

September 20, 2026

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

**Lesson
3**

Youth Topic:

Fighting among the Nations

General Lesson:

God's Complicated Promise

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

Print Passage: Joshua 11:6-9, 16-23



Key Verse: It was the LORD himself who hardened their hearts to wage war against Israel, so that he might destroy them totally, exterminating them without mercy, as the LORD had commanded Moses. (Joshua 11:20)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, markers, index cards
- Prior to class, prepare the classroom space for the opening illustration.

LESSON OVERVIEW

Joshua led Israel in the battle against the Canaanite nations in response to God's guidance and with God's promise of victory.

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 happened this week that felt important or meaningful to you? Were you able to spend intentional time with God? What has captivated you 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.

Create a visual activity that connects to the lesson. Start the lesson with this question for the students to ponder and to which to respond: What does it mean to be "strong and courageous"? Lead the class to organize or create a bulletin board with those words as headings. They are then to identify, draw, or post images representing God's spiritual strength to believers.

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.

Invite several students to read the contemporary story aloud. Then guide the class in connecting the story to the lesson. Explain that after Evan attended an eye-opening youth group session, he began to understand that even though instructions from God may seem strange or counterintuitive to follow, we always do well to obey Him—for He knows better than we do the outcome and benefit from doing so.

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 book of Joshua was written after Israel settled in the land, focusing on defining their communal identity as the people of God. As such, the battles that Israel remembered and recorded should not be interpreted as glorifying the physical destruction of other nations but, rather, as upholding and advocating for spiritual purity. These chapters were written as a theological reflection on God's promise of land, heritage, and blessing (see Joshua 11).

The book's core (chapters 6–12) outlines Israel's systematic defeat and destruction of other nations. This issue is problematic—as it has 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).

Deuteronomy 7:1–26 is one of the background passages for today's lesson. It foreshadows what happens in the book of Joshua: how Joshua would lead the Israelites in battle to drive out the other nations to occupy the Promised Land. These verses make clear what would happen and why.

When reading Joshua, it is essential to consider that it was written long after the people of Israel were settled in the Promised Land and, in hindsight, deeply regretted their subsequent neglect of God's covenant in favor of assimilating into Canaanite culture and religious practices. The history recorded in Joshua is most helpfully interpreted in the context of King Josiah's reforms (see 2 Kings 21–23 and 2 Chronicles 33–35).

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 11:6–9, 16–23)

6 The LORD said to Joshua, "Do not be afraid of them, because by this time tomorrow I will hand all of them,

slain, over to Israel. You are to hamstring their horses and burn their chariots." **7** So Joshua and his whole army came against them suddenly at the Waters of Merom and attacked them, **8** and the LORD gave them into the hand of Israel. They defeated them and pursued them all the way to Greater Sidon, to Misrephoth Maim, and to the Valley of Mizpah on the east, until no survivors were left. **9** Joshua did to them as the LORD had directed: He hamstrung their horses and burned their chariots.

.....

16 So Joshua took this entire land: the hill country, all the Negev, the whole region of Goshen, the western foothills, the Arabah and the mountains of Israel with their foothills, **17** from Mount Halak, which rises toward Seir, to Baal Gad in the Valley of Lebanon below Mount Hermon. He captured all their kings and put them to death. **18** Joshua waged war against all these kings for a long time. **19** Except for the Hivites living in Gibeon, not one city made a treaty of peace with the Israelites, who took them all in battle. **20** For it was the LORD himself who hardened their hearts to wage war against Israel, so that he might destroy them totally, exterminating them without mercy, as the LORD had commanded Moses. **21** At that time Joshua went and destroyed the Anakites from the hill country: from Hebron, Debir and Anab, from all the hill country of Judah, and from all the hill country of Israel. Joshua totally destroyed them and their towns. **22** No Anakites were left in Israelite territory; only in Gaza, Gath and Ashdod did any survive. **23** So Joshua took the entire land, just as the LORD had directed Moses, and he gave it as an inheritance to Israel according to their tribal divisions. Then the land had rest from war.

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: This passage touches on a few topics. It touches on Joshua's obedience to God and, thus, his victories. It touches on the vows and promises God made to the ancestors of the Israelites. God promised to give them Canaan. He used Moses, then Joshua, to fulfill that promise. If God had already promised this, then surely Joshua would be victorious. The

Israelites were no longer a nomadic tribe wandering in the desert but a settled nation in the Promised Land. Lastly, it shows how forces will unite to attempt to take down another nation. But if God is with you, numbers don't matter. God will fight your battle.

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), lead the class to reread the passage, inviting the students to ask questions and share their observations. Guide the discussion toward two key truths: (1) God is powerful. (2) God works in both ordinary and extraordinary ways.

Explain that the events recorded in Scripture show God's active involvement in the lives of His people. Encourage the students to reflect on how God works in their families and communities. Remind them that sharing these experiences helps strengthen their faith and encourages others.

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, help the students connect the lesson to their daily lives. Explain that believers should create reminders, sometimes called "faith files," to remember God's faithfulness. These reminders may include written prayers, journal entries, or notes saved on a phone.

Encourage the students to record moments when they experience God's help or answered prayer. Remind them that accomplishments and blessings come from God, and believers should always acknowledge His role in their success.

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, emphasize that walking by faith requires daily commitment. Encourage the students to rely on prayer, Scripture, and supportive Christian relationships. Remind them that God promises to care for His people and guide them through difficult situations. Encourage the students to look for opportunities this week to trust God, remember His faithfulness, and thank Him for His presence in their lives—praying to 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 text in this section of the student book is read and the challenge extended, invite the students to accept this week's challenge—to choose a short Bible reading plan, pray regularly, walk in integrity, forgive quickly, and everything else mentioned in the text. This activity encourages the students to explore Scripture more deeply and strengthens their curiosity about God's Word.

It's Game Time! (Answer Key)

Encourage the students to listen to a podcast this week (found at www.pray.com) that centers on godly wisdom. They are to compare godly wisdom with worldly wisdom. Ask them to share their findings with the class at the next class session.

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. Encourage them to listen to the song "Holy Spirit, You Are Welcome Here" by Heavens Mutambira & Amplified Praise. Ask them to pay attention to the emotions expressed through the music and the reactions of the singers and audience. Invite the students to describe which emotions they feel while watching the video. Encourage them to write down lyrics that stand out to them and explain why those words are meaningful.

https://www.youtube.com/watch?v=odC8Gh9Y6xc&list=RDodC8Gh9Y6xc&start_radio=1

September 27, 2026

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

Lesson 4

Youth Topic:

Joining Forces with Unlikely Allies

General Lesson:

God's Compassion for Rahab

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

Print Passages: Joshua 2:8-13; 6:16-17



Key Verse: [Joshua said,] "The city and all that is in it are to be devoted to the LORD. Only Rahab the prostitute and all who are with her in her house shall be spared, because she hid the spies we sent." (Joshua 6:17)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, index cards, tablet or phone
- Prior to class, locate the lyrics to the gospel song "I Am a Friend of God." Using the song, be prepared to encourage the students to reflect on what it means to be a friend of God—emphasizing that people from every background, like Rahab, can belong to God and be used by Him.

LESSON OVERVIEW

In return for hers and her family's safety, the prostitute Rahab protected the spies that Joshua sent and assisted the Israelites in their conquest of Jericho.

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 happened this week that felt important to you? How can we pray for or support you today?"

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.

Give each student a Post-it note and a marker. Ask them to write one situation where they might need courage this week: at school, with friends, or at home. Invite volunteers to share their responses. Explain that Rahab showed courage by trusting God and protecting the spies. Remind the students that God can give them courage to do what is right, even when it feels risky or uncomfortable.

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.

Invite several students to read a different paragraph of the contemporary story aloud. After the reading, guide a short discussion. Ask, "How did the people in the story respond to the challenge they faced? Which character did you identify with most and why?" Encourage the students to reflect on how their faith influences their choices. Discuss practical steps they can take this week to act courageously and trust God in difficult situations.

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).

Rahab appears in Joshua 2 and 6. She lived in Jericho, a fortified Canaanite city, during the time Israel prepared to enter the Promised Land. Scripture describes her as a prostitute, though some interpretations suggest that she may have operated an inn.

When Israelite spies came to scout Jericho, they stayed at Rahab's home, located along the city wall. Rahab later lived among the Israelites and, according to Scripture, married Salmon. She became an ancestor of King David's and part of the genealogy of Jesus Christ. The New Testament recognizes her faith in Matthew 1, James 2, and Hebrews 11. Rahab was a woman of faith. She was also a woman of action. She is mentioned several times in the Bible:

"In the same way, was not even Rahab the prostitute considered righteous for what she did when she gave lodging to the spies and sent them off in a different direction? As the body without the spirit is dead, so faith without deeds is dead." (James 2:25-26)

This is the genealogy of Jesus the Messiah the son of David, the son of Abraham: . . . Salmon the father of Boaz, whose mother was Rahab, Boaz the father of Obed, whose mother was Ruth, Obed the father of Jesse, and Jesse the father of King David. (Matthew 1:1, 5-6a)

By faith the prostitute Rahab, because she welcomed the spies, was not killed with those who were disobedient. (Hebrews 11:31)

History did not forget Rahab. She is remembered for her actions, her love, her trust, faith, and obedience.

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 2:8-13; 6:16-17)

8 Before the spies lay down for the night, she went up on the roof **9** and said to them, "I know that the LORD has given you this land and that a great fear of you has fallen on us, so that all who live in this country are melting in fear because of you.

10 We have heard how the LORD dried up the water of the Red Sea for you when you came out of Egypt, and what you did to Sihon and Og, the two kings of the Amorites east of the Jordan, whom you completely destroyed. **11** When we heard of it, our hearts melted in fear and everyone's courage failed because of you, for the LORD your God is God in heaven above and on the earth below. **12** Now then, please swear to me by the LORD that you will show kindness to my family, because I have shown kindness to you. Give me a sure sign **13** that you will spare the lives of my father and mother, my brothers and sisters, and all who belong to them—and that you will save us from death."

.....

16 The seventh time around, when the priests sounded the trumpet blast, Joshua commanded the army, "Shout! For the LORD has given you the city!

17 The city and all that is in it are to be devoted to the LORD. Only Rahab the prostitute and all who are with her in her house shall be spared, because she hid the spies we sent."

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, ask, "How might people at that time have understood Rahab's actions?" After a brief discussion, relay this: Rahab asked the spies to protect her and her family when Jericho fell. They agreed and told her to tie a scarlet cord in her window as a sign. Everyone who stayed inside her house would be spared. Rahab helped the spies escape through her window with a rope. After they escaped, the spies told Joshua that the people of the land were afraid because they believed the Lord had given Israel victory.

Explain that Rahab chose courage instead of fear. She trusted God even though she had little information and faced serious risks. Students today also face moments when doing what is right requires courage.

Encourage them to reflect on situations in which peer pressure makes it difficult to stand for their faith. Remind them that trusting God may feel risky, but He remains faithful. Invite the students to discuss practical ways that they can demonstrate courage and faith in everyday situations.

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 and statements posed in this section of the student book (and the responses are discussed), have the students ask and answer their own questions about the text. Remind them of two key truths: (1) God is powerful. (2) God works through ordinary people to accomplish extraordinary things. Relay this: Rahab's story reminds us that God can use anyone who trusts Him. Encourage the students to think about how God has worked in their own lives or families. When believers share their experiences of faith, they help others see that God is active and trustworthy.

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, help the students to connect the lesson to daily life. Explain that believers should not fear being different. Relay this: God created each person uniquely and uses people in different ways. Rahab's story reminds us that God keeps His promises. Encourage the students to trust that God will remain faithful to them just as He was faithful to Rahab.

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, help the students reflect on how this lesson relates to

their lives. Explain that living by faith requires a daily commitment. Encourage them to rely on prayer, Scripture, and supportive Christian relationships. Remind them that courage often means standing firm when others doubt God or speak negatively about faith. Urge the students to practice prayer, study the Bible regularly, and build friendships with others who support their dedication to follow God.

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 and the challenge extended and accepted, invite the students to explore more about the historical and cultural background of Rahab's story. Explain that Rahab's brave choice was unusual for women in her culture. Encourage the students to research Jericho and the society where Rahab lived. Ask them to think about how her story challenges or motivates their own faith and courage.

It's Game Time! (Answer Key)

(Prior to the activity, prepare two sets of cards labeled "OLD" and BOLD." [Examples: OLD—"I will continue sitting with the same friends at lunch." BOLD—"I will sit with someone new at lunch this week."])

After the students understand the activity to complete for the week, have the students take turns drawing a card without looking. If they draw an OLD card, they may choose to keep the habit or commit to a bold action instead. After everyone has had a chance to participate, discuss how faith sometimes requires stepping outside familiar routine.

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. Challenge them to find a website, video, or song that connects with the theme of faith and courage. Lead them to watch the online video about community and justice. Ask the students to pay attention to how people respond emotionally in the video.

<https://www.youtube.com/watch?v=ioa6UvmMZPw>

September 20, 2026

Unit I: From Nomadic Tribes to Settled People

Lesson 3

Youth Topic:

Fighting among the Nations

General Lesson:

God's Complicated Promise

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

Print Passage: Joshua 11:6-9, 16-23



Key Verse: It was the LORD himself who hardened their hearts to wage war against Israel, so that he might destroy them totally, exterminating them without mercy, as the LORD had commanded Moses. (Joshua 11:20)

PREPARING TO TEACH

- **Resources Needed:** Bibles, student books, paper, pens or pencils, index cards, a cell phone or tablet, (optional: a whiteboard or large sheet of paper and respective markers)

LESSON OVERVIEW

Joshua led Israel in the battle against the Canaanite nations in response to God's guidance and in reliance on God's promise of victory.

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? Considering the violence in today's lesson, did you discuss it with family or friends? 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 shows Joshua's obedience to God even when the instructions seem strange. He never questioned God. ("Joshua and the Walls of Jericho—a Cinematic Bible Story of Faith and Obedience"):

<https://www.youtube.com/watch?v=HmxUJDWriRQ>

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 Bible story is about there being fighting among the nations. People often see strength in numbers or other physical or outward appearances. The Wildcats and Tigers in the contemporary story demonstrated strength by merging teams, selecting the strongest and tallest from each team.

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).

The book of Joshua was written after Israel settled in the land, focusing on defining their communal identity as the people of God. As such, the battles that Israel remembered and recorded should not be interpreted as glorifying the physical destruction of other nations but, rather, as upholding and advocating for spiritual purity. These chapters were written as a theological reflection on God's promise of land, heritage, and blessing (see Joshua 11).

The book's core (chapters 6–12) outlines Israel's systematic defeat and destruction of other nations. This issue is problematic—as it has 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).

Deuteronomy 7:1-26 is one of the background passages for today's lesson. It foreshadows what happens in the book of Joshua: how Joshua would lead the Israelites in battle to drive out the other nations to occupy the Promised Land. These verses make clear what would happen and why.

When reading Joshua, it is essential to consider that it was written long after the people of Israel were settled in the Promised Land and, in hindsight, deeply regretted their subsequent neglect of God's covenant in favor of assimilating into Canaanite culture and religious practices. The history recorded in Joshua is most helpfully interpreted in the context of King Josiah's reforms (see 2 Kings 21–23 and 2 Chronicles 33–35).

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 11:6-9, 16-23)

6 The LORD said to Joshua, "Do not be afraid of them, because by this time tomorrow I will hand all of them, slain, over to Israel. You are to hamstring their

horses and burn their chariots." **7** So Joshua and his whole army came against them suddenly at the Waters of Merom and attacked them, **8** and the LORD gave them into the hand of Israel. They defeated them and pursued them all the way to Greater Sidon, to Misrephoth Maim, and to the Valley of Mizpah on the east, until no survivors were left. **9** Joshua did to them as the LORD had directed: He hamstrung their horses and burned their chariots.

.....

16 So Joshua took this entire land: the hill country, all the Negev, the whole region of Goshen, the western foothills, the Arabah and the mountains of Israel with their foothills, **17** from Mount Halak, which rises toward Seir, to Baal Gad in the Valley of Lebanon below Mount Hermon. He captured all their kings and put them to death. **18** Joshua waged war against all these kings for a long time. **19** Except for the Hivites living in Gibeon, not one city made a treaty of peace with the Israelites, who took them all in battle. **20** For it was the LORD himself who hardened their hearts to wage war against Israel, so that he might destroy them totally, exterminating them without mercy, as the LORD had commanded Moses. **21** At that time Joshua went and destroyed the Anakites from the hill country: from Hebron, Debir and Anab, from all the hill country of Judah, and from all the hill country of Israel. Joshua totally destroyed them and their towns. **22** No Anakites were left in Israelite territory; only in Gaza, Gath and Ashdod did any survive. **23** So Joshua took the entire land, just as the LORD had directed Moses, and he gave it as an inheritance to Israel according to their tribal divisions. Then the land had rest from war.

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: This passage touches on a few topics. It touches on Joshua's obedience to God and, thus, his victories. It touches on the vows and promises God made to the ancestors of the Israelites. God promised to give them Canaan. He used Moses, then Joshua, to fulfill that promise. If God had already promised this, then surely Joshua would be victorious. The

Israelites were no longer a nomadic tribe wandering in the desert but a settled nation in the Promised Land. Lastly, it shows how forces will unite to attempt to take down another nation. But if God is with you, numbers don't matter. God will fight your battle.

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 in this section of the student book is read and discussed, allow the students to discuss how they feel. Without appearing judgmental, explain that God had to fulfill His promise to Abraham and Moses. Explain why the nations were totally wiped out. God wanted the Israelites to inhabit a pure land free of evil, sin, and idolatry, and free to worship Him only. By totally destroying everybody and everything, the Israelites would not be tempted to worship other gods.

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 story is complicated and hard to imagine. It is riddled with killings of men, women, and children. But this was God's complicated promise to Israel. God is just. He had to clean out all of the sin and evil from the land so that the Israelites could live in peace, which they did for the next few years. Sometimes, we have to get rid of negative friends and acquaintances so that we can live in peace.

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: Have you ever gone through a period of hurt and depression? You know that the friends you are hanging out with are not good for you. You need to "clean house." Wipe the slate clean and start over again. Know that you can be strong and courageous alone because God said that He will be with you always, just as He was with Joshua. Be strong and courageous, but, most of all, be obedient.

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 and the challenge extended and completed, have volunteers share with the class their outlines on how Joshua defeated and captured the mighty, fortified city of Jericho without lifting a sword. Re-emphasize to them that no matter how mighty you are or how strong a building is, God is almighty and all-powerful. God had to fulfill His promise. Joshua knew this, so even though the request sounded strange, he obeyed, and he prevailed. (In case they want to use it, provide the students with a whiteboard or large sheet of paper.)

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. Find a person or a song that demonstrates the power of obeying God. Lead the class to view/listen to the video of the song "Trust and Obey," one they may know. Concentrate on the words and compare them to Joshua's actions.

<https://www.youtube.com/watch?v=iOTCpHZAdZw>

September 27, 2026

Unit I: From Nomadic Tribes to Settled People

Lesson 4

Youth Topic:

Joining Forces with Unlikely Allies

General Lesson:

God's Compassion for Rahab

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

Print Passages: Joshua 2:8-13; 6:16-17



Key Verse: [Joshua said,] "The city and all that is in it are to be devoted to the LORD. Only Rahab the prostitute and all who are with her in her house shall be spared, because she hid the spies we sent." (Joshua 6:17)

PREPARING TO TEACH

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

LESSON OVERVIEW

In return for her and her family's safety, the prostitute Rahab protected the spies Joshua sent and assisted the Israelites in their conquest of Jericho.

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 observe or encounter anyone during the week on whom society has put a label? 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 summarizes the story of Rahab. Relay that God

can use anyone for His plans. Access the link below. (https://www.youtube.com/watch?v=q_LnO1uTcFo)

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 unlikely forces joining together to accomplish a greater cause. There may have been some previous bickering, name calling, and outbursts, but the time came when these rival teams had to unite to represent and defend a greater cause. In the Bible lesson, Rahab was not a rival, but she was not an Israelite—and she was a prostitute, a very unlikely candidate to help save Israel. But she believed in God, and she did what was necessary for a greater cause. God used her for His plan.

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).

Rahab appears in Joshua 2 and 6. She lived in Jericho, a fortified Canaanite city, during the time Israel prepared to enter the Promised Land. Scripture describes her as a prostitute, though some interpretations suggest that she may have operated an inn.

When Israelite spies came to scout Jericho, they stayed at Rahab's home, located along the city wall. Rahab later lived among the Israelites and, according to Scripture, married Salmon. She became an ancestor of King David's and part of the genealogy of Jesus Christ. The New Testament recognizes her faith in Matthew 1, James 2, and Hebrews 11. Rahab was a woman of faith. She was also a woman of action. She is mentioned several times in the Bible:

"In the same way, was not even Rahab the prostitute considered righteous for what she did when she gave lodging to the spies and sent them off in a different direction? As the body without the spirit is dead, so faith without deeds is dead." (James 2:25-26)

This is the genealogy of Jesus the Messiah the son of David, the son of Abraham: . . . Salmon the father of Boaz, whose mother was Rahab, Boaz the father of Obed, whose mother was Ruth, Obed the father of Jesse, and Jesse the father of King David. (Matthew 1:1, 5-6a)

By faith the prostitute Rahab, because she welcomed the spies, was not killed with those who were disobedient. (Hebrews 11:31)

History did not forget Rahab. She is remembered for her actions, her love, her trust, faith, and obedience.

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 2:8-13; 6:16-17)

8 Before the spies lay down for the night, she went up on the roof **9** and said to them, "I know that

the LORD has given you this land and that a great fear of you has fallen on us, so that all who live in this country are melting in fear because of you.

10 We have heard how the LORD dried up the water of the Red Sea for you when you came out of Egypt, and what you did to Sihon and Og, the two kings of the Amorites east of the Jordan, whom you completely destroyed. **11** When we heard of it, our hearts melted in fear and everyone's courage failed because of you, for the LORD your God is God in heaven above and on the earth below. **12** Now then, please swear to me by the LORD that you will show kindness to my family, because I have shown kindness to you. Give me a sure sign **13** that you will spare the lives of my father and mother, my brothers and sisters, and all who belong to them—and that you will save us from death."

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16 The seventh time around, when the priests sounded the trumpet blast, Joshua commanded the army, "Shout! For the LORD has given you the city! **17** The city and all that is in it are to be devoted to the LORD. Only Rahab the prostitute and all who are with her in her house shall be spared, because she hid the spies we sent."

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: We serve a merciful, compassionate, and forgiving God. God does not judge us from the outward. He knows and judges our hearts. He knew that Rahab had a heart that was faithful to Him, that believed in Him. He forgave her for her lie and for her profession and used her as a vessel to help the Israelites. Then He elevated her to a higher status. Imagine an ex-prostitute in the lineage of King David and Jesus Christ. Don't get hung up on the labels people put on you.

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 (It was because God knew that her heart was open to believe in Him.); (2) true; (3) false (She was to hang a scarlet [red] cord.); (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, relay this: Refrain from labeling people and from judging them. In today’s society, it is easy to label and judge people. You may label individuals as “FAT” and judge them by saying they have no self-control when, indeed, it could be a medical issue. They may also be brilliant or very devoted to the Lord. People may have labelled you. But it’s okay . . . you and God know who you are and what you are capable of.

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 and discussed, reiterate this: “You may be asking yourself, ‘Rahab lied. Isn’t that a sin?’” Relay this: Yes, the Bible says, “Thou shalt not lie.” So, was Rahab

justified in lying to save the lives of the spies? How do we come to terms with Rahab’s lying? Rahab knew that the only way to save her and her family was to lie. Had she not lied, she and the spies would have been killed. Rahab feared the Lord and knew the spies were men of God. Rahab had faith that though she lied, God would have compassion on her and forgive her for doing what she felt was right at that time.

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 listed items as their challenge for the week. Relay this: Think about what is being asked. If something in your observation convicts you, pray to God for forgiveness and move on. After the students have had time to complete the challenges, lead a discussion over their work and responses.

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. Have them find a poem or a song that demonstrates the faith of Rahab. You may find (at the link below) a song that tells the story of Rahab and her faith in the God of Israel. As a class, compare it to today’s lesson.

<https://www.youtube.com/watch?v=S2aPZJqLONk>

NOTES