



RUN THE PLAY: LESSONS IN JOSHUA CONTENTS

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THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

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HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

It is your privilege to challenge your students to follow the Lord in courageous obedience. What better way to demonstrate this obedience than by presenting to your students one of the most courageously obedient men in the whole Bible: Joshua.

Joshua's call to service came at a difficult time in Israel's history. He followed Moses, the one who had been used by God to lead Israel out of Egypt and through the years of wandering in the wilderness. Yet you will see that Joshua was a man who proved God, who obeyed His commands, and who was used by Him in a mighty way to lead the Children of Israel from one victory to another.

The theme for this lesson is courageous obedience, and each lesson emphasizes that theme. You may use the free poster that came in your teacher book along with the ideas on the resource CD to decorate your room in keeping with the theme. Notice that a bulletin board display is suggested; each week you may add another Courageous Obedience statement to the display.

The book of Joshua contains twenty-four chapters. Read these chapters as you teach this quarter. Ask God to help you and your students apply the lessons you learn each week so that you and your students live in courageous obedience!

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Poster-size paper or butcher paper
- Construction paper; poster board

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

WANTED: A SUCCESSFUL LEADER

SCRIPTURE FOCUS

Joshua 1:1–9

MEMORY VERSE

“Only be thou strong and very courageous, that thou mayest observe to do according to all the law, which Moses my servant commanded thee: turn not from it to the right hand or to the left, that thou mayest prosper whithersoever thou goest” (Josh. 1:7).

TOPIC

True success

THEME

True success comes from obedience to God’s Word.

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Various magazines
- Copies of worksheet 1 from the resource CD
- Bible concordance
- Courageous Obedience statement for lesson 1 from the resource CD

DESIRED STUDENT RESPONSE

Each student will choose to memorize God’s Word, obey Biblical principles, and apply them to his or her life.

NOTES FOR THE TEACHER

This lesson reveals the character of Joshua, whom the Lord appointed to succeed Moses. Joshua 1 records three keys to success God gave to Joshua: meditate on God’s Word, obey the principles found in God’s Word, and apply those principles to life.

As you prepare this lesson, examine your heart. Are you meditating on God’s Word? Do you obey the principles found in the Bible? Can your students see those principles lived out in your life? Remember: the keys to Joshua’s success as a godly leader are mandatory for the believer who desires to live in courageous obedience.

OUTLINE

- I. Joshua’s Leadership Training
- II. God’s Commands and Promised Blessings (Josh. 1:2–6)
 - A. The first command and promised blessing
 - B. The second command and promised blessing
 - C. The third command and promised blessing
- III. Joshua’s Keys to Success (Josh. 1:7–9)
 - A. Meditate on God’s Word
 - B. Obey the principles in God’s Word
 - C. Apply Biblical principles to your life
- IV. Successful Leadership

BEFORE CLASS

Cut two long sheets of poster-sized paper. Use a felt-tip marker to write the following phrases, one per sheet: World’s View of Successful People; God’s View of Successful People. Attach the sheets on opposite walls in the classroom. Place felt-tip markers near each sheet of poster-sized paper. Use these supplies for the Success activity.

Gather various outdated magazines. Students will cut images out of the magazines for the Image of Success activity.

Be sure the magazines are appropriate for classroom use.

FOCUS THEIR ATTENTION (5–10 MINUTES)

Use the activity best suited for your students.

SUCCESS

As students enter the classroom, ask them to record on the appropriate sheets of poster-sized paper the names of people who portray the world’s view of success and the names of people who portray God’s view of success. Allow them to write short descriptions of

these types of people also. After three minutes, discuss the following questions as a class.

- What was your criteria for placing names under these headings? (Possible answers: wealth, popularity, success in business, integrity, godly attitude.)
- Which list was easier to come up with? (Most likely your students will list more names under The World's View of Successful People.)
- What is your definition of "success"?
- What is God's definition of success?

Read or recite today's memory verse with your students before you complete the following activity.

IMAGES OF SUCCESS

Give poster board, paper, various magazines, and art supplies to pairs or groups of students. Have students define the word "success" and develop an image of a successful person. Encourage creativity; e.g., develop a chart that describes a successful person; draw a successful person; make a montage of a successful person.

After five minutes, ask each group to share its image of success. After each group presents its image, discuss the following questions.

- How did this group define "success"?
- On what did you base your image of success? (Possible answers: popular clothing, money, looks, popularity, skills/talents.)
- What is God's definition of success? (Ask a student to read Joshua 1:7 and 8.)

The world's view of success differs greatly from God's. If a believer desires to live in courageous obedience, he or she must learn and apply God's keys to success.

STUDY THE BIBLE (30–40 MINUTES)

I. Joshua's Leadership Training

Have a volunteer read Joshua 1:1. Review students' answers to Monday's and Tuesday's devotions as you teach students how God prepared Joshua to lead the Children of Israel.

According to Joshua 1:1, Joshua was "Moses' minister." He was with Moses in the journey from Egypt to Canaan and was the general who led Israel against the Amalekites when Moses' hands were sustained (Exod. 17:8–16). Also, it was Joshua who was with



Moses on Mount Sinai when the tables of stone were written by the finger of God (Exod. 24:12, 13; 32:17, 18); and it was Joshua who heard the shouts of the Israelites as they worshiped the idolatrous golden calf. Joshua and Caleb were among the spies who searched out the land of Canaan while Israel was camped at Kadesh Barnea (Num. 13; 14), and they were the only ones of the twelve spies who favored entering the Promised Land immediately and possessing it. They insisted that “if the Lord delight in us, then he will bring us into this land, and give it us; a land which floweth with milk and honey” (Num. 14:8). But Joshua and Caleb stood alone against the whole congregation. Because of their faith and courage they were allowed to enter and possess the land. In such incidents, Joshua demonstrated his ability in leadership.

When Moses realized his leadership over Israel would soon end, he prayed, “Let the Lord, the God of the spirits of all flesh, set a man over the congregation” (Num. 27:16). In answer to that petition, God designated that Joshua, the son of Nun, should stand before Eleazar, the priest, and be anointed for that responsibility. Immediately after Moses died, Joshua stepped into the gap and took up his divinely given responsibilities. The words of Deuteronomy 34:9 help us see the kind of person Joshua was: “And Joshua the son of Nun was full of the spirit of wisdom; for Moses had laid his hands upon him: and the children of Israel hearkened unto him, and did as the Lord commanded Moses.”

From a careful study of Joshua’s life, therefore, we learn that he was fully equipped spiritually and physically for the enormous responsibility of leading the Israelites into the land of Canaan.

II. God’s Commands and Promised Blessings (Josh. 1:2–6)

Standing out prominently in Joshua 1 are God’s commands to Joshua and the corresponding promises.



Have a student read Joshua 1:2 aloud. Discuss students’ answers to Tuesday’s devotions as you discuss the first and second commands and blessings.

A. The first command and promised blessing

The first command (Josh. 1:2) pertained to the step of faith the Israelites should have taken forty years before: “Now therefore arise, go over this Jordan.” Many insurmountable problems could have been foreseen. There were possible problems and questions: What about the giants in the land? How would they cross the Jordan? Would the manna continue as food? But God’s command was specific and clear; there was no mistaking its meaning.

If Joshua was obedient to the command, God promised to give Israel the land: “Every place that the sole of your foot shall tread

upon, that have I given unto you, as I said unto Moses” (v. 3). The people had to walk upon it before it was theirs; but when they stepped on the Land of Promise, it was their possession by divine guarantee.

B. The second command and promised blessing

The second command was to “be strong” (Josh. 1:6). This command was crucial to the Israelites’ victory. Conquering Canaan would pose major challenges. Their enemies would not simply relinquish the land; Joshua and the Children of Israel would have to fight for the land. Yet the outcome was clear. Joshua would lead the people to victory, not through his own military genius, but because of the promise of God’s power: “There shall not any man be able to stand before thee all the days of thy life” (v. 5).

C. The third command and promised blessing

Have a student read Joshua 1:6. Review students’ answers to Wednesday’s devotions and discuss the third command and blessing.

The third command is related to the above command: “Be . . . of a good courage: for unto this people shalt thou divide for an inheritance the land, which I swear unto their fathers to give them” (v. 6).

Real courage was exhibited when the Israelites marched around the wall of Jericho (Josh. 6) as well as when they fought the many battles they faced. God delights in boldness that is obedient.

God’s presence was more essential to the Israelites’ victory than a vast army and unlimited weapons.

III. Joshua’s Keys to Success (Josh. 1:7–9)

Ask students to turn to page 8 in their student books. Divide the class into three groups and assign each group one key to success. Make available felt-tip markers, poster board, scissors, construction paper, and various props for student groups. Encourage each group to creatively present its key for godly success; e.g., prepare a poster, develop an acrostic, perform a role play. Walk among the groups, offering assistance as needed.

After five minutes, ask the first group to present its key to success. Refer to the following section of commentary as necessary.



The word “meditate” means “to engage in continuous and contemplative thought, think about continuously, fix the mind upon.” For the leaders of the nation of Israel, a mastery of the law was imperative (Deut. 17:18–20).

Responsibilities accompany the privilege of leadership. Joshua’s leadership was no exception. If he were to be a successful leader, Joshua had to accomplish three key things.

A. Meditate on God’s Word

Unfortunately, the practice of meditation has taken on a negative connotation, mainly because of the emphasis on meditation and “emptying the mind” in Eastern religions. However, Psalm 1:1–4 reveals the results of meditation and filling the mind with the Word of God in the life of a believer.

B. Obey the principles in God’s Word

Ask the second group to present its key to success. Help students see the importance of obedience in the lives of believers.

The second key for a successful spiritual leader is found in Joshua 1:7, “observe to do,” and the phrase in verse 8 “observe to do according to all that is written therein.” Once believers have learned the truth about God’s Word, we must be obedient, or great difficulties may arise in our lives.

C. Apply Biblical principles to your life

Ask the final group to present its key to success. Help your students see that obeying Biblical principles and applying them to their lives go hand in hand.

The third key for a successful spiritual leader is found in Joshua 1:7: “turn not from it to the right hand or to the left.” God commanded Joshua to faithfully live out the commands of the law.

We as believers are urged to be consistent in our Christian walk. The Biblical principles that we read and obey must be applied in our daily lives. The New Testament book of James tells us to be “doers of the word, and not hearers only, deceiving your own selves” (James 1:22). Application of Biblical principles is necessary to victorious Christian living.

IV. Successful Leadership

Because Joshua willingly applied the keys of success to his life, God was able to use him as a successful leader with the Children of Israel. The book of Joshua is one of the most exciting books of the Bible because it recounts the action and drama of the Lord’s work through Joshua’s leadership. This book recalls

the great obstacles and resistance God's people faced in claiming their promised inheritance. They learned spiritual lessons as they waged physical battles. In their own strength they certainly would have been defeated, but as the people followed Joshua's leadership, depended on God's promises, and trusted in the Lord to be with them and to give them the land, they were able to claim victory after victory.

APPLY THE TRUTH (10 MINUTES)

MY SUCCESSFUL LEADERSHIP

Distribute copies of worksheet 1 to students. Encourage students to record areas in which they have positions of leadership. Review with students the three keys to spiritual success, and encourage students to answer the questions on the worksheet. Provide Bible concordances for students to use as needed.

Explain to your students that during the quarter you will be posting Courageous Obedience statements that you study together from the book of Joshua. Begin the bulletin board or poster this week with the first statement: I know I am courageously obedient when I apply the spiritual keys of successful leadership to my life.

Direct students' attention to the lesson 2 devotions in their *Real Faith in Life* books. Remind your students that the best way to get to know God is through Bible study. Encourage them to complete this week's devotions and to bring their books to class next week.

Send case study 1 from the resource CD to your students this week via email. Encourage them to read the scenarios and to be prepared to discuss them in class next week.

