God had a perfect plan for what life would be like for the Israelites in the Promised Land if they would obey him. When the Israelites disobeyed God by letting the Gibeonites remain in the Promised Land, God let the Israelites experience the negative consequences of their disobedience. Life in the Promised Land would forever be changed because of their decision not to obey God completely.

The students' mission this week is to spend time reading God's Word so that they will begin to know his voice. As we read God's Word, we begin to understand his will for us. We are able to more quickly recognize when God is speaking to us so that we can obey his commands. Encourage the class to listen carefully for God's voice and his directions. Ask him to give us hearts that want to obey him.

Supplies Needed: A picture of a famous work of art (optional), white paper, pencils, paintbrushes, cups of water, watercolor paints

**Week Five: The Judges of Israel**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

As the students begin to arrive, write the following references on the board:

- 1) Genesis 12:1-3
- 2) Exodus 33:11a
- 3) Genesis 41:39
- 4) Judges 6:11-12
- 5) Genesis 7:1
- 6) Joshua 1:1-3
- 7) Genesis 32:28

Instruct your students to copy the references onto a sheet of paper. Then give them time to look up each verse. As they find the references in their Bibles, they will write down the Bible character mentioned in each passage. Walk around the room and help any students who may have trouble finding the verses. Explain that the men in each of these passages were ordinary men called to do extraordinary things through God's power in their lives.

Here are the answers:

- 1) Abraham
- 2) Moses
- 3) Joseph
- 4) Gideon
- 5) Noah
- 6) Joshua
- 7) Jacob/Israel

Supplies Needed: Whiteboard, dry-erase marker, paper, pencils

**Week Five:** The Judges of Israel

**Reinforcement Activity:** (10-15 minutes)

To reinforce today's Treasure Story, the students will act out the story of Gideon. Divide your students into small groups and encourage them to make up a skit that tells Gideon's story. They may use Judges 6-8 as a reference. Summarize the story again for younger students who are not able to read well. Remind them that Gideon was not a very important person, but God used him in a mighty way. Gideon asked God for signs that God would be with him. God made the ground dry and the wool wet. Then he made the ground wet while keeping the wool dry. Remind them that Gideon had an army of 32,000 men, but God took the number down to 300 and used those few men to defeat a much larger army.

Allow your students to choose how they will act out the skit. They can perform a play, use puppets or pantomime. Encourage them to be creative but to stick to the facts of the story.

**Week Five: The Judges of Israel**

**Treasure Verse Learning Activity: (10 minutes)**

Today's Treasure Verse is 1 Samuel 12:24: "Only fear the LORD and serve him faithfully with all your heart. For consider what great things he has done for you." Encourage your students to find the verse in their Bibles and read it together as a class. Pass out paper and markers and instruct your students to illustrate the verse. They may choose to color a picture, draw a cartoon, use stick figures or any other creative way to illustrate the truth of the verse. They may choose to illustrate some of the great things they have learned that God did for Israel. After they finish, give them time to share their drawings with the class.

Supplies Needed: Paper, markers

**Week Five: The Judges of Israel**

**My Mission Activity: (10 minutes)**

The students' mission this week is to ask the Lord to keep them focused on him instead of the world. Explain that when you say "the world," you are talking about all of the things around us that influence how we think and feel. "The world" can refer to what other people say is "cool" or important. People who are "of the world" are not living for the kingdom of heaven; they are more interested in what this world has to offer. Listening to what the world says will lead to sin and disappointment. Listening to God will lead to life and hope.

To illustrate this truth, lead your students in a listening game. Ask for a volunteer to be blindfolded while the rest of the class forms a circle around him. The students in the circle will say the word "world" over and over again. Stand in the circle with the students and say "God" repeatedly. All of you should speak in a normal voice and at the same volume. The blindfolded student will need to listen carefully and discern who is saying "God." They will then point to or walk to you. Once the blindfolded student has figured out where you are in the circle, he will join the circle. Choose another volunteer to wear the blindfold and allow a student to take your place as the one to say "God."

After a few students have had a chance to play, discuss the importance of listening for the voice of God above all the other voices that call out to us. Encourage them to spend time reading their Bibles, praying and listening at church so they will be able to better recognize God's voice.

Supplies Needed: Blindfold

**Week Six: Life Without God As King**

**Early Arrival Activity:** (15 minutes or until all your students arrive)

Last week, the students learned about the pattern of sin that gripped Israel. The Israelites turned away from God to worship idols, suffered because of their disobedience, cried out to God and turned back to him when he sent them a judge to point them back to him. But the Israelites would turn away from God again as soon as the judge died, and the pattern would then repeat.

This week, the students will see that the Israelites fall deeply into sin when there are no more judges to rescue them. As a way to introduce the story and to remind them of Israel's pattern of sin, invite your students to create their own patterns. Provide them with various materials such as construction paper, markers, stamps, tape, glue and craft sticks. Explain that a pattern is a series of objects that repeat in a certain order and encourage them to create their own patterns out of the materials provided. They may choose to draw a pattern, use construction paper to weave a pattern, make a pattern out of craft sticks or any other way they choose.

As they are working, discuss Israel's pattern of sin. Remind them that only Jesus can break the pattern of sin.

Supplies Needed: Construction paper, markers, stamps, tape, glue, craft sticks, other craft supplies

**Week Six: Life Without God As King**

**Reinforcement Activity: (10-15 minutes)**

Teacher Note: For this activity, you will need two large books of equal thickness, one sheet of paper and a cup filled halfway with water. Be sure to practice this activity before class.

Use this object lesson to reinforce that our strength comes from knowing God. Gather the students around a table and place two books on the table about six inches apart. Then place a sheet of paper across the books to make a bridge. Ask the students what makes someone a strong Christian. Display the cup and explain that the cup with water represents the world. Inside the world is sin, temptation, suffering, the influence of other people and hard things to deal with. We can call all of those things “the world.”

Next, hold up the sheet of paper to represent a Christian (someone who believes and trusts in Jesus). Do the students think this person (the paper) will be able to stay strong under the weight of the world and all the hard things in the world? No, of course not. This Christian will fall under the weight of all the pressure. (Place the cup on the piece of paper and show the students that it does not hold the cup.) But what if we made the Christian stronger? How does a Christian grow stronger in their faith?

As the students begin to list different ways to grow in Christ, remove the paper and begin folding the page back and forth like a fan so that it will resemble an accordion when you are done. The smaller and more uniform the folds, the better this activity will work. Here are some ways that we grow stronger as a Christian:

- Reading the Bible
- Praying every day
- Worshiping God
- Listening to God
- Serving God by helping others
- Coming to church
- Memorizing Bible verses
- Being around other Christians

When you have finished folding the paper into a fan shape, say, “Now we have a much stronger Christian. Let’s put him back and see if he can stand up to the pressures of the world.” Once again, place the paper on the books to form a bridge. Place the cup on the folded paper and show the children that the paper now supports the cup.

God wants you to grow in him. As you spend time with God, he will give you the strength you need and shine through you as a light to the world.

Supplies Needed: Two large books of equal thickness, one piece of copy paper, cup filled halfway with water

**Week Six:** Life Without God As King

**Treasure Verse Learning Activity:** (5-10 minutes)

Today's Treasure Verse is 1 Samuel 12:24: "Only fear the LORD and serve him faithfully with all your heart. For consider what great things he has done for you."

Write the Treasure Verse on the board. Use an inflatable ball to help the students learn the verse. Ask the students to sit on the floor in a circle and begin tossing the ball to the students. As they catch the ball, they will say the next word in the verse until the class has completed the verse. Repeat the game several times until your students can say the verse without looking at the board.

Supplies Needed: Whiteboard, dry-erase marker, inflatable ball

**Week Six: Life Without God As King**

**My Mission Activity:** (10 minutes)

The students' mission this week is to spend a few minutes every day strengthening their spiritual muscles. Discuss ways that we can grow to be spiritually strong. Explain that we can grow by reading the Bible, praying, going to church and being around other Christians. While physical strength and spiritual strength are different, they both require training to build our "muscles."

To reinforce the concept of strength training, time your students to see how many jumping jacks they can do in one minute. How many push-ups and sit-ups can they do in one minute? Then write the following Scripture references on the board: Joshua 1:8, Psalm 119:11, Romans 8:38-39, Ephesians 2:4-5, Philippians 4:13, Revelation 1:7, Genesis 3:15, Isaiah 40:31, 1 John 1:9 and Proverbs 3:5-6. See how many of the verses your students can find in one minute.

After the exercises are done, remind your students to train their spiritual muscles this week as they spend time with the Lord.

Supplies Needed: Whiteboard, dry-erase marker