Service
We serve God wherever we go.

POWER TEXT
“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go” (Joshua 1:9).

TEXTS AND REFERENCES
✓ Joshua 1; 3; 4
✓ Patriarchs and Prophets, chap. 44, pp. 481-486
✓ The Bible Story (1994), vol. 3, pp. 78-83 (“Crossing the Jordan”)
✓ Student story on page 122 of this guide.

OUR BELIEFS
✓ No. 3, God the Father
✓ No. 2, The Godhead
✓ No. 11, Growing in Christ

OBJECTIVES
The students will:
✓ Know that new situations are an opportunity to witness.
✓ Feel confident that God is leading.
✓ Respond by serving God in new situations.

The Bible Lesson at a Glance
After 40 years Joshua, the Israelites’ new leader, leads them into Canaan as God promised. They experience a change of environment as well as a change of leadership. God gives Joshua a special message of encouragement and specific directions as a leader. The people cross the river Jordan by a miraculous separation of waters. Afterward they erect a memorial in Gilgal as a constant reminder of the miracle of the crossing of the Jordan.

This is a lesson about service.
God continues to guide, encourage, and work miracles in our lives today. Moving to new communities, schools, or countries can open up new opportunities for us to serve God. We can tell others about how He has led us in the past.

Teacher Enrichment
“The influence of this miracle, both upon the Hebrews and upon their enemies, was of great importance. It was an assurance to Israel of God’s continued presence and protection—an evidence that He would work for them through Joshua as He had wrought through Moses. Such an assurance was needed to strengthen their hearts as they entered upon the conquest of the land—the stupendous task that had staggered the faith of their fathers forty years before. The Lord had declared to Joshua before the crossing, ‘This day will I begin to magnify thee in the sight of all Israel, that they may know that, as I was with Moses, so I will be with thee.’ And the result fulfilled the promise. ‘On that day the Lord magnified Joshua in the sight of all Israel; and they feared him, as they feared Moses, all the days of his life’ ” (Patriarchs and Prophets, pp. 484, 485).

What new situation is present in my life today? What opportunities do I have to witness for God? How will I share my story in my own unique and personal way?
**Welcome**
Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly. You may debrief students on the previous lesson to help them see the chronological continuity of the Bible stories from one week to another. Then ask students to share a few things they have learned from the current lesson prior to Sabbath School. Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week.

**Transition into the Readiness activity of your choice.**

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### Program notes

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paper, markers  
Paper, pen, basket, tape, grapes |
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LESSON 11

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A  Stepping Into the River

Divide the students evenly into two or three groups. Give each student a standard sheet of paper (could also use large leaves). Create the width of the “river” by determining the number of students in each group. Count one “pace” across for each student in a group and mark the banks of the river with rope or tape.

Say: You are trying to cross the river without falling in. Each team needs to get every member across without touching the “water.” Anyone who steps off the paper falls into the river and has to start again. You can use the paper as “stepping-stones,” but you can’t leave them in the water after you’ve crossed. Give the students time to devise their plan for crossing the river.

The Secret: The students must give all of their paper to one student, who puts down a trail of “stepping-stones” that all of the other students can follow. Once the entire team, except one, has reached the other side of the river, the last person must pick up the “stepping-stones” after each step and take them to the other side.

Time each team to see who can cross the quickest.

Debriefing

Ask: How did you feel stepping out onto the river, knowing that you might fall and have to start over again? How does having to go into a new situation or surroundings feel the same? How does it feel different? Let’s say together our power text, Joshua 1:9,

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

Today we are learning that

New situations bring new opportunities to serve and witness for God.

B  Changelings

Give the students paper and markers.

Ask them to draw a picture or symbol for themselves at four different times of their life: birth, 3 years old, 7 years old, and their present age. Allow time for them to complete this and share their drawings with a partner.

Debriefing

Ask: In what way have you changed physically since you were born? mentally? emotionally? in the way you relate to your parents? in the way you relate to others your age? in the way you relate to God? Discuss how growth from babyhood to adulthood is a change that most people want and look forward to. Say: Let’s say together our power text, Joshua 1:9,

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

You’ve changed over the years. Change can be good, and

New situations bring new opportunities to serve and witness for God.
**Prayer & Praise**

**Canaan or Desert**
Beforehand, prepare one slip of paper for each student and write “desert” on half of them, and “Canaan” on the other half. Fold each slip of paper in half, place them in a basket, and mix them up. Tape signs on opposite ends of the room. Under the sign “Canaan” place some grapes (or other fruit snack).

When the students enter have them select a slip of paper from the basket and go to the side of the room indicated.

**Debriefing**
Ask: How do you feel being where you are? Are you desert people happy or unhappy where you are? How about you Canaan people? Have you ever been in a new situation or surrounding and you didn’t want to be there? Let’s say together our power text, Joshua 1:9,

> “Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go” (Joshua 1:9).

Today we are learning that

> New situations bring new opportunities to serve and witness for God.

**You Need:**
- Paper
- Pen
- Basket
- Tape
- Grapes

**Suggested Songs**
- “I Have Decided to Follow Jesus” (He Is Our Song, no. 146)
- “We Must Wait [on the Lord]” (He Is Our Song, no. 129)
- “Follow Jesus” (He Is Our Song, no. 150)
- “Be Bold, Be Strong” (Praise Time, no. 34)

**Mission**
Use Adventist Mission Magazine/Youth and Adult (go to www.juniорpowerpoints.org and click on MISSION) or another mission report available to you. For the mission story, have a map of the world where the students can identify the location of the mission story and compare it to where they are. You could use push pins to mark where the mission story takes place.

**Offering**
Continue to use the milk or honey containers to collect the offering. Say: One way we can serve God is by giving our offerings. We’re collecting the offering in this container because it represents Canaan, the “land of milk and honey,” which the Israelites were entering.

**Prayer**
Continue with the paper “keys” introduced two weeks ago. Say: This week we are learning about the Israelites entering the Promised Land. The key you have been given represents “unlocking and opening up” a new land for them. Please write on your key one new situation or location where you want to serve God. After prayer we will add the keys to our ribbon key ring and hang it up. Pray for each student and for their commitment to serve God. Thank the Lord for giving them new opportunities in which to serve Him. Also remember in prayer students’ prayer requests, the birthday and other special event celebrants, as well as the visitors.
Introducing the Bible Story
Share a time with your students when you had to wait a long time for something you looked forward to. Ask: Think of a time you had to wait a long time for something. Let them share with a partner.

Ask: Why is it so hard to wait for something you are looking forward to doing or receiving?
Say: Our story today is about the Israelites finally entering the Promised Land after waiting 40 years. Let’s read our power text together: Joshua 1:9.

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

While they might have been a bit anxious about entering a new country, we can remember that

New situations bring new opportunities to serve and witness for God.

Experiencing the Story
Divide the students into 12 “tribes” of Israel. Give each student a ball of modeling clay and ask them to shape it into a stone and place it at the front of the room. Say: We’re going to read our story today from Joshua 1; 3; 4. (Divide scripture evenly among students. Students shape their stones while taking turns reading scripture.) Let’s take turns reading a paragraph (a few verses) each aloud. When you are done, one student from each tribe should pick up a “stone” from the “river” and then together build an altar. (You could also have selected students acting out the story as you read it aloud, ending in the building of the altar.) Ask: Why did God ask them to build this altar? (He didn’t want them to forget that He was with them, that He was leading them. He wanted them to be able to tell others what He had done for them.)

New situations bring new opportunities to serve and witness for God.
Exploring the Bible

Say: The raising of stones as a memorial is common in the Old Testament. Let’s find two texts when other memorials were set up: Genesis 28:18-20 and 1 Samuel 7:12.

Ask: What were these memorials intended to do? (To provoke questioning so that the story of God’s miraculous interventions might be told over and over.) How would these altars link future generations with past generations? (Future generations would remember the great acts of God in their past.) How does remembering things in the past help us now? (Gives us encouragement, gives us stories to share with people as a way of witnessing.) We can remember that, as we share how He has led us in the past,

New situations bring new opportunities to serve and witness for God.

Accommodations for students with special needs:
Ahead of time prepare a handout with the Bible passages and the questions from this activity if there are students with visual impairments or other special needs in your class who would benefit from having it.

Scenarios

Read the following scenarios to your students. At the end of each, ask how the person is using a new situation to serve God.

1. Wesley’s family is moving across the country because of his dad’s job with the church administration. Wesley doesn’t want to leave his friends and school, but he’s trying to make the best of it. While he’s saying goodbye to his neighbors he’s able to share with them the reason they are moving, and how his dad serves their church.

2. Cassandra’s best friend’s parents are divorcing. Her friend, Jennifer, is very sad and upset by it. Jennifer tells Cassandra her feelings and frustrations while Cassandra listens carefully. Cassandra is able to share with Jennifer some comforting and reassuring Bible texts she’s learned in Sabbath School. Cassandra also prays with her friend on the phone every evening before they go to bed.

3. Patrick isn’t doing very well in math in school. In fact, his parents have signed him up for a summer math class. He’s disappointed about that, but is willing to go so he can stay with his class in school and not get behind. His teacher is a friendly older man. Patrick and his teacher become friends, and Patrick learns that the teacher has recently had a grandson die in an automobile accident. The teacher is not a churchgoer, but Patrick is able to share with him the hope of Jesus’ coming and resurrection. This interests the teacher, and he asks for a book to read on the subject.

4. Maggie’s mom had cancer a few years ago and has been in remission for a few years, but now it has come back again. While accompanying her mom to a doctor’s appointment, Maggie is able to share with the nurse how God is taking care of their family and how He has answered their prayers in the past.

Debriefing

Ask: What new situations are you facing in your life? (Encourage as many as are willing to share some type of new situation.) How can you use your new situation to serve God and witness about what He has done for you? (Encourage responses.) Repeat the power text together. Say:

We can see by the scenarios and our own lives that

New situations bring new opportunities to serve and witness for God.

YOU NEED:

- Bibles
LESSON 11

SHARING THE LESSON

Memory Stones
Allow students to share if they used new ways of witnessing over the past week to strengthen someone’s faith in God. Ask: Did you have a chance to share any of God’s promises with someone? Did you tell someone about a time you experienced God’s leading in your life or in your family’s life?

Give each student a piece of paper and a marker or pencil. Ask them to draw an altar of 12 stones and to write on each stone a special act God has done in their lives—something that they feel particularly blessed about, or some providential working that they feel God planned for them. You may need to help some students think of ways God has been active in their lives. Give them time to share their altars with one or two other students near them.

When the students have completed their paper altars, give them each a stone or rock. Ask them to write the power text reference on their stone (Joshua 1:9). Ask: Who is someone discouraged, sick, lonely, searching for God with whom you can share this memorial stone? What can you say to someone who needs encouragement or needs to hear how God has helped you in the past and is continuing to lead in your life? Will you make a commitment with me to share your stone with someone? (Wait for commitments. You, too, make a memorial stone and commit to sharing it.)

This week, let’s be particularly aware of new situations we are in, because

New situations bring new opportunities to serve and witness for God.

Alternative
Give each student the number of stones that there are members in the class (small classes) or for each member in their small group (large classes). Have the students write each member’s name on one of the stones and encourage them to pray for each student separately during the week, that God will provide the opportunities and the courage for them as they serve and witness.

YOU NEED:
- paper
- rocks OR stones
- colored markers OR pencils

Prayer and closing comments:
Thank God for the commitment the students made to serve Him. Ask God to be with the students as they look for opportunities to serve Him in new situations.

Reminder to parents:
Say: Check out the student Bible study guide to find Parents’ Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.

Coming up next week:
Say: Israel conquers Jericho and Ai. When we follow God’s plan, He will bless us with success.

YOU NEED:
- paper
- rocks OR stones
- colored markers OR pencils

4
Imagine your father is helping to move friends to a new country. You can send notes back and forth to your father. You have many questions, including how your dad is going to get where he’s going because there’s a big, flooded river to cross and there is no bridge or boat.

The following “letters” are the imagined correspondence between a father and son from the tribe of Reuben:

Abba, Shalom!
Father, what’s happening now? I’m worried that things just won’t be the same without Moses as our leader. Can Joshua do a good job? Will you still go into the Promised Land? If you go, when will it be, and how will you get there? Please write to me as soon as possible and tell me everything. I think about you often, and I pray for God’s leading and protection on your journeys.

—Baram

Shalom, Baram!
My son, I wish you had been here with me today so you could have seen the awesome power of our mighty God! We have crossed over the Jordan, and we are in the Promised Land, finally! Let me tell you what happened.

This morning the officers came around and told us to watch the ark and to follow it wherever it went. All of the soldiers, the men from the tribes of Reuben, Gad, and Manasseh, were instructed to stay in front of the people, so I was able to see everything. First, the priests who were carrying the ark began moving toward the Jordan River. A loud whisper went through the crowd, and then everyone became silent. I felt my skin tingling with excitement. We were all marching straight toward the water as if we were going to walk across on the top of it. I held my breath as the priests’ feet touched the water at the edge of the river. The water stopped flowing! I have never seen anything like it; it was the most amazing sight!

There was a loud cheer, and all the people began talking and shouting as the news spread through the crowd. The priests walked ahead and stood in the middle of the riverbed while everyone crossed over on dry ground. After everyone had gone over into Canaan, Joshua commanded 12 leaders to each take a stone from the place where the priests had been standing. Then he commanded the priests carrying the ark to come up from the Jordan.

What do you think happened then? When the priests came out of the riverbed, the water came rushing in, and the river returned to normal. It was just like it must have been at the Red Sea. There was no path, but Adonai provided one for us. Hallelujah! Praise Adonai! For the first time we worshipped God in the Promised Land today. I was so happy, I cried tears of joy. Everyone sang praises to God and worshipped Him. My son, you should have heard the singing! It seemed as if the birds and the trees and the whole land were singing, rejoicing, and praising God with us. Hallelujah!

When we set up camp for the night, an altar was built with the stones from the river Jordan so that everyone would know of our God’s great power. Baram, I can’t wait to show you the altar and this wonderful land that Adonai has given to us.

—Abba
KEY REFERENCES

- Joshua 1: 3; 4
- Patriarchs and Prophets, chap. 44, pp. 481-486
- The Bible Story (1994), vol. 3, pp. 78-83 (“Crossing the Jordan”)
- Our Beliefs nos. 3, 2, 11

POWER TEXT

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

POWER POINT

New situations bring new opportunities to serve and witness for God.

Sabbath

DO  Do the activity on page 88.
LEARN  Begin learning the power text.

Sunday

READ  Read Joshua 1:1-9 and this week’s story, “Across the Jordan.”
WRITE  In your Bible study journal, list all the things God told Joshua to do to be a good leader (Joshua 1:6-9).
REVIEW  Review the power text.
ASK  Ask God for opportunities to serve Him anytime.

Monday

READ  Read Joshua 1:10-18.
THINK  Consider the promises God makes in Joshua 1. Which of these promises are applicable to you today?
REVIEW  Review the power text.
PRAY  Pray that God will give you courage wherever He leads you in life.

Tuesday

READ  Read Joshua 2.
THINK  How were the spies able to serve God in the situation with Rahab?
PROMISE  Tie a “scarlet cord” on your bedroom doorknob to signify your promise to serve God in your life.
REVIEW  Review the power text.
PRAY  Pray that you will serve God in any situation.

Wednesday

READ  Read Joshua 3.
SING  Sing “On Jordan’s Stormy Banks” from The Seventh-day Adventist Hymnal, no. 620.
THINK  What does the “Jordan” represent in this song? What does “Canaan” represent in this song?
REVIEW  Review the power text.
PRAY  Pray that you will keep your eyes on Jesus.

Thursday

READ  Read Joshua 4.
LOOK  Look at a map to find the closest river to your house. Have you ever crossed it? If so, how?
ASK  Ask an adult about an experience they’ve had with God’s power and guidance.
REVIEW  Review the power text.
PRAY  Thank God for your family’s past experiences of His leading.

Friday

READ  Read Joshua 4:4-8.
TELL  Tell the story of the crossing of the Jordan to your family at worship.
BUILD  Find 12 rocks or other objects that you can pile up to make a temporary altar to God. As you find each one and put it in place, name something special that God has done for your family.
SIT  Sit with your family around the altar and think of new ways you can share your witness of what God has done for you.
SHARE  Share the power text with your family.
PRAY  Thank God for giving you opportunities to share Him with others in new ways.