

# God Triumphs



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## Unit 1 | Victory by God’s Grace

1	June 2, 2019	Israel Found a Friend	God is true and worthy of our faith.	Joshua 2:11	8
2	June 9, 2019	Israel Stepped out in Faith	God helps us as we obey Him.	Joshua 1:9	15
3	June 16, 2019	Israel Met Its Commander	God is always with us to help us.	Joshua 1:9	23
4	June 23, 2019	Israel Shouted to the Lord	God’s power is amazing.	Psalms 147:5	31
5	June 30, 2019	Israel Learned That God Sees All	God sees us when we sin.	Psalms 147:5	38
6	July 7, 2019	Israel Forgot to Pray	God wants us to pray to Him.	1 Thessalonians 5:17	46
7	July 14, 2019	Israel Fought along with God	God answers our prayers.	Psalms 66:19	53

## Unit 2 | Victory by God’s Mercy

8	July 21, 2019	Deborah Courageously Followed God	God gives us courage to obey Him.	Psalms 31:24	62
9	July 28, 2019	Gideon Tested God	God patiently helps us trust Him.	Psalms 28:7	70
10	August 4, 2019	Gideon Trusted God	God deserves the glory for all we do.	Psalms 28:7	78
11	August 11, 2019	Jephthah Sincerely Believed God	God wants us to serve Him with all our hearts.	1 Samuel 12:20	86
12	August 18, 2019	Samson Was Dedicated to God	God uses people to do His will.	Romans 12:1	93
13	August 25, 2019	Samson Was Empowered by God	God’s power is the greatest of all.	Isaiah 26:4	101

# STRONG<sup>®</sup>

## curriculum

A world weak on truth needs a strong, trustworthy message. STRONG Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ.



### A Plan You Can Trust

Regular Baptist Press firmly believes God's Word is living and powerful and more effective than any idea or philosophy man could ever dream up. The Bible is Spirit empowered, so it cannot fail to strengthen kids who interact with its truths. Believing this, we purposefully built Strong Kids on Bible bedrock. We know the curriculum's solid Biblical foundation will make it transformational.


Strong Kids provides each age group with the age-appropriate plan to prepare kids to successfully take the next step in their spiritual growth. The lessons for all five age groups form five steps for building spiritually strong kids.


Strong Kids for Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.


The Strong Kids scope and sequence is built on the seven teaching aims Jesus had during His earthly ministry. Identifying Jesus' aims helps you teach the Bible with purpose and clear goals in sight. Every lesson in the Strong Kids scope and sequence addresses at least one of Jesus' teaching aims.


Look for the BuildUP icons in the table of contents and on the first page of each lesson.


### JESUS' TEACHING AIMS


 **Believe the gospel.** Jesus taught His students to understand, believe, and then share the gospel. This aim is obviously fundamental to all the rest.


 **Understand Biblical ethics.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.

 **Internalize godliness.** Jesus taught His followers to be godly on the inside. He warned them not to become like Pharisees, with a mere outward appearance of godliness.

 **Learn doctrine.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.

 **Develop life skills.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.

 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

 **Prepare to serve.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

# STRONG<sup>®</sup> curriculum

In this quarter's Strong Kids for Pre-Primaries, children will study the victories of the Israelites as they fought to take the land God promised them. Unit 1 follows Joshua as he leads Israel by God's grace. Unit 2 highlights the book of Judges as Israel seeks God's mercy, and He supplies victory in amazing ways with unlikely leaders.

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Papers\*
- One Attendance Chart and Sticker Page\*
- Teaching Picture Book
- Flannelgraph figures
- Resource CD with online download code
- Bible Story DVD
- Michael and Emily Storybook
- Posters

\*Order additional copies for classroom use.



## Ordering Information

All materials are available from Regular Baptist Press.

- Web: [www.StrongCurriculum.com](http://www.StrongCurriculum.com)
- E-mail: [orders@rbpstore.org](mailto:orders@rbpstore.org)
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

## Onetime Purchase (Sold Separately)

- Strong Kids Music Vol. 1



## The Doctrinal Basis of Our Curriculum

*A more detailed statement with references is available upon request.*

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|---|--|---|---|
| <ul style="list-style-type: none"> <li>• The verbal, plenary inspiration of the Scriptures</li> <li>• Only one true God</li> <li>• The Trinity of the Godhead</li> <li>• The Holy Spirit and His ministry</li> <li>• The personality of Satan</li> <li>• The Genesis account of creation</li> <li>• Original sin and the fall of man</li> </ul> | <ul style="list-style-type: none"> <li>• The virgin birth of Christ</li> <li>• Salvation through faith in the shed blood of Christ</li> <li>• The bodily resurrection and priesthood of Christ</li> <li>• Grace and the new birth</li> <li>• Justification by faith</li> <li>• Sanctification of the believer</li> </ul> | <ul style="list-style-type: none"> <li>• The security of the believer</li> <li>• The church</li> <li>• The ordinances of the local church: baptism by immersion and the Lord's Supper</li> <li>• Biblical separation—ecclesiastical and personal</li> <li>• Obedience to civil government</li> <li>• The place of Israel</li> </ul> | <ul style="list-style-type: none"> <li>• The pretribulation rapture of the church</li> <li>• The premillennial return of Christ</li> <li>• The millennial reign of Christ</li> <li>• Eternal glory in Heaven for the righteous</li> <li>• Eternal torment in Hell for the wicked</li> </ul> |
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# The Literal Pre-Primary Child

One of the dominant characteristics of a pre-primary child is the literalness with which he thinks. When he hears a word, he relates it to the only thing he knows that word to mean. He does not give the word another meaning or an alternate meaning. He cannot think of the word in the context of the sentence yet.

Consider the pre-primary girl who heard her parents talking about “the new kitchen.” (Meaning the remodeling of the existing kitchen.) Finally, she asked, “Where will we build the new kitchen? I like the old kitchen.” The word “new” meant just that to her, not remodeling the old.

We must be careful of the words we use in presenting spiritual truth to young children as well. One of the areas where we must exercise caution is in explaining salvation. Phrases such as, “Give your heart to Jesus”; “Ask Jesus into you heart”; “Your heart is black”; and “Jesus can make your heart white” are difficult for a literal-minded child to comprehend. One child who heard about an organ transplant in her family thought she had to die before she could give her heart to Jesus.



Homonyms are other words we need to be aware of when telling a Bible story. These are words that sound the same but are spelled differently and mean different things. Children will picture what they have the most experience or familiarity with. One teacher told the story of Elisha throwing flour in the spoiled stew to make it good. Her pre-primary class thought Elisha threw flowers in the stew pot. A simple demonstration of spooning flour into a soup pot would have avoided the confusion.

When mental pictures are translated to drawn pictures, other confusions can be revealed. At Christmas a teacher asked her class to draw a picture of Mary, Joseph, and baby Jesus on their “flight” to Egypt to escape King Herod. Of course, someone drew a picture of the three on an airplane! And then there was the boy who drew a picture of Adam and Eve being driven out of the Garden by the angel. Yes, the angel was driving a car with Adam and Eve in the backseat.

Remember that you are the facilitator of the most important Book in the world. Listen to yourself and make sure you choose your words and phrases carefully when you are teaching God’s Word. Utilize whatever you think you need to communicate clearly (even throwing corn flour in a soup pot).

Use the recommended crafts, activities, resource sheets, and especially the flannelgraph and teaching pictures that accompany this material. They have been included to help you make the message clear and memorable.

# 18 Tips to Avoid Teacher Burnout

## **1. Attend a Teaching Conference.**

Learn how to be a more effective teacher and “ignite your passion” for ministry.

## **2. Balance your priorities (Eccles. 3:1).**

Choose the best way to tackle your lesson preparation every week. Try this method: Begin by reading the Scripture passages listed in your teacher’s book. Then read the lesson on three different days at the beginning of the week. With the story and desired response fixed in your mind, prepare any visuals or student resources during the middle of the week. Finally, at the end of the week decide how you will personalize the sections of the lesson for your students’ needs.

**3. Connect with a friend.** It’s important to connect with others for fellowship and encouragement. This is a great opportunity to share prayer requests and God’s work in your life.

## **4. Count your blessings (1 Thess. 5:18).**

Take time to “see what God hath done.” How is God working in your life and in the lives of your students?

**5. Divide large projects into smaller projects.** Make a list of each step involved in a large project and cross out the steps one by one as you complete them.

**6. Explore a new hobby.** A new hobby can be a fun way to relax and take your mind off teaching.

**7. Focus on Christ (Phil. 3:10).** He is the reason you are teaching!

## **8. Host a get-together for teachers.**

Sharing stories, teaching tips, and prayer requests with your fellow teachers will help you renew your sense of purpose for teaching.

**9. Identify time wasters.** Learn to say no, avoid procrastination, and stay organized. If you’re doing too much, it’s easy to wait until

Saturday night to prepare your lesson. This isn’t the best way to get ready for Sunday, and you may find you’re missing necessary supplies.

**10. Keep a merry heart.** “A merry heart doeth good like a medicine: but a broken spirit drieth the bones” (Prov. 17:22).

**11. Nourish your spiritual growth (John 6:35).** When you feel depleted by teaching, turn to God and His Word to strengthen you.

**12. Organize your materials (1 Cor. 14:40).** If you take the time to organize your materials at the beginning of the quarter, the quarter will progress much more smoothly.

**13. Pray for your students (John 17:9).** God has given you those students for a purpose. Praying for your students will revive your soul as you think about their needs.

**14. Schedule time to relax and refresh (Mark 6:30, 31).** Christ knew the importance of coming apart for a time, and we need to follow His example.

**15. Seek advice from other teachers.** When you feel in a rut, seek other teachers’ advice for new ideas and approaches. Then share your ideas.

**16. Take care of your body with sleep and exercise.** We function better and have more energy when we properly maintain our body with sleep and exercise.

**17. Team teach.** Team teaching allows you to share strengths with other teachers, gives the children more attention, and diminishes your preparation time.

**18. Uplift others (Phil. 2:2, 3).** When we uplift others, we usually find ourselves uplifted. If you feel burned out, you will benefit by uplifting someone else who may be feeling the same way.

# Basic Supplies for Pre-Primary Teachers

## Teaching Aids

Bible  
Offering container  
Flannelgraph board (26" x 36") (6063)  
CD player  
Pocket chart (8664)  
Word strips (pkg. 75) (8666)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
Card stock  
Index cards  
Self-adhesive labels  
Lunch-size paper bags  
6" and 9" paper plates  
Paper cups, napkins, plastic silverware  
Paper towels  
Tissues

## Markers

Pencils; colored pencils  
Crayons; washable paint daubers  
Black and colored felt-tip markers

## Office Supplies

Paper clips  
Brass fasteners  
Rubber bands  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (sharp points for teachers; blunt ends  
for students)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Role Play Items

Child-size mop, broom, etc.  
Dress-up clothes; lengths of fabric  
Plush animals  
Finger puppets  
Nonworking cell phones  
Paper towel or wrapping paper cardboard rolls  
Aluminum foil

## Bulletin Boards

Blue Scalloped Border (8537)  
Yellow Scalloped Border (8539)  
Blue 3" letters (8510)  
Yellow 3" letters (8513)

## Miscellaneous

Large blocks; other types of building sets  
Cardboard boxes (all sizes)  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloths for art or food projects  
Styrofoam  
Large plastic bags or old shirts for smocks  
Ziplock bags (sandwich- and snack-size)  
Water colors and brushes  
Yarn  
Chenille wires  
Cotton balls  
*Note: Products with an order number are avail-  
able from Regular Baptist Press.*

# Unit Bulletin Boards

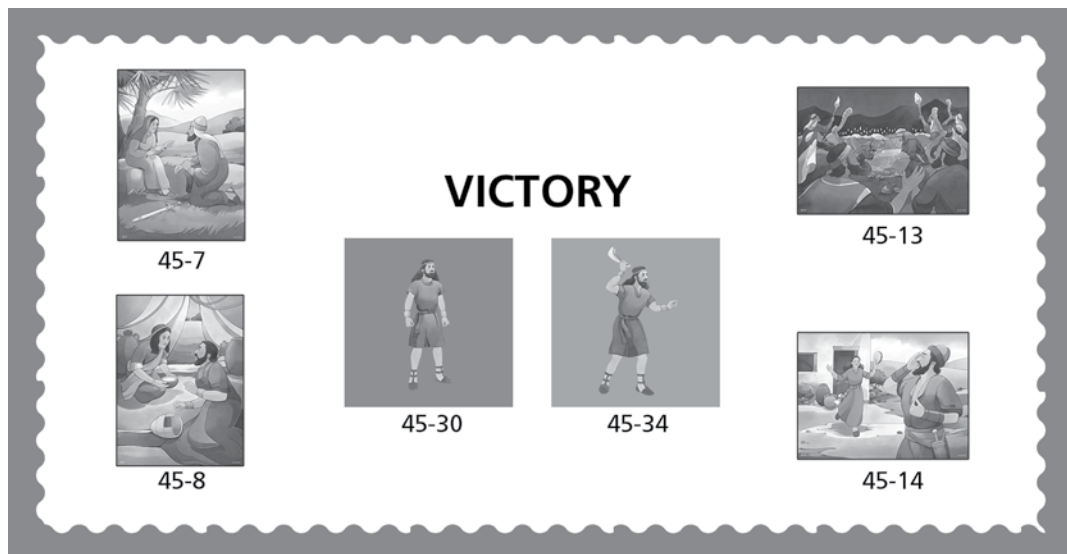
## Unit 1

The theme of this unit is God Triumphs. Have the bulletin board in place before the first Sunday of the quarter. Place a blue bulletin board backing and use the yellow scalloped border (available from RBP; order no. 8539). Use 3" yellow letters to spell the word VICTORY in the center of the board (EZ letters; order no. 8513). From the resource CD or using a color copier, make copies of flannelgraph figures Joshua and soldiers. Under the title, place 45-20 (Joshua) and figure 45-21 (soldier group) as shown. From the resource CD, copy the following teaching pictures: 45-3 (Lord appears to Joshua), 45-4 (Jericho victory), 45-5 (hail attack), 45-6 (the long day).



## Unit 2

Remove the unit 1 bulletin board. Replace with a yellow or light backing. Use the blue scalloped border (8537) and 3" blue letters (8510) to spell VICTORY, placing it on the board as shown. Copy flannelgraph figures of Samson (45-30 and 45-34), cut out and attach construction paper. Place as shown under the title. From the resource CD, copy pictures 45-7, 45-8, 45-13, and 45-14. Place these reminder pictures of people who were victorious for God.



LESSON 1 | UNIT 1

# Israel Found a Friend

Rahab chooses to follow God

## Scripture Focus

Joshua 1; 2

## BuildUP Theme



LEARN DOCTRINE



DEVELOP LIFE SKILLS

God is true and worthy of our faith.

## Measurable Response

The student will acknowledge God as the only One Who is worthy of our trust.

## Memory Verse

“For the LORD your God, he is God in heaven above, and in earth beneath” (Joshua 2:11).

## Teacher Preparation

Read Joshua chapters 1 and 2. Imagine yourself in Joshua’s position, taking over the leadership of millions of God’s people. I’m sure Joshua thought much about Moses. Would he be able to fill Moses’ shoes?

Think about times when God clearly demonstrated His power and faithfulness to you. How has He shown that He is able? How has He shown His power? How has He provided?

It is good to review God’s goodness, power, and faithfulness. For in so doing, we take courage for what lies ahead. God does not change. Hallelujah! If He was powerful and able to help Joshua lead Israel, He is powerful and able to help you.

The idea of faith is a familiar concept to you. However, faith is a new concept to your students. In fact, it may be quite abstract to them. Emphasize faith as “trusting God so much that we obey Him.”

## Attendance

Distribute an attendance and verse chart (22908) to each student. Introduce Timber and the building theme. Have students write their names on their charts. Today students will place the ladder sticker over the 1 on the construction site. Mount the charts on the wall or bulletin board at students’ eye level. Next week, students will add a tool sticker of their choice to their charts for saying Joshua 2:11, the memory verse from this week.

Attendance Chart



Week 1 Sticker



Attendance Stickers





# Session Starters

## Option 1—Designer Homes

### Gather

- Sets of building blocks (Lego, Duplo, wood blocks, Lincoln Logs).

### Steps

1. Before class, set up stations of blocks (keep the block styles together).
2. As students arrive, let them choose a block station.
3. Instruct students to build houses out of blocks. Students may work together or independently. Set a time limit.
4. Let students showcase their homes and explain what is included in their houses.
5. Using blocks, demonstrate the double walls of Jericho.
6. Transition to Bible lesson.

Today, we are going to learn about a woman who lived in Bible times. Her name was Rahab. God's true word tells us that Rahab lived in the great city of Jericho. Her house was most unusual. She lived IN-BETWEEN the walls of the city! Because Jericho was the first city on the border of Canaan, it was often attacked. That is why there were two walls to protect them. Many people made their homes BETWEEN the two thick, stone walls of the city. The roof was at the top of the walls. Let's go to God's Word to learn more about Rahab.

## Option 2—Hide the Spies

### Gather

- Two action figures.

### Steps

1. Before class, hide the two action figures (not inside a cabinet or drawer).

Joshua, the new leader of Israel, sent two spies into the great city of Jericho. The two spies needed a place to hide. I have hidden two action figures in our classroom. Can you find them?

2. Let students look for the spies.



"My God Is So Great"

### Motions

1. Point up.
2. Make muscle with right arm, then left.
3. Shake head no.
4. Hold fingers together like peaks.
5. Wave hands like water.
6. "Twinkle" fingers above head.



### Teacher Tip

Today's lesson will be told through Rahab's eyes. Speak in first person as you tell the story. Use accessories to portray Rahab.

3. Repeat the game: send the students briefly out of the room with an adult helper. Hide the spies in a new place. Students search for the spies again.
4. Transition to the lesson.

In our lesson today, we learn that the two spies sent to Jericho found a hiding place in someone's home. But it wasn't just any home, it was a home in the walls of Jericho! Let's go to God's Word and learn more.

### Transition

1. Instruct students to help you clean up. Make sure block styles from Option 1 are stored together.
2. Sing "My God Is So Great" (*Strong Kids Music* CD, track 17) as you work.
3. Guide students to your story time area for the Bible lesson. The teaching visuals and Bible time teacher should already be in the designated Bible story area.
4. Sing "My God Is So Great" again with the actions.
5. Fold your hands and bow your head as a cue to the students that you are going to pray. Ask God to help you teach and to help the students listen, learn, and obey. Thank God for bringing you all together today.

## Bible Study

*Israel Found a Friend (Josh. 2)*

### Gather

- Flannelgraph figures 45-15—45-19 from resource kit #1245.
- Long, red cord (red plastic tablecloth tied together with red yarn at close intervals).
- Dress up clothes to portray Rahab (long scarf or piece of rich-looking cloth, several bracelets, sandals).

**ASK:** Do you like to pretend?

**ASK:** Do you like to play dress up?

**ASK:** Who do you like to dress up as?

**ASK:** What dress-up clothes do you wear?

Today I am pretending to be a woman named Rahab from the Bible. I will tell you a true story of God's faithfulness and how one woman put her faith in the One true God.

I am so glad you came to hear my true story today. My name is Rahab. I lived in the great and mighty city of Jericho. It was a large and wealthy city. Around our city, we had the thickest, tallest, strongest walls you have ever seen! In fact, we had two walls, an outer wall and an inner wall! The walls were so strong that my home was built between the walls! From my window, I could look straight down the wall. It was high! Not even the greatest armies could get through our walls, at least that's what we thought.

(Pause, look worried and serious.) One day we heard news that scared us: the Israelites were camped just outside our walls, across the river!

**ASK:** What do you know about the Israelites? *They are the nation of Israel. They came from Egypt and have been wandering in the wilderness for forty years. They are God's Chosen People.*

The people of Jericho did not know anything of the One true God until we heard about the nation of Israel. We worshiped idols. News traveled quickly throughout Jericho that an enemy was nearby.

(Bend forward, place hand near mouth and whisper.) "Did you hear? The God of the Israelites piled up the water of the Red Sea and led His people through on dry ground! Not only that, their God drowned the entire Egyptian army in the Red Sea! Their God fights for them! He has given them victory over great kings!"

**ACTIVITY:** Invite students to pretend to be the people of Jericho. Guide students to respond with shock and turn to their neighbors to pass along the news.

(Rahab continues.) Now, all this time, I thought, "Who is this God Who does such wondrous acts? Who is this God that fights for His people and defeats kings and armies? Who is this God that leads His people with a pillar of cloud and fire? I want to know this God!"

**ACTIVITY:** Knock on the door or wall as if in a hurry to be let in.

Then one evening, I heard pounding on my door. (Place figures 45-15 and 45-16 on flannelboard.)

I rushed to the door and opened it. (Pantomime.) There stood two men. Immediately I knew these two men were not from Jericho. They were Israelites! They worshiped the great God Who did fearful and wonderful miracles. I knew they had to be spies. How did they get through the gates! I was afraid and nervous. What could they want from me?



45-16



45-15

"Quick, we are men of Israel. We need a place to hide!" they pleaded.

So I let them in. Sh-h-h-h-h, tiptoe with me. We don't want any of the king's guards or soldiers to hear us.

**ACTIVITY:** Tiptoe in place.

I led them to my rooftop. "Here, hide under this flax," I said. (Remove 45-15 and 16. Place figure 45-17.) Flax is a long, thin plant. But just before I left the men in hiding, I spoke to them.

"Our city is greatly afraid of your God. We know the Israelites will attack Jericho. We are afraid of what your mighty God will do. But I believe in your God, the God of Israel, the One true God. Since I have been kind to you, I want you to do something for me."

**READ:** Joshua 2:13.

**ASK:** What did I ask the men to do for me? *Spare my life and my family's life when Israel attacks Jericho.*

The spies agreed. "We promise not to hurt you or any members of your family if you promise to keep us hidden," they said. (Remove 45-17. Place figures 45-15 and 45-18.)

Just then, there was another loud pounding at my door. Soldiers! I was afraid, but I went to my door. I told the king's men that the spies had been there, but they had left. I said if they hurried, they might catch them.

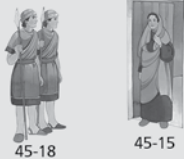
The king's men never did find the spies that night. (Remove 45-18.) I took the spies to my window in the wall. The city gates were bolted shut, and there were guards everywhere. (Show "cord." Attach to back of chair and throw down or drape over coat hanger and hang from door.) I attached a long red cord and let the spies down to the ground outside the wall.

As they left, I said, "Please, remember your promise."

The spies repeated their promise to me. "Tie this red cord in your window and leave it there. Gather all your family into your home. When Israel attacks Jericho, we promise to not harm you or your family."

Down, down, down the red cord the spies carefully lowered themselves and ran away into the hills.

That night, I renewed my trust in the One true God. I believed that He alone is God in heaven and earth. He alone is the true God, and He alone is worthy of my trust! I tied that cord in my window, just as the spies had said, to show that I believed God could rescue me from the coming attack.



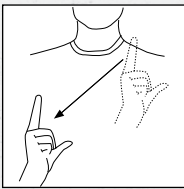


### Teacher Tip

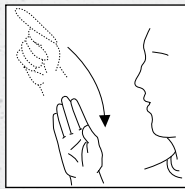
The poster is designed to be cut apart on the black lines. If you wish to teach only the first part of the verse: "For the LORD your God, he is God," use the top two sections and the reference section. When displayed together, the rope will still be intact, just shorter.



45-A



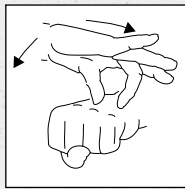
LORD



God



heaven



earth



Bible

God and the nation of Israel *did* keep their promise. On the day that Israel attacked Jericho, my family and I were spared in an incredible way! You will learn the rest of my story in a few weeks. But today, I want you to know that God is the true God and worthy of our trust. (Turn around and remove your costume accessories. Remove figure 45-15.)

## Memory Builder

### Gather

- Poster 45-A (Joshua 2:11) from resource kit #1245.

### Steps

1. Display verse poster 45-A.
2. Read Joshua 2:11 from your open Bible.
3. Read Joshua 2:11 from the verse visual, pointing to each word.
4. Mix sections of the poster and rearrange them.
5. Discuss the following questions and answers.

**ASK:** What wonderful and fearful things had God done to prove that He is the One true God? *He parted the Red Sea; He drown the Egyptian army; He provided food and water in the wilderness.*

**ASK:** Who controls Heaven? *God.*

**ASK:** Who controls Earth? *God.*

**ASK:** Who then should we trust? *God!*

6. Explain and teach the actions in the margins for selected words.

"For the LORD your God, (*Sign "LORD" with the L from shoulder to hip.*)

In sign language, we call this a "royalty" sign, like a king or queen, wearing a sash across his or her body that shows he is the king or she is the queen. We will make the royalty sign with our finger in an L shape because God is the Lord, or ruler, over all.

"he is God" (*Point up.*)

"in heaven above," (*Reach up. Spread hands out over head.*)

"and in earth beneath" (*Squat down and pat the floor with your palms.*)

Joshua 2:11 (*Pantomime an open book in your hands.*)

- Repeat the actions several times. For extra fun, call out groups to do the actions and say the verse— boys, girls, wearing sandals, 4s, 5s, wearing green, summer birthdays.

## Session Application

### Gather

- Lesson 1 student book page and spies sticker.
- Red ribbon, rickrack, or thick yarn.
- Glue, pencils, crayons.
- Completed page 1 sample.
- Strong Kids at Home* take-home paper and outer wrap (for parents).



### Steps

- Before class, precut the red yarn or ribbon for each student.
- Distribute a copy of student book page and the sticker for lesson 1.
- Provide necessary art supplies for the students to complete the page.
- Read the directions and discuss the elements on both pages. On page 2, read the sentences and help students select correct answers.
- Repeat the Memory Builder sign activity for Joshua 2:11.
- Distribute any crafts students made and the *Strong Kids at Home* take-home paper and outer wrap (for parents) to students who are leaving at this time.