

Lesson 64

Rahab Helps the Spies

Rahab believed in God and helped the Israelite spies in Jericho.

Studying God's Word

Introduction

Slide #3

Don't forget! Review the Optional Supplements and determine where you can use them.

Refer to Lesson 63 Theme Poster. In our last lesson, God led Moses and the Israelites around several countries to where they would enter the promised land. Two powerful Amorite kings, Sihon and Og, attacked the Israelites, but God helped the Israelites defeat them.

What interesting facts do you remember about King Og? Og slept in a bed that was about 131/2 feet long and 6 feet wide. That means he was probably 9–12 feet tall! He was a giant.

After the Israelites destroyed those kings and the people took over their land and cities, Balak, the king of Moab, was afraid that the Israelites would attack him next.

Who did he hire to curse the Israelites for him? Balaam.

Balaam was a false prophet. As he rode his donkey to visit Balak, the angel of the Lord blocked his way.

How did Balaam's donkey save his life? She avoided the angel of the Lord three times.

Balaam didn't know what his donkey was doing when she went off the road and then lay down right in the middle of the road. He just became angry and hit her with a stick.

What did God cause the donkey to do? Speak!

Right. Balaam still didn't understand what was happening until God opened his eyes to see the angel. God reminded Balaam to speak only the words God gave him. So Balaam went to see King Balak, but he blessed the Israelites three times instead of cursing them.

Joshua Becomes the Leader

The Israelites were God's chosen people. He promised to bless them and guide them as they came into the land he had promised to their ancestor, Abraham. The time had come for Joshua to lead the people. Moses and Aaron were not allowed to enter the promised land.

Do you remember why? What did they do? They disobeyed God's instructions for getting water from the rock. They struck the rock instead of speaking to it.

Before he left, Moses laid his hands on Joshua to show that he was chosen to be the new leader. God called Moses to the top of a mountain. Moses climbed up and looked out over the beautiful promised land. Then he died there on the mountain at age 120, and the Israelites mourned for him for 30 days.

Joshua was now in charge of hundreds of thousands of people! He had been Moses' assistant, and now his job was to lead the armies of Israel to conquer the people living in the promised land and take the land for their own. This was a scary task!

Joshua 1:5–6

Slide #4

Refer to the Books of the Bible Poster. Turn to chapter 1 in the book of Joshua. Who will read what God said to Joshua in verses 5–6? Assign readers.

God promised to be with Joshua just like he was with Moses.

What else did God promise in verse 5? I will not leave you or forsake you. What did God command Joshua to be in verse 6? Strong and courageous. Right! What did God say Joshua would do for the people? Cause them to inherit the land God promised them.

God promised to be with Joshua like he was with Moses. God gave Joshua clear instructions and encouraged him to be strong and courageous.

Joshua would need God's strength and courage to lead the people. They would have to fight for their land against giants, strong armies, and walled cities. But Joshua didn't need to fear because God promised to be with him.

Slide #5

Pass out the Class Notes to the students.

Let's start the Class Notes. Who will read #1 and use the word bank to tell us what we should write in the blank? Choose a reader. Joshua. Have students complete #1.

And #2? What did God tell Joshua? Choose a reader. Strong. Have students complete #2.

The first city they would come to in the land was a huge walled city called Jericho. Joshua decided he needed to know more about this city. He needed spies. Joshua knew what it was like to be a spy. He was one of the 12 spies Moses had sent into the promised land 40 years earlier. Now it was Joshua's turn to send spies into the land.

Rahab Helps the Spies

Joshua sent two spies ahead to sneak into the city of Jericho and look around.

Rahab Skit

I need seven volunteers to act out what happened to the spies. Choose volunteers and give them each a copy of the Rahab Skit. Set a blanket/tablecloth and red streamer/rope by Rahab. If you have costumes or other props, give those to the volunteers. Have students perform the skit then return to their seats.

Joshua 2:1

Slide #6

Slide #7

Slide #8

Wow! Rahab turned out to be a hero! Let's learn more about Rahab, the woman who helped the spies. Who will read Joshua 2:1? Assign a reader.

Rahab was a prostitute, a woman who didn't obey God's command to be faithful to only one husband. She lived a sinful life. But her home was a place where the spies could learn a lot about the city.

Show the Lesson Illustration. Rahab's house was also unique because it was built right into one of the city walls! This would be a safer place for the spies to hide with an easy escape out the window.

As we saw in the skit, the king found out where the spies were and sent his men to find them.

What did Rahab do to protect the spies? Where did she hide them? On her roof under some flax.

Refer to the Lesson Theme Poster. Flax is a plant with long stalks that was used to make material for clothes. Rahab took the spies to the flat rooftop, which was a lot like a deck or patio, where she had stalks of flax laid out to dry. The spies lay down, and Rahab piled the flax on top of them so they couldn't be seen.

Then when the king's men knocked on her door, she lied to them. Where did she say the spies had gone? Out the gate of the city.

Was it okay for Rahab to lie? Allow discussion.

Refer to the Ten Commandments Poster. God hates all sin, and lying is a sin. God commanded his people not to lie. Which commandment is that? 9) You shall not bear false witness against your neighbor.

Remember, though, that God had just given these commandments to Moses and the Israelites, so Rahab didn't know them.

Joshua 2:11

Slide #9

Let's see what she believed about God. Who will read Joshua 2:11? Assign a reader.

What did Rahab say about God in this verse? "The Lord your God, he is God in the heavens above and on the earth beneath."

The people in Jericho were wicked and worshipped false gods. But Rahab believed that the God of the Israelites was the one true God—only he controlled the heavens and the earth. She told the spies that all the people of Jericho were afraid when they heard about how God parted the Red Sea and gave the Israelites victory over the Amorite kings, Sihon and Og.

Rahab had faith in God, so much faith that she chose to help the Israelites, even though they were enemies of her people. She would have been in big trouble if the king's men had found the spies on her roof or found out that she helped them escape!

Rahab knew that the Israelites would attack soon and take over her city, so she asked them to do something for her. What did Rahab ask the spies to do? Save her and her family when they took over the city.

What did the spies tell her she had to do for them to keep their promise? Not tell anyone their plans, tie a scarlet cord in her window, make sure all her family was in her house.

What color is scarlet? Bright red.

Why do you think the spies told her to use that color for the cord hanging from her window? Allow guesses.

Scarlet is a bright color that would show up against the wall so the Israelites would be able to see it. A regular rope would have been too hard to see.

How did Rahab help the spies get away? She let them down the wall with a rope from her window.

Slide #10

Refer to the Lesson Illustration. Remember that Rahab's house was built into the wall. When she let the men climb out her window, they were outside the city walls and didn't have to go through the gate, which was closed at night.

Slide #11

Slide #12

Let's fill in some more Class Notes. Who will read #3 and tell us the name of the city the spies went to? Assign a reader. Jericho. Complete #3.

How did Rahab help the spies? Who will read #4? Assign a reader. Hid. Complete #4.

And #5, why were the people in Jericho afraid? Assign a reader. Miracles. Complete #5.

What did Rahab understand about the God of the Israelites in #6? Assign a reader. Lord. Complete #6.

And #7, what did Rahab have that the other people of Jericho didn't? Assign a reader. Faith. Complete #7.

Who thinks Rahab kept quiet about the spies like she promised and was saved? Show of hands.

Slide #13

Joshua 6:25

Turn to Joshua 6:25, and we'll find out! Who will read that? Choose a reader.

What happened to Rahab and her family? They were saved.

We'll take a closer look at the battle of Jericho in another lesson, but we see here that Rahab kept her word—and so did the Israelites! They saw the scarlet cord in her window and saved everyone in her family.

Refer to the Attributes of God Poster. God was merciful to Rahab because she had faith in him. What does merciful mean? Withholds deserved punishment.

Rahab was a sinner, and she lived in a city where the people worshipped idols. The Israelites were going to destroy the city. But Rahab put her faith in the one true God, and he showed her mercy. Rahab and her family were kept safe in the battle and then were allowed to live with the Israelites.

Rahab married a man named Salmon from the tribe of Judah. She and her husband had a son named Boaz, who later became the great-grandfather of King David! And many years after that, Jesus was born into King David's family line! What an honor! God was gracious to Rahab by allowing her to be a part of Jesus' family.

Refer to the Attributes of God Poster. What does gracious mean? Gives great gifts to his children even when they are not deserved.

Rahab was not an Israelite, but God chose to include her in Jesus' family line! And, like all of us, Rahab was a sinner. But she was saved by faith and used by God to help the Israelite spies.

Slide #14

Let's complete the Class Notes. Who will read #8? Assign a reader. Saved. Have students complete #8.

Rahab was King David's great-great-grandmother. What other very special person was related to Rahab? Someone read #9. Assign a reader. Jesus. Have students complete #9.

Application

Slide #15

Refer to the Lesson Theme Poster. Today we learned about an unlikely hero named Rahab. Rahab was a Gentile woman, which means she was not an Israelite, and she led a sinful life in the city of Jericho. But Rahab chose to help the two Israelite spies. She hid them on her roof and then helped them escape from the king's men.

Think about how this account of Rahab can apply to us. If God used this Gentile woman to accomplish his plans, could God use us, too? Yes.

Let's see if we have anything in common with Rahab. Raise your hand if you can answer yes to these three questions. Are any of you Gentiles (not Israelites)? Show of hands.

Do any of you come from families or cities with unbelievers? Show of hands.

Have you ever sinned by being disobedient? Show of hands.

Most of us are a lot more like Rahab than we may have thought! Even though Rahab was an ordinary, sinful woman, she came to believe in the one true God who used her to help the Israelites. He can use us, too. She was a sinner just like us, but God in his mercy will forgive us if we ask him to. When we have faith and believe in Jesus Christ as our Savior, the blood of Jesus cleanses us from sin. Then God can use us for his purposes, just like he used Rahab!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

Review Questions
Medium-sized cardboard box

Scissors or knife
Four beanbags
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

Materials

- Review Questions
- White board or chalkboard
- Markers/chalk
- Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions
A deck of numbered cards, or numbers and "wild" written on index cards

One beanbag
Masking tape
Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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