

Adapting *Star Namer Bible Study: Joshua 9 & 10*

For use in group settings: Classroom, Youth Groups, Family Devotionals

*Dear Parents or Youth Group Leader,**Do you want an exciting once-a-week devotional that will engage your tweens and teens?**This 20-unit study will provide just that and more!*

Participants will

- **become more familiar with their Bibles.**
- **grow in their understanding of themselves and others** as they discuss the characters in the Bible and in the Biblical historical novel *Shepherd, Potter, Spy—and the Star Namer* (SPSSN) and *Star Namer and the Unchosen* (SNU).
- **begin to understand the people of the Bible stories better by becoming more familiar with the historical era and the geographic setting** where the stories take place.
Study options: Units 1-13 relate to SPSSN specifically to Joshua 9:1-10:15 and the day the sun stood still. Units 14-20 relate to SNU and Joshua 10:16-43, Joshua's battlefield journal of the southern campaign.
- **be encouraged to use their unique skills** to contribute to interesting and exciting sessions of learning.
- **be encouraged to think beyond themselves** to how they can make a difference in their world.

For this study, each participant:

1. Will need access to a copy of *Shepherd, Potter, Spy—and the Star Namer*, whether paperback hardcopy or Kindle, etc. (For Units 1-13. Also, *Star Namer and the Unchosen* if doing Units 14-20.)
2. Will read 3-5 chapters for each meeting.

Leader/s will need a copy of the study guide, *Star Namer Bible Study: Joshua 9 & 10****Note to User:***Access the *SNBS* study guide on Amazon.com at:[Amazon: Star Namer Bible Study](#)

and the Biblical historical novel of Joshua and the Israelites (through the eyes of a Canaanite shepherd boy)

Shepherd, Potter, Spy—and the Star Namer at:[Amazon: Shepherd, Potter, Spy—and the Star Namer](#)and *Star Namer and the Unchosen* at:[Amazon: Star Namer and the Unchosen](#)

Let's get started by reading Joshua, chapters 9 & 10. You may want to re-read it periodically throughout the course of this study, but especially at the beginning of Chapter 20 of *Shepherd, Potter, Spy—and the Star Namer*.

Each unit has one map question. This tactile activity meets the needs of many students who learn best by doing, manipulating, etc. It also helps the reader see this tale of people who lived 3,400 years ago is about real people in a real place they could visit. See suggestions for its use below. Use one or more of the suggestions and/or your own ideas.

1. Print the blank map of the Holy Land from author's website, one copy for each person:
[Blank map](#)
2. Assign one or two group members to enlarge the blank map of Israel on a poster board. Here is a link to learn how to do this:
[Copy and Enlarge with a grid](#)
3. At meetings, members record the places mentioned in the story on individual maps and/or the enlarged map.
4. Go here to access a satellite map of present day el-Jib (Gibeon) in the Palestinian West Bank:
[Google Map](#)
5. You may want to use your internet search engine to find news about what is happening in the region around Gibeon today! (Have one of your participants be the roving reporter for the day in 1407 B.C.E. and one in present day.)
[The Jerusalem Post](#)

Each unit has a question about what is happening in the story.

1. Ask one or more individuals or pairs in your group to perform a pantomime of an event in the assigned reading.
2. Before the meeting, the leader or other designated person will write on a small slip of paper a scene description in three to five words. Put all slips into a bowl, etc. Similar to the game of charades, each participant draws a slip and silently communicates the scene to their team in thirty seconds to one minutes.
3. In some units, the participants might have sling stone target practice with ping pong balls. It might be best to do this outside and at the end of the session.
4. Participants could manipulate Play-Dough or a crafting clay while the discussion about the Ra-eef' potters proceeds.

Each unit has a question that explores how the reader is relating to the characters and the setting. Participants will compare and contrast their own lives with the lives of Keshub and his brothers and Hosiah, his brother Elkanah, and his uncle Joshua. In this discussion there are no right or wrong answers. Leader/s and participants will gain insights about relationships, responsibilities, social expectations, contrasts of culture, etc. (Note to leader: Occasionally remind your readers the characters Keshub and Hosiah are fictional representatives of unknown participants of the historical event. Joshua is a historical character. It is not known whether he had a brother or nephews.)

Each unit has a research question with one or more internet links provided.

1. Designate a person in your group to do the research suggested and report their findings.
2. Assign a team to do the research, decide how to present the information to the group, and give the presentation.
3. Ideas for presentation: leader plays the YouTube video when provided, team members act as interviewer and scientist or spokesman, an individual or a team makes a Power Point presentation, etc.

Each unit has related scriptures listed. Use the related scriptures as a sword drill. Students will find the verse or passage then stand. When all students have found the reference, the first one standing (or other person designated by the leader) will read the passage. Reading the related scriptures together helps young people become familiar with their Bibles.

Each unit has a question designed to widen the scope of the participants' thinking to include his/her community, or nation. With input from the group, provide a way for the group to make a difference during this study. Some suggestions are:

1. Visit an elderly person and learn where they grew up and how things were different then.
2. Help a neighbor or the church with a garage sale, with yard work, etc.
3. Have your own group garage sale and donate the money to a worthy cause.
4. Collect outgrown clothing and donate to an organization that serves the refugee community.
5. During this study, compile a list of participants' prayer requests for the needs of your community, nation, and the world. Include a time of prayer for these concerns to close each session.

Of course, all suggestions will be subject to your own time constraints, and you will undoubtedly have other ideas that meet the specific needs and interests of your participants. Creative games or other reinforcement activities will increase the "fun factor."

Please share your own ideas with the rest of our users by going to our FaceBook group. Come share your ideas and successes with leading groups of young people:

[FaceBook Group](#)

Your feedback will be most appreciated.

From your ideas, we will provide an addendum to this devotional guide and make them available to others.

Most of all, have fun proving to your young people the Bible IS NOT a dusty old book of theology.

Sincerely excited about teaching young people,

Peggy Miracle Consolver - Author