

The Fighting Is Over

September 20, 2026—Lesson 3

Background Scriptures: Joshua 6; 8:26; 10:28–43; 11:1–23; Deuteronomy 7:1–16 • **Lesson Scripture:** Joshua 11:16–23

Key Verse: Joshua took the entire land, just as the LORD had directed Moses, . . . Then the land had rest from war. (Joshua 11:23)

Lesson Objective: The students will be encouraged to be obedient and faithful like Joshua.

Materials Needed: Middle Elementary student books, Bibles (NIV), printed or online map of the territories that Joshua captured, 3x5-inch index cards, transparent tape, crayons, markers, coloring pencils, pens/pencils, white card stock, scissors, other art supplies, a device with a large viewing screen, Wi-Fi access. (**Optional:** whiteboard)

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BEGINNING THE JOURNEY



Refer to page 6 of this teacher's guide for general instructions for this section.

✂ Prior to class, (1) access the map at <https://biblemapper.com/blog/index.php/2020/10/30/the-conquest-of-canaan-the-southern-campaign/> and locate the territories mentioned in today's lesson. Print a copy if you prefer or save the link to share with students. (2) Write each name of the conquered territories from this lesson on individual index cards. (3) Make copies of the reproducible template.

Welcome and Worship

Refer to page 6 of this teacher's guide for general instructions for this section.

Opening Activity

Refer to page 6 of this teacher's guide for general instructions for this section.

Say: God rewards us when we are faithful to obey His instructions. When we are faithful—which means we are truthful and do what we say we will do—God is happy. Let's discuss some examples of obeying God's instructions. *(Pause for responses from students and affirm or correct as needed. Inform the students that Joshua was a great leader because he was faithful and obedient.)*

Next, show the online or printed map of the "Conquest of Canaan (the Promised Land)." Place the index cards facedown on the students' table. Inform the students that the map shows the areas that God allowed Joshua to conquer in Canaan. Instruct them to select a card, read the territory, and point to it on the map. (Assist as needed.) Tell

the students that because Joshua was faithful in obeying God's instructions, God rewarded him and the Israelites.

BIBLE VOYAGE



The Bible Story

Refer to pages 6–7 of this teacher's guide for general instructions for this section.

The Fighting Is Over

God instructed Joshua to conquer all the land of Canaan. And Joshua obeyed God.

In today's lesson, God hardened the hearts of Israel's enemies in Canaan, so they would not make peace. God helped Joshua and the Israelites conquer all the land, including the hill country, the Negev, the region of Goshen, the western foothills, the Arabah, and the mountains and lowlands of Israel. Joshua captured all their kings and destroyed them.

When the Israelites came against the Anakites, people in Canaan's northern land, Joshua separated them from the regions of Hebron, Debir, and Anab, as well as the hill country of Judah and Israel. None of the Anakites were left in the Israelite territory except for some in Gaza, Gath, and Ashdod. Israel's territory now extended from Mount Halak to Baal-gad at Mount Hermon in Lebanon.

So, Joshua obeyed God and took control of the entire land, just as God had instructed Moses to do. Under God's direction, Joshua gave the land to Israel, dividing it among the tribes. There was no more war or fighting, and the land was at rest because the fighting was over.

After reading the story, ask the following questions:

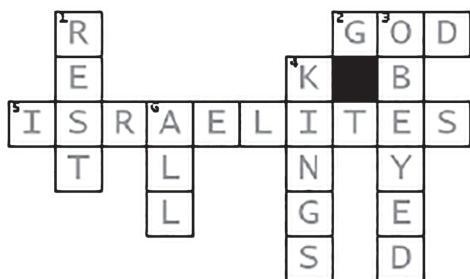
1. To whom did God give instructions to conquer the land? (*Joshua.*)
2. What happened because Joshua obeyed God? (*Joshua had the victory over all the people in the land.*)
3. Do you think God is happy when we obey Him? Why or why not? (*Responses will vary.*)

FUN EXPEDITIONS

Refer to page 7 of this teacher's guide for general instructions for this section.

A "Joshua's Conquest" Crossword Puzzle

Give the students pencils and provide time for them to complete the crossword activity in their student books. Assist as needed. After they complete the activity, review the answers aloud.



The Contemporary Story

Refer to page 7 of this teacher's guide for general instructions for this section.

Making a Choice to Obey

At Sunday school, Mrs. Edison said, "God is happy when we are faithful to obey His commands to love others."

Austin raised his hand and said, "I'm always faithful to show love and kindness to others."

Elaina added, "And I always help people in need."

Alicia asked, "If I see someone who fell off a swing, but I don't help, is that wrong?"

Mrs. Edison asked Alicia, "If you fell off a swing, would you want someone to help you?"

"Yes," Alicia answered.

Mrs. Edison replied, "Then, it's always right to help others. Christians are God's hands and feet here on the earth. But don't worry if you missed an opportunity. God is so happy when we help others that He gives us many opportunities to show kindness. Just keep your eyes and your heart open to obey God and show His love."

At the end of class, Mrs. Edison said, "This week, let's choose to obey and show God's love by being kind."

Alicia said the closing prayer: "Thank You, God, for another chance to obey You and show Your love."

Then, discuss the following questions:

1. What did Mrs. Edison say to her students? (*"God is happy when we are faithful to obey His commands to love others."*)
2. How did Alicia respond to the teaching? (*She was concerned that she had not been showing kindness to others.*)
3. How did Mrs. Edison encourage her? (*She informed her that she would have other opportunities to obey God's*

command to love. Also, she challenged all the students to show love and kindness during the week.)

Exploring the Story in Ruby's Lab

Refer to page 7 of this teacher's guide for general instructions for this section.

See if any students did Ruby's assignment from lesson 2: thanking God every day for having family, school, home, and friends, and listing the reasons for why they are thankful. Allow time for discussion of the insights and/or experiences that students share, then continue.

Let one or two students read Ruby's words aloud. Discuss Ruby's words with the students. Encourage the students to do Ruby's take-home assignment during the week and return prepared to discuss their efforts/experiences.

Unscramble and Fill In

Give the students pencils and provide time for them to complete the activity in their student books. Assist as needed. After they complete the activity, review the answers aloud.

Unscrambled Words: (1) SURVIVE; (2) KINGS; (3) MERCY; (4) TRIBES; (5) GOD; (6) REST; (7) DESTROY

Completed Message: God promised Joshua and the Israelites the victory.

Make a "God Rewards My Faithfulness" Flag

Refer to the reproducible activity (*page 62*) and, using white card stock, make a copy of the flag template for each student in your class. Distribute a copy of the template to each student. Allow the students to color and decorate their flag, using markers, crayons, and other art supplies. Then, have them cut out the flag.

ENDING THE JOURNEY

Refer to page 7 of this teacher's guide for general instructions for this section.

Ask: Why do you think it is sometimes difficult to help someone? (*Provide time for discussion.*)

Conclude by leading the students in a discussion about ways to obey God and show God's love and kindness. Ask a volunteer to end the class session with prayer, expressing a desire to help others by showing them God's love and kindness.

Rahab—An Unlikely Ally

September 27, 2026—Lesson 4

Background Scriptures: Joshua 2; 6:16-25; Matthew 1:5; James 2:25; Hebrews 11:31

Lesson Scriptures: Joshua 2:8-13; 6:16-17

Key Verse: [Rahab said to the spies,] “Now then, please swear to me by the LORD that you will show kindness to my family, because I have shown kindness to you.” (*Joshua 2:12a*)

Lesson Objective: The students will learn that Rahab utilized her talents and resources to aid Israel’s spies and identify their unique abilities and gifts to serve others.

Materials Needed: *Middle Elementary* student books, Bibles (NIV), pens, pencils, markers, transparent tape, copy paper, a 5x5-inch heart-shaped template labeled “Service,” a 22x28-inch poster board, printed or online pictures of people serving (of all ages and races, including children), a mobile device with a large viewing screen and Wi-Fi access. (**Optional:** whiteboard)

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BEGINNING THE JOURNEY



Refer to page 6 of this teacher’s guide for general instructions for this section.

✂ Prior to class, (1) print out 5x5-inch heart shapes labeled “Service” for each student and cut out; (2) label a poster board “God Needs You!” (3) print out or access online pictures of a diverse group of adults and children serving others.

Welcome and Worship

Refer to page 6 of this teacher’s guide for general instructions for this section.

Opening Activity

Refer to page 6 of this teacher’s guide for general instructions for this section.

Say: Today, we will hear how our service to others shows God’s love. (*Review the pictures of people serving or access online pictures and present them. Discuss the service provided and how it demonstrates God’s love.*)

Ask: What are some ways that you serve others at home, at school, at church, or in your neighborhood? (*Pause for responses.*)

Distribute the “Service” hearts to the students. Instruct them to draw a picture or write a note about a special ability they have that helps them to serve others. (Examples:

Encouraging others through praise dancing, singing, and helping the sick.) Allow the students to present their special abilities and then place their service hearts on the poster, leaving space—as the poster will be used again for lesson 7. Display and keep the poster in the classroom.

Tell the students that today’s lesson is about a woman from Canaan named Rahab, who helped God’s people.

BIBLE VOYAGE

Refer to pages 6-7 of this teacher’s guide for general instructions for this section.

Rahab—Unlikely Ally

Rahab, a surprising *ally* [al-LIE] or friend, lived in Jericho. She hid the Israelite spies and did not tell the guards where they were. Rahab was not an Israelite, but she demonstrated her faith and trust in God by hiding the spies. Rahab told the spies that she heard that God dried up the Red Sea. She knew that the Israelites destroyed the two kings who lived east of the Jordan. Everyone in the country was afraid because God had given the land of Canaan to the Israelites. Rahab confessed that God was God in heaven and on the earth.

Rahab made the spies promise by God that they would show kindness and save her entire family because she had shown kindness to the Israelite spies.

God gave Joshua a plan to march around Jericho’s city walls once a day for six days. On the seventh day, they were to march around the walls seven times. The seventh time around, the priests were to blast the trumpets, and the Israelites were to shout at Joshua’s command. Upon following those instructions, the walls fell, and Jericho was captured! However, as promised, Joshua saved Rahab and her family.

After reading the story, ask the following questions:

1. Whom did Rahab help? (*The spies from Israel.*)
2. Why did she help them? (*She heard about the great things God had done for the Israelites and that God had given the land of Canaan to the Israelites.*)
3. What did Rahab want the Israelites to do for her because she saved the spies? (*Show her kindness and save her family.*)

FUN EXPEDITIONS

Refer to page 7 of this teacher's guide for general instructions for this section.

Searching for Words

Give the students pencils and provide time for them to complete the activity in their student books. Assist the students as needed. After they complete the activity, review the answers aloud.

C	A	N	A	A	N	G	+	J
H	E	A	V	E	N	U	+	E
R	+	+	+	+	+	A	+	R
E	J	+	+	L	O	R	D	I
D	O	+	+	+	+	D	+	C
S	S	P	I	E	S	S	+	H
E	H	+	+	+	+	+	+	O
A	U	+	I	S	R	A	E	L
R	A	H	A	B	+	+	+	+

The Contemporary Story

Refer to page 7 of this teacher's guide for general instructions for this section.

Serving God

Sam was sad when his family moved. He missed his friends and singing in the choir.

Sam's dad said, "Today, we're going to a new church. I'm sure you can sing in the children's choir or serve as an usher."

"I really miss my friends and singing in the choir at our other church," Sam confessed.

Sam's mom said, "God has a purpose for you here."

At Sunday school, Sam's teacher, Mr. Thomas, said, "Sam, you can join Jacob and Hope in creating today's activity."

After Jacob and Hope met Sam, Mr. Thomas told the class, "Someone can cut out shapes, someone can color them, and someone can tape them to the poster."

As they were making the activity, Jacob commented, "Sam, you are great at cutting out the shapes."

Sam said, "Thanks, Jacob. Hope is great at coloring."

Hope said, "Thanks, Sam. Jacob, thanks for taping the shapes on the paper. We are a good team."

As they walked to Children's Church, Hope said, "Sam, maybe you can join our church choir. Jacob and I really love to sing."

Sam smiled and said, "Thank You, God!"

After reading the story, ask the following questions:

1. Why was Sam sad? (*His family moved, and he missed his friends and singing for God in the choir.*)
2. Why did Sam thank God? (*God allowed him to make new friends and sing in a new choir.*)
3. What are ways that you like to serve God? (*Responses may vary.*)

Exploring the Story in Ruby's Lab

Refer to page 7 of this teacher's guide for general instructions for this section.

See if any students did Ruby's assignment from lesson 3: being faithful in obeying God and helping someone in need. Allow time for discussion of the insights and/or experiences that students share, then continue.

Let one or two students read Ruby's words aloud. Discuss Ruby's words with the students. Encourage the students to do Ruby's take-home assignment during the week and return prepared to discuss their efforts/experiences.

What Is the Answer?

Give the students pencils and provide time for them to complete the multiple-choice activity in their student books. Help any students who struggle with figuring out the answers. After they complete the activity, review the answers aloud.

Answers: (1) a; (2) c; (3) b; (4) a; (5) b; (6) a; (7) c

ENDING THE JOURNEY

Refer to page 7 of this teacher's guide for general instructions for this section.

Ask: Do you need courage to serve God? (*Provide time for discussion.*)

Conclude by leading the students in a discussion about how God gives us the courage to serve and help others. Ask a volunteer to end the class session with prayer, expressing a desire for the courage to serve God and help others.

The Fighting Is Over

September 20, 2026—Lesson 3

Background Scriptures: Joshua 6; 8:26; 10:28-43; 11:1-23; Deuteronomy 7:1-16

Lesson Scripture: Joshua 11:16-23

Key Verse: Joshua took the entire land, just as the LORD had directed Moses, . . . Then the land had rest from war. (*Joshua 11:23*)

Lesson Objective: The students will discover through Joshua's conquest that God gives victory to those who obey His instructions.

Materials Needed: Upper Elementary student books, Bibles, a CD of instrumental praise music, a CD player or electronic mobile device with Wi-Fi access, pencils, pens, markers, other art supplies, safety scissors, copy paper, index cards, a map of the conquest of Canaan (link listed in "Exploring the Story" section). (**Optional:** whiteboard)

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BEGINNING THE JOURNEY



Refer to page 6 of this teacher's guide for general instructions for this section.

✂ Prior to class, clear the center of the classroom to facilitate ease of movement for the opening activity.

Welcome and Worship

Refer to page 6 of this teacher's guide for general instructions for this section.

Opening Activity

Refer to page 6 of this teacher's guide for general instructions for this section.

Say: Following instructions is important. Let's play a game to see how well you follow instructions.

Gather the students in the center of the classroom to play "Simon Says." Ask for a volunteer to give orders to the other students. Let them know that they should always preface each command with "Simon says." If anyone moves to a command that is not prefaced by "Simon says," they are out and must sit out the remainder of the game. The last one standing at the end of the game is the new "Simon," and another round of the game can be played if time permits.

Say: In today's lesson, you will discover how God gave Joshua clear instructions which Joshua followed exactly. By following God's instructions, the people of Israel were victorious.

BIBLE VOYAGE



The Bible Story

Refer to pages 6-7 of this teacher's guide for general instructions for this section.

If your students do not know how to find the passage or verse they are looking for, teach and review Bible skills weekly through interactive drills, games, and so forth.

The Fighting Is Over

God had promised to give the people land and blessings—but to receive them, they had to face many difficult battles. These battles are well documented throughout the book of Joshua. During this time, Joshua had taken entire regions of the area as he was instructed. Joshua went to war against the kings for a long time and captured them all. God had hardened the hearts of the kings. Everyone, except the Hivites from Gibeon, refused to make peace treaties with Israel. However, the Lord gave the Israelites victory in battle against all of them.

During this time, Joshua went to war against the Anakites of the hill country and destroyed them. They were from the towns of Hebron, Debir, and Anab. Their territory included all the hill country of Judah and extended to include the entire hill country of Israel. Joshua destroyed the Anakite people and their towns. Not even one remained in the territory of Israel. However, some survived in Gaza, Gath, and Ashdod.

Joshua conquered the entire land, just as the Lord told Moses. The Lord then gave the land to the Israelites as an inheritance, and Joshua divided the land among the tribes. Then the land had peace.

Ask: What happened to the people who occupied the land that was promised to the Israelites? (*The Israelites destroyed them.*) What does it mean to "harden one's heart"? (*Responses may vary. Explain that when the people in Canaan hardened their hearts, they did not intend to work together for peace.*)

FUN EXPEDITIONS



Refer to page 7 of this teacher's guide for general instructions for this section.

The Contemporary Story (Part 1)

Refer to page 7 of this teacher's guide for general instructions for this section.

Instruction Woes (Part 1)

For his birthday, William received one of the largest model airplane kits that he had ever seen. He was very excited to begin working on it. But William's father wanted him to wait until he had time to help him. The problem was that William's father was busy with a special work project and wouldn't have time to start on the kit for another week.

"I think I can put it together," William muttered to himself. "I've done this plenty of times. Just think how excited Dad will be when he gets done with his project and sees that I've already started working on the kit."

It didn't take long before William was confused and in over his head.

Exploring the Story with Nicholas and Cornelius (first section)

Refer to page 7 of this teacher's guide for general instructions for this section.

In addition to the general instructions, access a map of the conquest of Canaan (referring to the link listed below and/or any other you may find useful). Review the nations that lived in Canaan before the invasion. Have students point out the cities and territories mentioned in the Bible story.

<https://biblemapper.com/blog/index.php/2020/10/30/the-conquest-of-canaan-the-southern-campaign/>

The Contemporary Story (Part 2)

Refer to page 7 of this teacher's guide for general instructions for this section.

Instruction Woes (Part 2)

That evening, William's father came into William's room with some great news: he had finished his project early. Imagine his surprise when he walked in to find William surrounded by pieces of the kit.

"What's going on?" his father asked. "I thought that I told you to wait for me before starting on the kit."

"I know that you did, Dad," William replied. "But I thought that I would surprise you. But the instructions were confusing, and I eventually lost them in the chaos. I guess I should have waited and followed your instructions after all."

"I hope you learned your lesson," his dad said. "Let's find those instructions."

Ask: What was William anxious to begin work on? (*He was anxious to work on a new model airplane kit.*) What happened to William as he worked on the kit? (*He became confused, and then he lost the instructions.*) Have you ever had a similar experience to William's? How did you handle the situation? (*Responses will vary.*)

Exploring the Story with Nicholas and Cornelius (second section)

Refer to page 7 of this teacher's guide for general instructions for this section.

An "Unscrambled" Acrostic

Allow time for the students to complete the activity in their student books. Assist as needed. After the students complete the activity, review the answers aloud.

	P	E	O	P	L	E	
	E	N	T	I	R	E	
L	A	N	D				
	C	O	U	N	T	R	Y
R	E	S	T				

Completed Message: Joshua went to war against and destroyed the Anakites who were from the hill COUNTRY. They were from Hebron, Debir and Anab. Their territory included all of the hill country of Judah and extended to include all of the hill country of Israel. Joshua completely destroyed the PEOPLE and their towns. The Anakites were destroyed and not one was left in the territory. While they were still in Gaza, Gath and Ashdod, Joshua conquered the ENTIRE land, just as the Lord had directed Moses. Joshua gave the LAND to the people of Israel as an inheritance according to the divisions of the tribes. Then the land had REST from war.

ENDING THE JOURNEY

Refer to page 7 of this teacher's guide for general instructions for this section.

Have a volunteer close the session in prayer, thanking God for always being faithful.

Rahab—an Unlikely Ally

September 27, 2026—Lesson 4

Background Scriptures: Joshua 2; 6:16-25; Matthew 1:5; James 2:25; Hebrews 11:31

Lesson Scriptures: Joshua 6:8-13; 6:16-17

Key Verse: [Rahab said to the spies,] “Now then, please swear to me by the LORD that you will show kindness to my family, because I have shown kindness to you.” (*Joshua 2:12a*)

Lesson Objective: The students will hear about Rahab’s request for mercy for her family and explore why God used her to help the Israelite spies.

Materials Needed: *Upper Elementary* student books, Bibles, a CD of instrumental praise music and CD player or electronic mobile device with Wi-Fi access, pencils, pens, markers, other art supplies, scissors, white card stock, index cards, 12x7-inch box with top (shoebox works well), 9x6-inch mirror, wrapping paper, ribbon, transparent tape, copies of the reproducible craft template. (**Optional:** whiteboard)

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BEGINNING THE JOURNEY



Refer to page 6 of this teacher’s guide for general instructions for this section.

✂️ Prior to class, gather supplies to prepare the mirrored gift box. Lay the mirror flat inside the box; then, wrap the box and top with paper and ribbon, and add a bow to it. Place the wrapped box in a central location in the classroom to use for today’s activity.

Welcome and Worship

Refer to page 6 of this teacher’s guide for general instructions for this section.

Opening Activity

Refer to page 6 of this teacher’s guide for general instructions for this section.

Say: God can use anyone, even unlikely people, to serve His purpose.

Gather the students and ask for a volunteer to unwrap the gift box without removing the top. Without revealing the contents of the box, allow each student to look inside. They should be able to see themselves in the mirror in the box. Discuss with the students how they are all gifts to be used by God to further His kingdom. Discuss the special abilities and gifts they have and how they use these abilities and gifts to help others.

Say: Today’s lesson is about how God used an unlikely ally in Rahab to help keep the Israelite spies safe. Rahab was not a respectable Israelite woman. So, many people would not have chosen a person like Rahab to aid them, but the Lord did.

BIBLE VOYAGE



The Bible Story

Refer to pages 6-7 of this teacher’s guide for general instructions for this section.

If your students do not know how to find the passage or verse they are looking for, teach and review Bible skills weekly through interactive drills, games, and so forth.

Rahab—an Unlikely Ally

Rahab owned a house that was built into the wall of Jericho. Two Israelite spies stayed at her house, and she hid them on her roof. Before the Israelite spies could lie down, Rahab told them that she knew the Lord had given them their land. Her people heard how the Lord had dried up the water of the Red Sea for them when they left Egypt. They also knew that the Israelites had destroyed the two Amorite kings, Sidon and Og. All that they heard about the Israelites’ victories made them fearful of them—and convinced them that the Lord was God in the heavens and on the earth.

Rahab asked the Israelite spies to promise before the Lord to show kindness to her family, because she had shown kindness to them. Rahab told them to give her a sure sign that they would not harm her, her parents, her brothers and sisters, or their families.

Later, the Israelites surrounded Jericho’s walls. For six days, seven priests and guards marched once around the city wall, blowing their trumpets. On the seventh day, they marched around the city seven times. On the seventh time around, they blew their trumpets, and Joshua commanded, “Shout! For the Lord has given you the city! Everything and everyone except Rahab and her family will be destroyed because she protected the Israelite spies.”

Ask: Why did Rahab help the Israelite spies? (*She was convinced that the Lord was God of heaven and earth because she heard how the Lord had rescued the Israelites from Egypt and destroyed the Amorite kings.*) If you were Rahab, would you have helped the spies or would you have fled the city and saved yourself? (*Responses may vary.*) What did Rahab receive for her help? (*She and her family were spared during the destruction of the city.*)

FUN EXPEDITIONS

Refer to page 7 of this teacher's guide for general instructions for this section.

The Contemporary Story (Part 1)

Refer to page 7 of this teacher's guide for general instructions for this section.

Gift? What Gift? (Part 1)

"Gayla, what's wrong?" Gayla's best friend, Brittny, asked. "You seem down lately."

"I don't know," Gayla replied. "I've had a lot on my mind."

"What's going on? You aren't in trouble or something, are you?" Brittny asked.

"No. It's nothing like that," Gayla replied. "It's just that my Sunday school teacher was talking about how we all have gifts—and to be honest, I don't think that I have any gifts at all."

"You aren't serious, are you?!" Brittny exclaimed. "Of course you do! You're great at everything that you do. Go and talk to your mom about what you're feeling. I'll bet that she knows what to do."

Exploring the Story with Nicholas and Cornelius (first section)

Refer to page 7 of this teacher's guide for general instructions for this section.

Lead the students to discuss their gifts, talents, and abilities, and what ministry service excites them.

The Contemporary Story (Part 2)

Refer to page 7 of this teacher's guide for general instructions for this section.

Gift? What Gift? (Part 2)

Gayla decided to take Brittny's advice, and when her mother got home, she talked about what was worrying her.

"Of course you have a gift," her mother commented. "Your Sunday school teacher told you that God can use anybody for His purpose."

"But I'm just a kid," Gayla replied. "How can God use me?"

"You would be surprised," her mother said. "God sometimes uses an unlikely person to get the job done. Just remember that 'God does not call the qualified, He qualifies the called.' That means that God will give you the strength and the courage to accomplish whatever He calls you to do. That's what it means to serve God."

Ask: What was concerning Gayla? (*She was concerned that she did not have a gift that God could use.*) What did Gayla's mother tell her about using our gifts to serve God? (*God could and would use anyone to serve His purposes.*)

Exploring the Story with Nicholas and Cornelius (second section)

Refer to page 7 of this teacher's guide for general instructions for this section.

Point the Way

Provide time for the students to complete the activity in their student books by following the directional arrows to find the correct letter. Assist as needed. When they complete the activity, review the answer aloud.

Answers: (1); S; (2) P; (3) A; (4) R; (5) E; (6) D

Completed Message: "Only Rahab the prostitute and all who are with her in her house shall be spared because she hid the spies we sent."

Make a "We All Have Gifts" Poster

Refer to the reproducible activity (*page 66*) and, using white card stock, make a copy of the poster template for each child in your class. Pass out art supplies and a copy of the template to each student. Instruct the students to write "WE ALL HAVE GIFTS" and list any known gifts on the gift box. They may then color/decorate the gift box and cut it out.

ENDING THE JOURNEY

Refer to page 7 of this teacher's guide for general instructions for this section.

Have a volunteer close the session in prayer, thanking God for making it possible for everyone to serve Him.