

#### 4.20 Joshua: Be Determined and Confident

Topic: Peace in Community

Subtopic: Confident Determination  
3D Equality and Value of each individual  
4C. Problem Solving

Class: Standard IV (Grade 4)

Objectives: **Knowledge:** Students will recognize the difference between Victory Thinking and Victim Thinking.

**Attitude:** Students will take responsibility for their own actions and reactions.

Materials Needed:

Blackboard and Chalk  
Exercise book

References: Joshua 1:1-9

Memory Verse: Joshua 1:9

#### Teacher Activities

**Introduction:** Ask, “Why do you think Joshua and Caleb wanted to go into the Promised Land when the other spies were all afraid?”

**Bible Story:** Review last week’s story. Read Joshua 1:1-9. Compare Joshua and Caleb to the Israelites.

**Application:** Complete a T-chart with the students.

Discuss the Memory verse. Point out that meditating on scripture can help us think like Victors instead of Victims.

Have students write in their exercise book. Then ask students to give examples of how they think and let the class identify if that is Victim or Victor thinking.

**Evaluation:** Listen during the week to what students say and point it out to students when you hear them talking like a Victim (or a Victor.) Encourage “Victor talk” in your room. Monitor your own self-talk. Do you talk like a victim or a victor?

#### Student Activities

**Introduction:** *Answers will vary.*

**Bible Story:** Students read Joshua 1:1-9 and will discuss the differences between Joshua and Caleb and the rest of the Israelites.

**Application:**

Help complete the T-chart of Victim/Victor thinking.

Identify Victim and Victor thinking with several examples.

*Write.* In their exercise book, have students write three things they say sometimes. Write “victim” or “victor” beside each statement. If it is a victim statement, write another sentence showing how to change it to a victor statement.

**Evaluation:** Were students able to identify Victor and Victim thinking?

Are your students learning to take responsibility for their own actions and take the initiative to change things when they have problems?

**Extension Activities:** *Memory Verse March.* This verse is a great verse for marching. Have the class line up outdoors. The first person says one phrase of the verse while marching forward in rhythm. The group repeats the phrase using the same rhythm as the leader. The leader says another phrase and they repeat. Do the whole verse and then change leaders. The leader can incorporate actions that the group must follow, such as swinging the arms, turning, and other simple movements.

*Meditating on Scripture.* Explain that meditating on scripture means to repeat it and think about it over and over. Have students say the memory verse slowly several times, emphasizing a different word each time. Encourage them to *meditate* on the meaning as they repeat it.

*Examples:* The statements below were made by students who are thinking like slaves or Victims. Identify if the statement is an *excuse*, *blaming* or *complaining*. Then tell how the person could think or act more like a Victor instead of like a Victim. Remember Victors are confident and determined even in the face of difficulties. *Alternative:* Have students role play these situations first as victims and then as victors.

1. I am so unlucky. I lost my pencil *again*.
2. I didn't get my homework done because my brother was making so much noise last night.
3. (Israelites) I am so sick of this manna. Surely God could give us something better.
4. That rusty nail tore my shirt.
5. I couldn't come to school yesterday because Mom didn't wash my uniforms.
6. My teacher must hate me. She gave me a D in English.
7. Math is so hard. I won't ever be able to figure it out.
8. (Israelites) There are giants in the land. We won't ever be able to conquer those cities.
9. Nothing ever goes right for me.
10. I can't do it.

### Notes for Teacher

Research shows that if students believe that effort and problem solving will lead to success, they will try harder and do better in school. However, if they believe that everything is a result of luck or factors they cannot control, they will give up easily and lack initiative to change things. Peacemakers must have confidence that their efforts will make a difference.

Key Points: Victors take responsibility for their actions and take responsibility to change things when there is a problem. Reading and meditating on scripture will help us think like victors instead of like victims.

Bible Story: *Review the Story about the Promised Land.*

- How did the spies react when they saw the giants and fortified cities in the land of promise? (They were afraid. They refused to go into the land.)
- What was the result? (They had to live 40 years in the Wilderness and the adults would die there.)
- Which two spies wanted to enter the Promised Land immediately? (Joshua and Caleb)

*Read (or have students read) Joshua 1:1-9.* Point out these things.

- When the 40 years were almost over, Moses died and Joshua became the leader of the Israelites.

- Three times God told Joshua to, “be determined and confident” because God would be with him wherever he goes.
- God commanded Joshua to meditate on scripture (The Law). This would help him to be determined and confident.

*Compare Joshua and Caleb to the other Israelites.*

The Israelites had been slaves while they were in Egypt. They were still thinking like slaves. They did not take responsibility for anything and they were saying, “We’re like grasshoppers. We can’t do this.” Because the Israelites were thinking like slaves, they made excuses for not going into the Promised Land. They blamed Moses or got angry with God when they didn’t like something. They were always complaining and gave up easily. This kind of thinking is called “Victim Thinking”.

Moses, Caleb and Joshua were different. They believed God. They didn’t make excuses or blame others. They boldly stepped out to do new things. Moses led one million people out of Egypt, across a Wilderness and to the new land. Joshua led the Israelites to settle in the new land even though the Canaanites had many fortified cities and the people were big and strong. Caleb asked permission to settle in one of the mountains that was controlled by giants. Everyone else was afraid to go there but Caleb believed that God would help him. He successfully defeated the giants and claimed his mountain.

Application: *Making a T-chart* (See the example at the end of this lesson.)

Draw a T-chart and write Victim on the left and Victor on the right. Have the students help you as you write some of the characteristics of victim thinking (the Israelites) on the left and examples of victor thinking (Joshua, Caleb and Moses) on the right.

Read the Memory Verse together. Are you determined and confident or do you give up easily and blame others for your problems. God’s advice to Joshua was to read and meditate on scripture. God knew that if Joshua was thinking about the scriptures he would be able to keep thinking like a Victor instead of a Victim.

*Writing in Exercise book.* Students should write three things they say to themselves or others and label each statement “victor” or “victim”. When they are done, have them tell how they could change “victim” statements in to “victor” statements.

Example of a T-Chart:

Victim	Victor
Makes Excuses Blames others Complains Gives up easily Thinks they can’t do anything Feel sorry for themselves	Takes responsibility for things Tries to solve problems Is determined Keeps trying Believes they can do hard things Trusts God to help them