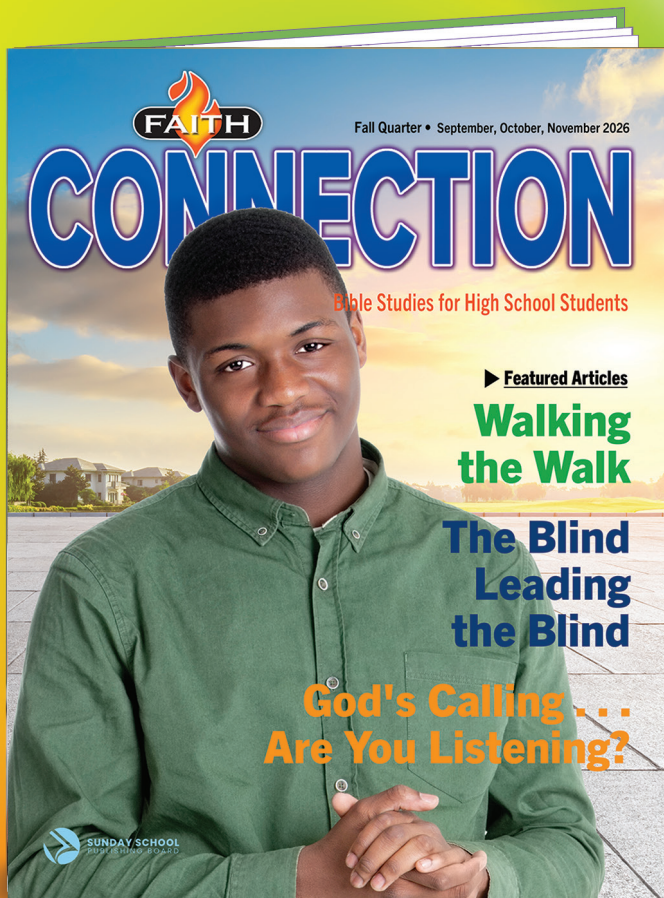


FAITH YOUTH TEACHER'S GUIDE

for Middle School and High School Students





Faith Series YOUTH Teacher's Guide

For Middle School and High School Students

Fall Quarter: September, October, November 2026

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***A Notice on Web sites and QR Codes:** Any Web sites or QR Codes listed in this book were reviewed and found to be active and appropriate for the lessons at the time this resource was developed. Unfortunately, these things change constantly, so we highly recommend that you review these sites prior to class to ensure that they are still live and appropriate for youth.

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Letter to the Teacher

Dear Teacher,

Blessings to you! Sunday school continues to be one of the church's most important avenues for changing lives and impacting families, communities, and the world with the Gospel of Jesus Christ. I thank God for your commitment to this labor of love—nurturing spiritual growth in our teens. My prayer is that you and your students will have many meaningful encounters with each other, the curriculum, the Word, and the presence of the Holy Spirit. As you study and teach others, may God also impart a very special blessing to your life. Welcome to an exciting new quarter!

Go with God!

A PREVIEW OF THE CONTENTS OF EACH LESSON ARE AS FOLLOWS:

Layout of Middle/High School Student Lesson:

Wake Up!/Reflect: The contemporary story that expresses youth concerns and offers a thought-provoking question that should highlight a Christian response.

Word Up/Inspect: The lesson's Scripture passage.

Work Out/Intersect: Explanation of the lesson Scripture.

Inside Out: Offers questions that relate to the biblical text.

There's an App for That!: Applies the Scripture to the lives of youth today.

Walk Out/Connect: Links the biblical text to youth personally.

Stepping Out!: Challenges youth to put action to their faith.

It's Game Time! (Middle School Only): Provides youth with an activity or assignment that is tied to the lesson.

Media Mission: Provides youth with an online link to help enhance the main theme of the lesson.

Layout of Teacher Lesson for Middle/High School Students:

***Preparing to Teach:** Instructions for teachers to help them prepare to teach the lesson.

***Lesson Overview:** Overview for the lesson.

***Introduction (Status Update):** Check in with the students to get their status and provide an intriguing question to open up the lesson.

***It's Go Time!:** An illustration, a game, or an activity used to lead into the lesson.

Wake Up!/Reflect: Correlates with the contemporary story in the student book that highlights a particular youth topic.

Word Up/Inspect: The point in the lesson where the class reviews the lesson Scripture.

***Back Up:** Background information on the lesson Scripture.

It's Text Time!: The lesson's Scripture passage.

Work Out/Intersect: Correlates with the explanation of the lesson Scripture in the student book.

Inside Out: Correlates with the section in the student book which offers Scripture interpretation.

There's an App for That!: Correlates with the section in the student book that applies the Scripture to the lives of youth today.

Walk Out/Connect: Connects the Scripture to youth personally.

Stepping Out!: Correlates with the section in the student book that challenges youth to put action to their faith.

It's Game Time! (Middle School Only): Provides youth with the answers to the activity or assignment given.

Media Mission: Correlates with the section in the student book that provides youth with an online link to help enhance the main theme of the lesson.

*(*Teacher book only)*

Preparing to Teach

The Teacher's Lesson Plan

Adequate preparation is essential to teaching Bible study. It begins with a close relationship with the LORD and constant dependence upon Him for wisdom and direction. Pray for God's guidance in your life as you prepare to study the Word of God. Read and meditate on the lesson's Bible passage. Ask God to give you insight on presenting concepts that will impact the students and help them apply the Scripture to their lives. Seek God's guidance for each teaching experience.

The Resources

- *Bible Studies for High School Students*
- *Bible Studies for Middle School Students*
- New International Version (NIV) Bible
- Secondary Bible translation for comparison, such as the King James Version (KJV)
- *Townsend Press Commentary* (for expanded lesson exposition)

Note: *Be sure that everyone in the class, including visitors, has a personal copy of the student book.*

Youth Teacher's Guide

This teacher's book equips you to guide youth along their journeys. It includes the basic information needed for each session and a complete session plan for each week. Each teacher needs a personal copy of this teacher's guide and a copy of the student book (*Middle School* or *High School*).

What You Will Need

- Teacher's guide and student book
- *New International Version* of the Bible
- Bible dictionary and Bible encyclopedia (with maps)
- A regular dictionary
- A Bible study Web site (such as **www.studylight.org** or **www.blueletterbible.org**) will supply a Bible dictionary and encyclopedia.
- Pencils/pens, markers

- Eraser
- Dry-erase board, large paper, or poster board

Prepare for Each Session

1. At the beginning of each unit, make a copy of the devotional calendar for youth to take home for their weekly devotional time with God.
2. Be sure to read the teaching tips for teens that will provide insight into how to teach this age level.
3. Be sure to clearly convey to the students the day's lesson focus or overview that students should remember on their way home.
4. To prepare to lead, you must also have a copy of the student book in order to familiarize yourself with the contemporary story, Bible exposition, and interactive questions.
5. Decide which teaching method or model you will use for that week's lesson. Remember the various learning styles. Some students learn visually (by seeing), some learn auditorily (by hearing), and some learn kinesthetically (by doing).
6. Periodically evaluate your teaching methods by reflecting on student involvement, student interaction, and student inquiry of the lesson.
7. Refer to the lesson guide explanation (on the next page) for the contents of each section.
8. Remember to prepare early so that you can be ready for this age group!

One Final Word

Plan carefully, but be spontaneous. Generally, you need to have a carefully developed plan in mind as you begin each session. At the same time, a lively study can take on a life of its own. Listen for the deeper questions that your students may raise. Some of those questions may lead you and your group to even greater depths than those you have planned or we have offered in this guide. Expect the Holy Spirit to give you unique and creative ways to teach.

Lesson Guide Explanation

The *Middle School* and *High School* quarterlies were developed with both students and teachers in mind. This teacher guide will introduce you to each element of the lesson's structure.

***Teacher book only**

***PREPARING TO TEACH**

This section provides you (the teacher) with instructions for how to prepare for the lesson. Some preparations might need to be known and completed before class. For example, it will help provide any directives that you will need to know, such as downloading online information, printing handouts, messaging the students to remind them about the week's lesson, and so forth.

***LESSON OVERVIEW**

This section explains the overview of the day's lesson and what your students should learn as a result of that particular lesson. It will indicate the key points and what your students should take away from the lesson.

***INTRODUCTION**

***STATUS UPDATE (check-in)**

This section will help you get a status update on your students before you begin teaching the lesson. It will provide an intriguing question or statement related to the week's lesson.

***IT'S GO TIME! (illustration)**

This is a great opportunity to get your students moving and thinking, and to draw them into the lesson. The lesson may provide an illustration, a game, or an activity that relates to that week's lesson.

WAKE UP! / REFLECT (10 minutes)

This section is the contemporary story (in the student book) that addresses a topic relevant to teens and gets them thinking about tough issues in life and finding a faith-based response.

WORD UP / INSPECT (10 minutes)

This section in the student book is the Scripture passage for the lesson.

***BACK UP! (background)**

Each week, you will be provided with background for the scriptural lesson. These contextual clues will help you back up and take a broader view of the passage so that you and your students can understand the Scripture historically. But, more importantly, the background information will also help you convey the Scripture's continued relevance for the present day. You do not have to use all of this information in your teaching, but we do encourage you to take a few minutes in your meeting in order to set the stage for the passage that you will be working with as a group.

Lesson Guide Explanation

***IT'S TEXT TIME! (Scripture)**

This section (of this manual) contains the lesson's scriptural passage. However, you may consider studying another one or two translations in preparation for leading. You might even have other translations available for your students to read through when you meet.

WORK OUT / INTERSECT (10 minutes)

The purpose of this section is to examine the intersections of the passage. What is the passage about? How was it heard at the time? How does it apply now?

INSIDE OUT (interpretation)

In this section, the class will examine the passage from the inside out. Ask your students to consider what it meant for those who first experienced or heard it (putting the text in context). This section will provide thought-provoking questions about the Scripture.

THERE'S AN APP FOR THAT! (application)

Just like we can find an app for just about anything we want to do with our phones, every Scripture passage has an application for the present day. Help your students apply the passage to the present day.

WALK OUT / CONNECT (10 minutes)

The purpose of this section is to prompt teachers and students to think about how the Scripture connects to the students personally. How does it connect to their daily lives in general, and specifically to the upcoming week(s)?

STEPPING OUT! (challenge)

The challenge will dare your students to live out that week's lesson *right now*. Remind the students that the best way to accomplish these challenges is by walking in the way of Christ. How would Christ Himself respond to the challenge?

IT'S GAME TIME! (activity) {Middle School Only}

Only middle school students will have an activity (such as a word search, crossword puzzle, fill-in-the-blank activity, etc.) that uses words defined in the lesson.

<MEDIA MISSION> (after you meet!)

Finally, the purpose of this section is to explain the media mission. Ask your students to find their own examples of a Web site, video, or song that relates to that week's lesson.

Tips for Teaching Teen Bible Study

➤ **Be real with teens.**

- Don't talk *at* them—talk *to* them. Be inclusive, not demeaning. Use language such as “we” and not “us versus them” (adults versus teens). Be real with them and listen to their stories and things that affect them, without violating their trust.
- Don't teach as though youth are a problem and they need to correct themselves. Talk to them honestly about life issues in order for them to guide their own thoughts and development.

➤ **Understand their developmental stages.**

- Understand the basics of adolescent growth and development.
- Know methods and strategies that are effective for their age group. This time is a challenging and confusing—but also a very exciting—time of their lives.
- Organize and channel their growth and development. They are not adults. They have energy and excitement. They come from a different generation, which means they use a different language.
- Don't disrespect them. Help them learn lessons in life. Take them on a journey. Do not reprimand.

➤ **Know youth culture.**

- Know what can influence their faith (e.g., peer pressure, social media, TV, music, movies, schools, social organizations, other adults, and parents).
- Pressure to conform to peers or society can include influence from friends with different views, friends from other religions or Christian denominations, TV, music,

movies, schools, recreational activities, sports teams, social groups, school activities, and the church.

- Be prepared. Preparation is the key. Be informed. Be ready for youth! Your role as teacher is a critical role in shaping how teens apply their faith to their lives. Make a difference!
- Be creative in your teaching approaches. Creative teaching requires using multiple learning styles and methods that include media.

➤ **Know the focus of your lesson.**

- Clearly state lesson objectives, goals, and major theme or take-home messages. Lesson goals and objectives should stand alone each week in case students don't go to Sunday school consistently.
- Apply the biblical principles to the students' lives. Students learn when you apply the lessons to their lives and therefore make the Bible lessons come alive and be relevant. Share biblical truths with them with integrity. Remember that social issues present in the larger community are also present in the youth community.
- Teach with the goal of guiding their development toward critical thinking and how they can use their faith in action. Use relevant issues that affect their families and their lives.

REFERENCES:

Effective Teaching Practices for 21st Century Christian Educators, by Mary E. McConnell

Help! I Teach Youth Sunday School, by Brian Foreman, Bo Prosser, and David Woody

The lessons of this Fall quarter emphasize the impact of disobedience to God and the influence of God's anointed transforming the believer's landscape.

Unit I, "From Nomadic Tribes to Settled People," explores Israel's transformation from a nomadic people to a nation-state. To begin, God renewed His covenant with Joshua and a new generation of Israelites (lesson 1) in Joshua 1. In moving into the land (Joshua 4), Joshua led Israel to remember all the ways and times that God had provided for them, including crossing the Jordan (lesson 2). The book's core (chapters 6–12) outlines Israel's systematic defeat and destruction of other nations. This issue was problematic—as it had been used throughout the church's history to support imperialism and slavery. Lesson 3 offers an opportunity to unpack this violent narrative—the battles were not about Israel's destroying other nations but about God's fulfilling His promise of land (Joshua 11). While there is a thread of nationalism within the Bible, there is also a thread of universal love and acceptance, as represented by Rahab in Joshua 2–6 (see lesson 4). Lesson 5 concludes the unit with the end of Joshua's life in Joshua 24, where he urged the people to remember their identity and remain faithful as the people of God.

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|------------------------|--|
| L1. September 6, 2026 | Renewing Our Commitments (<i>The Covenant Continues</i>) Joshua 1:1-11 |
| L2. September 13, 2026 | Family Legacies (<i>Remember God's Actions</i>) Joshua 4:14-24 |
| L3. September 20, 2026 | Fighting among the Nations (<i>God's Complicated Promise</i>) Joshua 11:6-9, 16-23 |
| L4. September 27, 2026 | Joining Forces with Unlikely Allies (<i>God's Compassion for Rahab</i>)
Joshua 2:8-13; 6:16-17 |
| L5. October 4, 2026 | Do Not Conform to the World (<i>Radical Commitment to God's Way</i>) Joshua 24:18-27 |

Unit II, "Lacking Leadership and a Moral Compass," explores the theological and moral complexity of the book of Judges. Despite Joshua's warnings to remain faithful and remember their covenant identity, the Israelites fell into apostasy soon after his death. They recognized their sinful ways, repented, and called on God when trouble ensued. As soon as God intervened to save them, they turned away. Lesson 6 addresses the cyclical pattern of apostasy, repentance, and divine rescue that repeats throughout the book of Judges and is exemplified in chapter 2. Lesson 7 shows God's faithfulness in raising leaders despite Israel's unfaithfulness (Judges 3). Lesson 8 demonstrates the book's theme, "everyone did what was right in his own eyes," as depicted in chapter 17. Despite God's faithfulness, the people consistently fell back into religious impurity and lawlessness. The pattern of leadership in Judges highlights the fact that "Israel had no king," which ultimately formed the rationale for Israel's petition for a king in 1 and 2 Samuel.

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|----------------------|--|
| L6. October 11, 2026 | Choosing Badly (<i>God Works despite Evil</i>) Judges 2:6-15 |
| L7. October 18, 2026 | A Hero Who's Not a Hero (<i>God Works through Ehud</i>) Judges 3:15-23, 30 |
| L8. October 25, 2026 | Religious but Not Righteous (<i>God's Works Are Not Forgotten</i>)
Judges 17:1-6; 18:18-19, 27 |

Unit III, "Samuel: Prophet, Priest, Judge, and King Maker," centers on Samuel as a model of faithful leadership. Throughout Israel's history and into the New Testament, Samuel exemplifies one who walked faithfully with God (Jeremiah 15:1; Hebrews 11:32). Lesson 9 introduces Samuel (1 Samuel 3) as one who responded to God's call at an early age. Lesson 10 (1 Samuel 4) reflects Israel's continued struggle for control of Canaan. There is both spiritual and political significance to the Philistines' capture of Israel's sacred ark of the covenant. In the events of lesson 11 (1 Samuel 7), the Ark was recovered, which marked an occasion in which Samuel showed his capacity to serve as God's prophet and judge by calling Israel to spiritual renewal and military readiness. Lesson 12 brings the study to a pivotal moment in Israel's history (1 Samuel 16) as Samuel clandestinely anointed David as God's chosen king. The unit concludes by leaping forward to David's coronation and his capture of Jerusalem in 2 Samuel 5, establishing the city as Israel's enduring center of worship and governance.

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|------------------------|---|
| L9. November 1, 2026 | An Exemplary Discernment (<i>The Lord Calls Samuel</i>) 1 Samuel 3:8-20 |
| L10. November 8, 2026 | Leadership Run Amuck (<i>The Glory Departs</i>) 1 Samuel 4:12-22 |
| L11. November 15, 2026 | A Virtuous Leader (<i>Samuel: God's Prophet and Judge</i>) 1 Samuel 7:3-11, 15-17 |
| L12. November 22, 2026 | The Making of a King (<i>Samuel: A King Maker</i>) 1 Samuel 16:4-13 |
| L13. November 29, 2026 | Envisioning All-around Stability (<i>David's Coronation and Capture of Jerusalem</i>)
2 Samuel 5:1-12 |

Meet the Writers

Middle School Writer

Jennifer Strayhorn is a Christian who loves the Lord with all her heart, soul, and might! She received her BA from Valparaiso University and her Master of Divinity (MDiv) from Covenant Seminary in St. Louis, Missouri. Rev. Strayhorn became the Founder/CEO of HOPEBUILD, a nonprofit agency in St. Louis that promoted a healthy lifestyle for African Americans. Currently, she serves as the Minister of Christian Education at West Side Missionary Baptist Church. She has served in Women's Ministries, as a choir director, youth director, and Stephen's Minister, in Sunday school and the marriage ministry (co-led with husband), as VBS Director, and as an interim pastor. She is a Children's Hospital consultant and sits on their Faith Advisory Board. She was the first Teaching Director of an Inner-city location of Community Bible Study. She has been the proud wife of Deacon Euclid Strayhorn for forty-four years. They have been blessed with four children and five beautiful grandchildren. Her family is her greatest joy.

High School Writer

Corean Strong is a native of Vicksburg, Mississippi, and now resides in Douglasville, Georgia, where she is a member of Elizabeth Baptist Church. Ms. Strong has a Bachelor's degree in Computer Science from Jackson State University. She is the founder and president of NaeRoc Productions LLC, a faith-based theater company where she writes, directs, and produces Christian plays. Ms. Strong is the author of two published youth development books: *All God's Children Got Shoes*; and *Use David's Plan for Your Purpose*. Her involvement with children and youth includes teaching and directing children and youth choirs as well as teaching them to perform in theatrical presentations. Ms. Strong's spiritual request falls in line with Jabez's: "Lord, bless me and enlarge my territory."

Middle School

Teacher's Plans



September 6, 2026

**Unit I: From Nomadic Tribes to
Settled People**

Lesson
1

Youth Topic:

Renewing Our Commitments

General Lesson:

The Covenant Continues

Background Scripture: Joshua 1

Print Passage: Joshua 1:1-11



Key Verse: [The Lord said to Joshua,] “Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.” (Joshua 1:9)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, markers, index cards, large pieces of cardboard (large enough to make size 17+ shoes)
- Prior to class, write the instructions for how to draw the “Shaq-sized” shoe on the board or index cards for the “It’s Game Time!” activity.

LESSON OVERVIEW

God commissioned Joshua to assume leadership of Israel as successor to Moses, instructing him to be strong, courageous, and obedient to the Law—and in return, God would be with Joshua, granting him success in conquest.

INTRODUCTION (5 minutes)

STATUS UPDATE (check-in)

Before introducing your lesson, take some time to get a quick status update from your students—checking in with them to see how their week has been (and if anything new or exciting happened).

Status Update: WHAT’S ON YOUR MIND? “What commitments do you have this week? What plans do you have for this week?”

It’s Go Time! (illustration)

Get your students moving and thinking by using the following illustration, a game, or an activity that relates to this week’s lesson.

Consider using a “**Promise Keeper**” game to help the students understand God’s expectation that we honor our commitments. Divide the class into small teams and ask each group to create simple promises they can make to one another, such as listening respectfully when someone speaks or treating others with kindness.

Next, present brief scenarios where a promise is either kept or broken. Discuss what happened and how it affected others. Guide the students to connect these situations to Christian values such as integrity, faithfulness, and responsibility. Emphasize that honoring commitments reflects our desire to obey God.

WAKE UP! (10 minutes)

Have the students read this week’s contemporary story aloud; then, as a class, connect it to this week’s lesson.

After the story is read, relay that the story of Joshua touches on many themes, including renewed commitments and honoring commitments. The contemporary story is also about honoring commitments. Say, “As Keisha presented, honoring

vows is important. You know exactly where you stand and what your obligations are in that commitment.”

WORD UP (10 minutes)

Thoroughly pray for wisdom concerning the scriptural meaning of the Word and its delivery to the class. Make sure that you have Bibles or copies of the Printed Text(s).

Back Up! (background)

Here is some background for today's Scripture(s) that should be referred to throughout the teaching of this lesson—to set the stage for the passage(s).

God first established His covenant with Abraham, promising to make him the father of many nations and to bless the world through his descendants (see Genesis 12:1–3). This promise passed to Isaac, Jacob, and eventually to Jacob's twelve sons (the people of Israel).

Over time, the Israelites moved to Egypt, where they lived for approximately 430 years. Eventually, Pharaoh enslaved them. In response to their suffering, God called Moses to lead them out of bondage. Through God's power, Israel was delivered from Egypt and began their journey toward the Promised Land.

After leaving Egypt, the people went to Mount Sinai. There, God instructed them to prepare themselves for His presence. Scripture describes a dramatic moment when God descended the mountain with smoke, thunder, and fire. At Sinai, God gave Moses the Ten Commandments and established His Law as the foundation for Israel's relationship with Him (see Exodus 19–20; 24).

God's law was not meant only to be memorized or recited. It was meant to shape the hearts and lives of His people. True obedience required learning the Word, loving the Word, and living the Word daily. After spending about a year at Mount Sinai, God invited Israel to enter the land of Canaan by faith. He promised to guide and protect them as they took possession of the land.

The book of Joshua records Israel's transition into the Promised Land. Joshua's leadership required complete obedience to God's law. His success did not come from military strength alone but from his commitment to follow God's Word faithfully. When Joshua obeyed God, the people saw God working through him. His example.

It's Text Time! (Scripture)

Here is the New International Version of today's Scripture. However, you may consider studying another one or two translations in preparation for leading.

(Joshua 1:1-11)

1 After the death of Moses the servant of the LORD, the LORD said to Joshua son of Nun, Moses' aide: **2** "Moses my servant is dead. Now then, you and all these people, get ready to cross the Jordan River into the land I am about to give to them—to the Israelites. **3** I will give you every place where you set your foot, as I promised Moses. **4** Your territory will extend from the desert to Lebanon, and from the great river, the Euphrates—all the Hittite country—to the Mediterranean Sea in the west. **5** No one will be able to stand against you all the days of your life. As I was with Moses, so I will be with you; I will never leave you nor forsake you. **6** Be strong and courageous, because you will lead these people to inherit the land I swore to their ancestors to give them. **7** Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. **8** Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful. **9** Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." **10** So Joshua ordered the officers of the people: **11** "Go through the camp and tell the people, 'Get your provisions ready. Three days from now you will cross the Jordan here to go in and take possession of the land the LORD your God is giving you for your own.'"

WORK OUT (10 minutes)

Have the text in this section of the student book read aloud; examine the intersections of the passage(s): the subject; how it was heard at the time; and how it applies now.

After the text in this section of the student book is read, relay this: Today's Scriptures connect closely with God's promise to Abraham in Genesis 12:1-3. These passages remind us that God always keeps His promises. Because God is faithful, He expects His people to be faithful as well. God's faithfulness

flows from His love, grace, and mercy. Scripture also teaches that obedience brings blessing, while disobedience brings consequences. God forgives sin, but discipline reminds us how seriously He takes our choices. His correction protects us and helps us avoid repeating harmful behavior. When we fail, God provides strength, courage, and forgiveness for those who turn back to Him.

Inside Out (interpretation)

Have the text in this section of the student book read aloud—working on the passage(s) from the inside out. Allow time for the students to raise their own questions about the Scripture(s).

After the text is read and the students respond to the questions posed in this section of the student book, encourage the students to explore the passage by asking questions and sharing observations. Remind them that before Joshua moved forward, God told him to be strong and courageous and promised His presence. Invite students to pause and consider what that meant for Joshua and what it means for them today. Relay that reflection on God's Word helps them take wise next steps and develop the courage to follow Him.

There's an App for That! (application)

Have the text in this section of the student book read aloud; then, demonstrate how the Word of God is relevant and applicable to the students' lives.

After the text in this section of the student book is read and discussed, invite volunteers to share aloud the prayers they wrote. Remind the students that God promises blessings to those who honor their commitments. Believers must choose to trust God daily. Encourage the students to seek God for strength and courage in their decisions. Emphasize that those who rely on God grow stronger in their faith and learn to honor their commitments as an act of obedience and worship.

WALK OUT (10 minutes)

Have the text in this section of the student book read aloud; then help the students think about how this Scripture connects to them personally.

After the text in this section of the student book is read, ask the students to identify commitments

in their lives that are meant for their good, even if they do not always enjoy them. Next, ask them to identify commitments or habits that may not be healthy or helpful. Write both lists on the board. As the students review the lists, remind them that they have the power to choose commitments that honor God and strengthen their character.

Stepping Out! (challenge)

The students are to read and accept the challenge for the week. Emphasize to them that they can achieve it!

After the information and questions posed in this section of the student book are read, invite the students to reflect on the many ways that God has been faithful to His people throughout Scripture. Then challenge them to talk with a family member about a time when they had to honor a commitment, even when they wanted to do something else. Ask them to listen for how God helped that person follow through. Encourage the students to look for ways that they can honor their own commitments this week while trusting God for strength and guidance.

It's Game Time! (Answer Key)

Ensure enough materials are available so every student can participate in the shoe activity. Guide the brainstorming and discussion to reinforce the importance of honoring commitments and trusting God to help them make wise choices.

MEDIA MISSION (after you meet!)

Finally, leave your students with a media mission. Ask them to find their own example of a Web site, video, or song related to this lesson.

Allow time for the students to fulfill the media mission. Ask them to find a video, song, podcast, or website that relates to the lesson's theme of faithfulness, courage, or honoring commitments. Encourage them to think critically about how the message connects with Scripture. Provide time during the next class for students to share what they discovered and explain why it relates to the lesson. You may also direct them to view and reflect on this video example: https://www.youtube.com/watch?v=pUdMKOEiEYA&list=RDpUdMKOEiEYA&start_radio=1

September 13, 2026

**Unit I: From Nomadic Tribes to
Settled People**

**Lesson
2**

Youth Topic:

Family Legacies

General Lesson:

Remember God's Actions

Background Scripture: Joshua 4

Print Passage: Joshua 4:14-24



Key Verses: [Joshua said to the Israelites], “What do these stones mean?” tell them, ‘Israel crossed the Jordan on dry ground.’” (Joshua 4:21b-22)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, sticky notes, pens or pencils, several small paper stones or cutouts for each student, tablets or phones, blue tape or chairs
- Prior to class, locate the lyrics to the song “Memorial Stones” by Jordan Baker; be prepared to help the students develop the habit of remembering and sharing God’s faithfulness—being mindful that memorializing God’s actions strengthens faith and reminds believers of His power and love.

LESSON OVERVIEW

God instructed Joshua and the people to gather twelve stones from the Jordan River to establish a memorial of their successful crossing of it on dry ground.

INTRODUCTION (5 minutes)

STATUS UPDATE (check-in)

Before introducing your lesson, take some time to get a quick status update from your students—checking in with them to see how their week has been (and if anything new or exciting happened).

Status Update: WHAT’S ON YOUR MIND? “Did anything happen this week that felt important or life-changing? How are you adjusting to the new school year? Listening first builds trust and helps students feel valued before beginning the lesson.”

It’s Go Time! (illustration)

Get your students moving and thinking by using the following illustration, a game, or an activity that relates to this week’s lesson.

Create a visual activity that illustrates today’s lesson. Use blue tape or chairs to represent a river. Give each student a stone and a sticky note. Ask them to write something God has done in their lives recently.

As the students “cross the river,” invite them to share their memories with a classmate. After sharing, place the stone in a memorial pile. When everyone finishes, gather around the stones and thank God for His personal care and answered prayers.

WAKE UP! (10 minutes)

Have the students read this week’s contemporary story aloud; then, as a class, connect it to this week’s lesson.

After the story is read, explain that the contemporary story is about cherishing traditions, heirlooms, and great memories made with loved ones. Not only do we cherish them, but we pass them down to the next generation and the next. We keep passing the memories down so that we don’t forget the legacies. Relay that Joshua gathered the twelve stones that represented the twelve tribes of Israel to memorialize the miracle that God performed at the Jordan River when He parted the waters. Whenever generations

after Joshua saw the stones, they would remember God's actions, know the power of their God, and fear Him, trust Him, and love and obey Him.

WORD UP (10 minutes)

Thoroughly pray for wisdom concerning the scriptural meaning of the Word and its delivery to the class. Make sure that you have Bibles or copies of the Printed Text(s).

Back Up! (background)

Here is some background for today's Scripture(s) that should be referred to throughout the teaching of this lesson—to set the stage for the passage(s).

The Israelites crossed the Jordan River on the tenth day of the first month (Joshua 4:19). This date is significant because it was exactly forty years after God instructed the Israelites to prepare for their departure from Egypt by setting apart the Passover lambs (see Exodus 12:3). God's timing reminded the people of His deliverance from slavery.

Although God had declared that Israel would wander in the wilderness for forty years, He allowed them to enter Canaan just days before those years were fully complete. This detail highlights an important truth: God does not take pleasure in punishment; instead, He shows mercy whenever possible.

God arranged for Israel to enter the land shortly before the annual Passover celebration. This timing would naturally remind the people of how God rescued them from Egypt and faithfully guided them through the wilderness.

The memorial stones placed at the Jordan served an important purpose. Like the miracle at the Red Sea, they demonstrated God's power to the surrounding nations and reminded Israel to revere Him. Scripture often uses the phrase "fear the Lord," which refers to reverence, respect, and faithful trust in God. These stones became a teaching tool for future generations. Whenever children asked about them, parents could tell the story of God's power and faithfulness. Believers should intentionally remember and share the ways that God works in their lives.

It's Text Time! (Scripture)

Here is the New International Version of today's Scripture. However, you may consider studying another one or two translations in preparation for leading.

(Joshua 4:14-24)

14 That day the LORD exalted Joshua in the sight of all Israel; and they stood in awe of him all the days of his life, just as they had stood in awe of Moses. **15** Then the LORD said to Joshua, **16** "Command the priests carrying the ark of the covenant law to come up out of the Jordan." **17** So Joshua commanded the priests, "Come up out of the Jordan." **18** And the priests came up out of the river carrying the ark of the covenant of the LORD. No sooner had they set their feet on the dry ground than the waters of the Jordan returned to their place and ran at flood stage as before. **19** On the tenth day of the first month the people went up from the Jordan and camped at Gilgal on the eastern border of Jericho. **20** And Joshua set up at Gilgal the twelve stones they had taken out of the Jordan. **21** He said to the Israelites, "In the future when your descendants ask their parents, 'What do these stones mean?' **22** tell them, 'Israel crossed the Jordan on dry ground.' **23** For the LORD your God dried up the Jordan before you until you had crossed over. The LORD your God did to the Jordan what he had done to the Red Sea when he dried it up before us until we had crossed over. **24** He did this so that all the peoples of the earth might know that the hand of the LORD is powerful and so that you might always fear the LORD your God."

WORK OUT (10 minutes)

Have the text in this section of the student book read aloud; examine the intersections of the passage(s): the subject; how it was heard at the time; and how it applies now.

After the text in this section of the student book is read, encourage the students to identify everyday places where they can see God at work. For example, a difficult class can become an opportunity for growth and perseverance. God may work through teachers, classmates, parents, and study habits to help them succeed. Help the students recognize that God often works through ordinary situations to accomplish His purposes.

Inside Out (interpretation)

Have the text in this section of the student book read aloud—working on the passage(s) from the inside out.

Allow time for the students to raise their own questions about the Scripture(s).

After the students respond to the questions posed in this section of the student book (and the responses are discussed), emphasize two key truths: (1) God is powerful. (2) God works in both ordinary and extraordinary ways. Explain that the memorial stones reminded Israel of God's great acts. In the same way, believers should remember and share how God works in their lives. When the students reflect on these moments, their faith grows stronger, and their trust in God deepens.

There's an App for That! (application)

Have the text in this section of the student book read aloud; then, demonstrate how the Word of God is relevant and applicable to the students' lives.

After the text in this section of the student book is read, explain that believers should create reminders, "faith files," that help them remember God's faithfulness. Encourage the students to record answered prayers, blessings, or meaningful moments when they experienced God's help. These reminders strengthen faith during difficult seasons. Remind the students that although accomplishments bring blessings, believers must never forget the One who made those accomplishments possible. God is faithful and always keeps His promises.

WALK OUT (10 minutes)

Have the text in this section of the student book read aloud; then help the students think about how this Scripture connects to them personally.

After the text in this section of the student book is read and the assignments understood, help the students connect the Scripture to their daily lives. After reading the student text, remind the class that walking by faith requires daily commitment. God promises to care for His people, but believers must choose to trust Him, especially during challenging times. Encourage the students to develop habits that strengthen their faith, such as prayer, Bible

study, and spending time with other believers. These practices help them remain focused on God and grow in their relationship with Him.

Stepping Out! (challenge)

The students are to read and accept the challenge for the week. Emphasize to them that they can achieve it!

After the information and questions posed in this section of the student book are read and understood, invite the students to accept the weekly challenge and remind them they can succeed with God's help. Challenge them to research geographic locations mentioned in the Bible, beginning with the Jordan River. Understanding the people, places, and settings of Scripture helps students grasp the meaning of biblical events. Ask the students to share interesting facts or discoveries during the next class session so everyone can learn together.

It's Game Time! (Answer Key)

Pass out to the students several small paper stones or cutouts. Then, allow them to complete the activity as instructed. Provide time for them to share their stories with the class, as well as to engage in a discussion about remembering God's past actions and how that leads to trusting in Him.

MEDIA MISSION (after you meet!)

Finally, leave your students with a media mission. Ask them to find their own example of a Web site, video, or song related to this lesson.

Allow time for the students to find a website, video, or song that connects with the theme of remembering God's faithfulness. One example is the song "Jordan River" by the Georgia Mass Choir. Encourage the students to watch the video and pay attention to the expressions of worship and reflection. Discuss how music can remind believers of God's power and faithfulness.

Invite the students to concentrate on the faces of the people as they watch the video found at <https://www.youtube.com/watch?v=AKPUipAc-0M>.

High School

Teacher's Plans



September 6, 2026

**Unit I: From Nomadic Tribes to
Settled People**

**Lesson
1**

Youth Topic:

Renewing Our Commitments

General Lesson:

The Covenant Continues

Background Scripture: Joshua 1

Print Passage: Joshua 1:1-11



Key Verse: [The Lord said to Joshua,] “Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.” (Joshua 1:9)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, index cards, a cell phone or tablet

LESSON OVERVIEW

God commissioned Joshua to assume leadership of Israel as Moses’ successor, instructing him to be strong, courageous, and obedient to the Law; in return, God would be with Joshua, granting him success in the conquest.

INTRODUCTION (5 minutes)

STATUS UPDATE (check-in)

Before introducing your lesson, take some time to get a quick status update from your students—checking in with them to see how their week has been (and if anything new or exciting happened).

Status Update: WHAT’S ON YOUR MIND? “How was your week? Did you read your Bibles? Were you obedient to the Word of God and/or your superior? Care to share?”

It’s Go Time! (illustration)

Get your students moving and thinking by using the following illustration, a game, or an activity that relates to this week’s lesson.

Review the video with the class, which demonstrates Joshua’s obedience, courage, and faith. (<https://www.youtube.com/shorts/ob5i4BF5vpk?feature=share>)

REFLECT (10 minutes)

Have a few students read this week’s contemporary story aloud; then, as a class, connect it to this week’s lesson.

After the story is read, relay this: Joshua’s story touches on many themes, including renewed commitments. The contemporary story is also about renewed commitments. When new leaders were selected or appointed by God, we typically see God’s having renewed the vows He made with the previous leader: Abraham to Moses, David to Solomon, Moses to Joshua, God to Josiah (the previous kings were dead). Renewing vows is important; you know exactly where you stand and what your obligations are in that commitment.

INSPECT (10 minutes)

Thoroughly pray for wisdom concerning the scriptural meaning of the Word and its delivery to the class. Make sure that you have Bibles or copies of the Printed Text(s).

Back Up! (background)

Here is some background for today's Scripture(s) that should be referred to throughout the teaching of this lesson—to set the stage for the passage(s).

Joshua was an assistant to Moses for forty years. His journey with Moses began in the wilderness, when the Israelites were leaving Egypt—where they had been slaves under Pharaoh. Joshua must have witnessed Moses (under God's direction) perform many miracles. Joshua was loyal and obedient. He was also a skilled military leader. He was trusted. He accompanied Moses on Mt. Sinai and at the Tent of Meeting with God. After some of these meetings in the tent, Moses would leave, but Joshua would stay. This indicates that Joshua had favor with God. So, there was no surprise or objection when he assumed leadership after Moses died. God appointed him to replace Moses.

Before Moses died, God wanted him to send twelve men to scope out the Promised Land (Canaan) before they conquered it. They needed to assess its fertility, its inhabitants, and the challenges they might face in conquering it. Joshua and Caleb were the only two who trusted in God enough to report that they could indeed conquer the land. Though the men of the land were like giants, these two men had faith that God would be with them to take over the land.

Joshua was obedient to God. He was committed to obeying God's word. Under his leadership, he fought the battles required to lead the Israelites into the Promised Land, thus fulfilling God's promise. During Joshua's leadership, the Israelites lived in peaceful times. The following is a familiar Scripture that Joshua spoke.

"But if serving the LORD seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your ancestors served beyond the Euphrates, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the LORD" (Joshua 24:15). Believers must commit to do the same.

It's Text Time! (Scripture)

Here is the New International Version of today's Scripture. However, you may consider studying another one or two translations in preparation for leading.

(Joshua 1:1-11)

1 After the death of Moses the servant of the LORD, the LORD said to Joshua son of Nun, Moses' aide: **2** "Moses my servant is dead. Now then, you and all these people, get ready to cross the Jordan River into the land I am about to give to them—to the Israelites. **3** I will give you every place where you set your foot, as I promised Moses. **4** Your territory will extend from the desert to Lebanon, and from the great river, the Euphrates—all the Hittite country—to the Mediterranean Sea in the west. **5** No one will be able to stand against you all the days of your life. As I was with Moses, so I will be with you; I will never leave you nor forsake you. **6** Be strong and courageous, because you will lead these people to inherit the land I swore to their ancestors to give them. **7** Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. **8** Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful. **9** Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." **10** So Joshua ordered the officers of the people: **11** "Go through the camp and tell the people, 'Get your provisions ready. Three days from now you will cross the Jordan here to go in and take possession of the land the LORD your God is giving you for your own.'"

INTERSECT (10 minutes)

Have the text in this section of the student book read aloud; examine the intersections of the passage(s): the subject; how it was heard at the time; and how it applies now.

After the text in this section of the student book is read, relay this: The passage is about obedience. Samuel said, "To obey is better than sacrifice" (1 Samuel 15:22b). Joshua was obedient to Moses and to the Lord. He was faithful and courageous. Because of this, he led the Israelites to Canaan and was victorious. God was with him just as He said He would be. He will be with you also if you trust and obey: "As I was with Moses, so I will be with you; I will never leave you nor forsake you" (Joshua 1:5b).

Inside Out (*interpretation*)

Have the text in this section of the student book read aloud—working on the passage(s) from the inside out. Allow time for the students to raise their own questions about the Scripture(s).

After the text and statements in this section of the student book are read, have the students pose and respond to their own questions or comments about the text, and then discuss their “true or false?” responses aloud.

Answers: (1) true; (2) false; (3) true; (4) false; (5) true

There’s an App for That! (*application*)

Have the text in this section of the student book read aloud; then, demonstrate how the Word of God is relevant and applicable to the students’ lives.

After the text in this section of the student book is read, relay this: The lesson teaches us the importance of obedience. This is especially true today, where youth are being pressured and challenged in many ways. There are instances of peer pressure, gang violence, school shootings, religious beliefs, sexual preferences, political views, and so much more. It’s no wonder that youth are trying to find their own way. If you study the Word, believe the Word, and obey, practice, and apply the Word, you will find that God is always with you. Obey the Word and stay strong and courageous like Joshua.

CONNECT (10 minutes)

Have the text in this section of the student book read aloud; then help the students think about how this Scripture connects to them personally.

After the text in this section of the student book is read, relay this: No man is indispensable. God’s work will go on uninterrupted. When Moses died, Joshua was ready, willing, and able to be his successor. God and Moses had prepared him for this day. Joshua was not young when he was appointed to lead. He and Caleb were the only two living adults of the original Israelites who left Egypt. Be prepared and ready when your opportunity to lead presents itself. People are watching; be obedient and courageous. Demonstrate a love for people and for Jesus.

Stepping Out! (*challenge*)

The students are to read and accept the challenge for the week. Emphasize to them that they can achieve it!

After the text in this section of the student book is read, allow the students to complete the challenge(s).

Share with the class your definition of the term *nomad*. Ask, “How did the people eat and drink while they were exiled nomads?” Discuss. Then share with the class about the covenant that God made with Abraham and the covenant that He made with Moses. Share the differences and similarities.

MEDIA MISSION (*after you meet!*)

Finally, leave your students with a media mission. Ask them to find their own example of a Web site, video, or song related to this lesson.

Allow time for the students to find a person or a song that demonstrates the kind of love and commitment that Joshua had for God. Found at the link below is a song by The Victorious Army–ATL (featuring Vincent Bohanan): “For the Rest of My Life.”

<https://www.youtube.com/watch?v=ITCFIRb8IDY&list=RDITCFIRb8IDY>

NOTES

September 13, 2026

**Unit I: From Nomadic Tribes to
Settled People**

**Lesson
2**

Youth Topic:

Family Legacies

General Lesson:

Remember God's Actions

Background Scripture: Joshua 4

Print Passage: Joshua 4:14-24



Key Verses: [Joshua said to the Israelites], "'What do these stones mean?' tell them, 'Israel crossed the Jordan on dry ground.'" (Joshua 4:21b-22)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, index cards, a cell phone or tablet

LESSON OVERVIEW

God instructed Joshua and the people to gather twelve stones from the Jordan River to establish a memorial of their successful crossing of the Jordan on dry ground.

INTRODUCTION (5 minutes)

STATUS UPDATE (check-in)

Before introducing your lesson, take some time to get a quick status update from your students—checking in with them to see how their week has been (and if anything new or exciting happened).

Status Update: WHAT'S ON YOUR MIND? "How was your week? Did you read your Bibles? Did you discuss any family heirlooms or legacies with your parents or family members? Care or dare to share?"

It's Go Time! (illustration)

Get your students moving and thinking by using the following illustration, a game, or an activity that relates to this week's lesson.

Review the video (found at the link) with the class, which demonstrates Joshua's leadership and commitment to fulfilling God's vow to Israel to possess the Promised Land. (<https://www.youtube.com/watch?v=toCslFmaU8I>)

REFLECT (10 minutes)

Have a few students read this week's contemporary story aloud; then, as a class, connect it to this week's lesson.

After the story is read, relay this: The story is about cherishing traditions, heirlooms, and great memories. Not only do we cherish them, but we pass them down to the next generation and the next. We keep passing the heirlooms and memories down so that we do not forget the legacies. Joshua gathered the twelve stones that represented the twelve tribes of Israel to memorialize the miracle that God performed at the Jordan River when He parted the waters. When generations after Joshua saw the stones, they would remember God's actions, know the power of their God, and fear Him, trust Him, and love and obey Him.

INSPECT (10 minutes)

Thoroughly pray for wisdom concerning the scriptural meaning of the Word and its delivery to the class. Make sure that you have Bibles or copies of the Printed Text(s).

Back Up! (background)

Here is some background for today's Scripture(s) that should be referred to throughout the teaching of this lesson—to set the stage for the passage(s).

Joshua had now been chosen and appointed by God to complete the vow that God made to Abraham and Moses. God promised they would inhabit the Promised Land, Canaan. Joshua and the Israelites were about to do just that, but they needed to cross the flooding Jordan River.

"And the LORD said to Joshua, 'Today I will begin to exalt you in the eyes of all Israel, so they may know that I am with you as I was with Moses'" (Joshua 3:7); "See, the ark of the covenant of the Lord of all the earth will go into the Jordan ahead of you" (Joshua 3:11).

The Israelites crossed the Jordan River on the tenth day of the first month (Joshua 4:19). This date is significant because it was exactly forty years after God instructed the Israelites to prepare for their departure from Egypt by setting apart the Passover lambs (see Exodus 12:3). God's timing reminded the people of His deliverance from slavery.

Although God had declared that Israel would wander in the wilderness for forty years, He allowed them to enter Canaan just days before those years were fully complete. This detail highlights an important truth: God does not take pleasure in punishment; instead, He shows mercy whenever possible.

God arranged for Israel to enter the land shortly before the annual Passover celebration. This timing would naturally remind the people of how God rescued them from Egypt and faithfully guided them through the wilderness.

The memorial stones placed at the Jordan served an important purpose. Scripture often uses the phrase "fear the Lord," which refers to reverence, respect, and faithful trust in God. These stones became a teaching tool for future generations.

It's Text Time! (Scripture)

Here is the New International Version of today's Scripture. However, you may consider studying another one or two translations in preparation for leading.

(Joshua 4:14-24)

14 That day the LORD exalted Joshua in the sight of all Israel; and they stood in awe of him all the days of his life, just as they had stood in awe of Moses. **15** Then the LORD said to Joshua, **16** "Command the priests carrying the ark of the covenant law to come up out of the Jordan." **17** So Joshua commanded the priests, "Come up out of the Jordan." **18** And the priests came up out of the river carrying the ark of the covenant of the LORD. No sooner had they set their feet on the dry ground than the waters of the Jordan returned to their place and ran at flood stage as before. **19** On the tenth day of the first month the people went up from the Jordan and camped at Gilgal on the eastern border of Jericho. **20** And Joshua set up at Gilgal the twelve stones they had taken out of the Jordan. **21** He said to the Israelites, "In the future when your descendants ask their parents, 'What do these stones mean?' **22** tell them, 'Israel crossed the Jordan on dry ground.' **23** For the LORD your God dried up the Jordan before you until you had crossed over. The LORD your God did to the Jordan what he had done to the Red Sea when he dried it up before us until we had crossed over. **24** He did this so that all the peoples of the earth might know that the hand of the LORD is powerful and so that you might always fear the LORD your God."

INTERSECT (10 minutes)

Have the text in this section of the student book read aloud; examine the intersections of the passage(s): the subject; how it was heard at the time; and how it applies now.

After the text in this section of the student book is read and discussed, relay this: The passage is about leadership. A good leader asks and prays for guidance. They are not afraid to lead. They also finish the project with something verbal, written, or tangible for the team and their leader. People remember good leaders as they did Joshua. The Israelites were reminded that they were a chosen people who served the almighty and powerful living God. Sometimes we need to be reminded of the God we serve. We need to be reminded of His promises, His faithfulness, His miracles, and His love. Continue studying your Bible and attending church services.

Inside Out (*interpretation*)

Have the text in this section of the student book read aloud—working on the passage(s) from the inside out. Allow time for the students to raise their own questions about the Scripture(s).

After the text and statements in this section of the student book are read, have the students pose and respond to their own questions or comments about the text, and then discuss their “true or false?” responses aloud.

Answers: (1) false (He led them across the Jordan River.); (2) false (He requested that twelve men gather twelve stones.); (3) true; (4) true; (5) true

There’s an App for That! (*application*)

Have the text in this section of the student book read aloud; then, demonstrate how the Word of God is relevant and applicable to the students’ lives.

After the text in this section of the student book is read and discussed, relay this: Today’s youth continue to have strong family ties and values. They are being raised in diverse households, whether by a single parent or both parents. They attend family reunions, take lots of pictures and videos with state-of-the-art technology, and share them. These pictures and videos are a memorial for them. The stories they hear repeatedly will be passed down to the next generation, along with their pictures and videos, to build a family legacy that will carry on into the future.

CONNECT (10 minutes)

Have the text in this section of the student book read aloud; then help the students think about how this Scripture connects to them personally.

After the text in this section of the student book is read, relay this: Do you already have an heirloom passed down to you or promised to you?

Is it a conditional or unconditional promise for the heirloom? A young lady may look forward to the traditional, sentimental wedding gift from her mother—a string of pearls that she received from her grandmother. Do not take your family legacy for granted. Do what you can to preserve it. There are those coming behind you who will ask questions. Be prepared to respond to them with stories and tangible things.

Stepping Out! (*challenge*)

The students are to read and accept the challenge for the week. Emphasize to them that they can achieve it!

After the text and question posed in this section of the student book are read, take a moment to write down the similarities and the differences in the crossing of the Red Sea and the crossing of the Jordan River. Start by identifying WHO (*Moses and Joshua*), WHERE (*Red Sea and Jordan River*), WHAT (*Moses’ fleeing Pharaoh and his army; Joshua was preparing to enter the Promised Land*), HOW (*God parted the Red Sea and God parted the Jordan River*), and WHY (*God proved that He was the almighty, powerful God; the Israelites believed*). In response to the question posed, *Moses’ sister Miriam and the Israelites sang a song of worship and praise; and Joshua built a monument of twelve stones.*

MEDIA MISSION (*after you meet!*)

Finally, leave your students with a media mission. Ask them to find their own example of a Web site, video, or song related to this lesson.

Allow time for the students to fulfill the media mission. You may find the song sung by The O’Jays (“Family Reunion”) at the link below. As a class, listen until the end, because it speaks of a larger family—the family of God; no matter what race, we are all family in the eyes of God.

https://www.youtube.com/watch?v=1kub9gN_ciQ

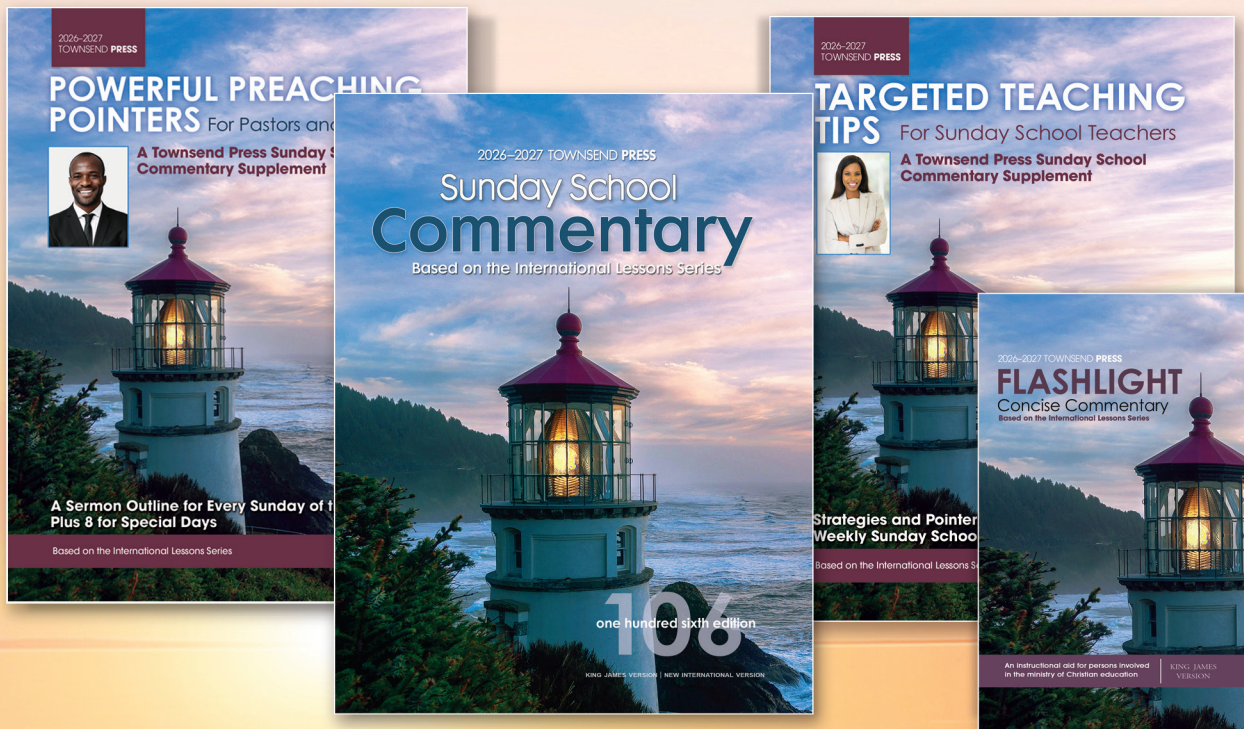
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