

God Rules



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Session	Date	Title	Theme	Verse	Page
Unit 1 The King of Kings					
1	December 1, 2019	Ruth’s Selfless Love	👍 God loves us with a selfless love.	Jeremiah 31:3b	6
2	December 8, 2019	Ruth Reaped What She Sowed	👍 God delights to meet our needs.	Psalms 145:8a	15
3	December 15, 2019	Christ’s Royal Line Continued	❤️ God always keeps His promises.	Deuteronomy 7:9a	25
4	December 22, 2019	Jesus, the King of Kings, Arrived	❤️ God provided Jesus to redeem us from our sins.	Luke 2:11	37
Unit 2 The Kings of Israel					
5	December 29, 2019	God Gave to Generous Hannah	🏠 God blesses those who sacrificially serve Him.	1 Samuel 12:24a	47
6	January 5, 2020	Here Comes the Ark	🙏 God desires our sincere worship for His awesome power.	Isaiah 45:5a	58
7	January 12, 2020	The King Israel Wanted	🙏 God’s faithfulness, love, and power make Him worthy of trust.	Psalms 145:8	69
8	January 19, 2020	King Saul Lost His Patience	⚖️ God desires our sincere obedience.	John 14:15	80
9	January 26, 2020	King Saul Lost His Kingdom	🙏 God desires our obedience more than our sacrifice.	1 Samuel 15:22c	90
10	February 2, 2020	David’s Giant Faith	🙏 God makes champions out of those who get to know Him.	1 Samuel 16:7b	99
11	February 9, 2020	David Said “No” to Revenge	⚖️ God’s trustworthiness is not affected by our circumstances.	Psalms 56:3	109
12	February 16, 2020	King David’s Kindness	👍 God’s lovingkindness is an example for us.	Psalms 143:8	118
13	February 23, 2020	King Solomon’s Glory Faded	⚖️ God wants us to apply the wisdom in His Word.	Psalms 25:5a	128

STRONG[®]

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 Primaries tracks through the Bible chronologically but breaks at times to provide students with a deep understanding of Jesus and His part in God's plan to save the world. Students grasp Who Jesus is, what He is like, and why He came to earth.

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[®] curriculum

Kit Contents

- 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
- Posters

*Order one book or set for each child.

Ordering Information

All materials are available from Regular Baptist Press.

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

In this quarter's Strong Kids for Primaries, Primaries will learn how God cared for Ruth and directed her life so the royal line through which Jesus was born might continue. They will also learn to know, love, and trust God through the lives of Saul, David, and Solomon.



Onetime Purchase (Sold Separately)

- Strong Kids Music Vol. 2



The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

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

Unit Bulletin Board Ideas

Teaching Aids

Flannelgraph board (26" x 36") (6063)
CD player
Pocket chart (8664)

Paper Products

Construction paper
White copy paper
Index cards
Sentence strips
Paper plates
Paper cups, napkins, plastic silverware
Paper towels

Markers

Pencils
Crayons
Colored pencils
Washable markers

Office Supplies

Cellophane tape
Masking tape
Scissors (sharp points for teachers; blunt ends for students)

Adhesives

Glue sticks
Craft glue
Plasti-Tak

Miscellaneous

Play-Doh
Plastic tablecloth for art or food projects
Ziplock bags
Yarn
Hand sanitizer

Note: Products with an order number are available from Regular Baptist Press.

Unit Bulletin Board Ideas

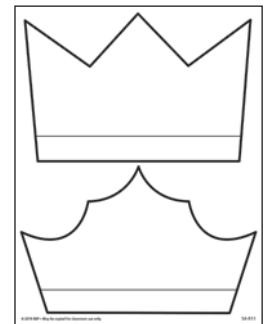
If you have a bulletin board available in your classroom, the following are specific ways to use your bulletin board throughout the quarter.

Unit 1—The King of Kings

Cover the bulletin board with light blue backing. Place the scalloped blue border around the sides. Use yellow EZ letters to put the following title on the board: Jesus, the King of Kings. Print teaching picture 54-4 from the resource CD and place in the middle of the bulletin board. Print copies of resource 54-R11 on yellow or gold paper. As students arrive to class, let them each cut out a crown and decorate it. Provide adhesive-back jewels, foam shapes, or stickers. Attach the crowns to the bulletin board around the teaching picture.



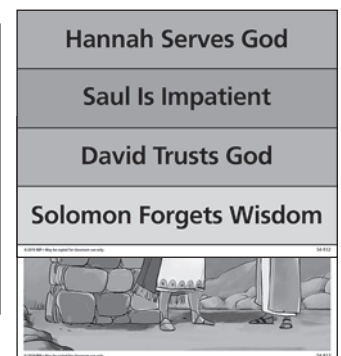
54-4



54-R11

Unit 2—The Kings of Israel

Cover the bulletin board with white backing. Place the green border around the sides. Use blue EZ letters to put the following title on the board: Serve and Obey God. Print out teaching pictures 54-6, 54-11, and 54-14, and resources 54-R12 and 54-R13 from the resource. Arrange the pictures in the following order across the board: 54-6, 54-R13, 54-11, 54-14. Cut apart the labels from resource 54-R12 and place each label above or below its corresponding picture.



TP 54-6, 54-11, 54-14 & resources 54-R12, 54-R13

Developing Discipline in Students' Lives

Do we want students to conform to rules? to be respectful? to be kind and considerate? to obey God's Word? It would be great if our students did these things all the time! Unfortunately, some students seem to have little personal discipline. Others only control themselves in certain situations.

If our students' behavior fluctuates depending on the situation, mostly likely they have not made personal discipline part of their lives. They are responding to external controls, such as fear of punishment, not because they have an internal desire to make right choices.

How do we help children establish personal discipline?

All of us have a sin nature. As believers, it is the Holy Spirit Who helps us overcome sin and produce Christian character (Gal. 5:22, 23). Our prayer and desire should be that each child receives Christ as Savior. Then we can work on nurturing personal discipline in their lives.

In order to do this, we must encourage students to assume responsibility for their behavior. We can encourage or discourage students in developing self-discipline by the way we handle behavior issues in the classroom.

Methods that DON'T help self-control:

1. Overuse of rewards.

When rewards are the principal motivators in a classroom, students develop a "What's in it for me?" mentality. Their choices are not based on pleasing God but on selfish motives.

2. Overreliance on rules.

Rules lose their effectiveness when teachers establish too many and use them without explaining their meaning. Students may forget a long a list of rules or expect others to govern their behavior.

3. Use of fear as a motivator.

Teachers sometimes try to scare a child into correct behavior by making threats or raising their voices. Fear may motivate a child to comply outwardly, but it rarely prompts a child to make positive, life-changing decisions about his behavior.

Methods that DO help students develop self-control:

1. Make two or three general rules.

If the guidelines are general, the principles can apply to many situations. Consider rules like be safe, be kind, be respectful.

2. Take time for training.

Students need to know what each rule means and how they can carry it out. They need to understand why the rule is needed. Try making a chart that lists each rule. Record students' ideas on the chart as they give examples of what they would and would not do or say while following that rule.

3. Emphasize the students' responsibility.

Teach your students that each person is accountable to God for his actions. It is important for children to know that their right actions please God. When students disobey, allow them to live with the consequences of their behavior.

4. Ask for students' suggestions in managing their behavior.

If students are having difficulty obeying a rule, enlist their help in making a plan to improve their behavior. When students help you determine a course of action, they are more likely to respond positively.

Students develop personal discipline when they accept responsibility for their behavior. When they are young or come from undisciplined homes, teachers need to spend time and effort helping them develop discipline. When students adopt positive behaviors as part of their own belief systems, they are more likely to make right choices regardless of the setting.



LESSON 1 | UNIT 1

Ruth's Selfless Love

Ruth selflessly loves Naomi

Scripture Focus

Ruth 1

BuildUP Theme



UPLIFT OTHERS

God loves us with a selfless love.

Measurable Response

The student will personalize God's selfless love and will strive to show that love to others.

Memory Verse

"Yea, I have loved thee with an everlasting love: therefore with lovingkindness have I drawn thee" (Jeremiah 31:3b).

Teacher Preparation

- Read Ruth 1, as well as 1 Corinthians 13, Romans 5:6–8, 1 John 3:16–18, and John 3:16 and 17.
- What do you notice about love in those passages? Love is a verb, a choice, an action. God's love compelled Him to give the ultimate sacrifice of His Son. Likewise, we are instructed to "not love in word, neither in tongue; but in deed and in truth" (1 John 3:18).
- Ruth demonstrated love with her actions. Ruth must have learned about God from her husband and Naomi. She put her trust in the God of Israel and then acted on that love and trust.
- Ruth made a choice to leave everything behind and to make the Lord God her God. God was pleased Ruth showed love to Naomi by staying with her. Ruth showed the same kind of love God shows to us: selfless love. God gave His only Son, Jesus, so we could have our sins forgiven.

Attendance Charts & Review

Give each student an attendance and verse chart. Each student may write his name on his chart. Give each student sticker 1 to put in place for attendance. Next week, give your students an opportunity to earn a snowflake sticker by quoting this week's memory verse.

If you saved the attendance charts from last quarter, give your students the opportunity to complete the chart and earn a small hot air balloon sticker by quoting last week's memory verse, Luke 19:10.

Attendance Chart



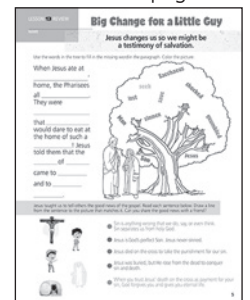
Attendance Stickers



Week 1 Sticker



Student book page 5



Distribute to each student activity page 5 from the student book. Use the exercise to review the previous lesson. You can complete the exercise as a class or in pairs, or have the students do it on their own.

Session Starters

Option 1—Sing About His Love

Gather

- Stuffed teddy bear.
- *Strong Kids Music* CD Vol. 2.
- CD player.

Steps

1. Introduce the activity.

ASK: Have you ever noticed how many Sunday School and worship songs sing about God’s love? Can you name a few? (Let students name songs. List the titles on the board, if desired.)

2. Have the students stand in a circle. Give the teddy bear to a student.
3. The student holding the teddy bear chooses a song about God’s love. Sing the song together as students pass the teddy bear around the circle.
4. When the song ends, the student holding the teddy bear chooses a new song to sing.
5. Continue the activity as long as time allows.
6. Transition to the lesson.

Those are all wonderful songs to sing.

ASK: Why do you think we sing so many songs about God’s love? *God’s love is one of the most comforting attributes of God. People need to know that Someone loves them. God’s love is different than human love. He loves us no matter what.*

In our lesson today, God shows us what His selfless, everlasting love looks like through a woman named Ruth. Let’s go to our Bibles to find out more about her.

Option 2—Group Hug!

Gather

- Stuffed teddy bear.
- *Strong Kids Music* CD Vol. 2 (optional).

- Music CD with songs about God’s love (optional).
- CD player.

Steps

1. Introduce the activity.

Do you like hugs? I do! Do you like to give hugs or to receive them?

ASK: Why do we hug other people? *To show them we love them. To comfort them.*

ASK: How does it make you feel when a family member or friend hugs you? (Allow students to respond.)

2. Have the students stand in a circle. Give the teddy bear to a student.
3. Play a song about God’s love from a music CD while the students pass the teddy bear around the circle.
4. Stop the song at random.
5. Whoever is holding the teddy bear when the song stops receives a group hug from the entire class at once.
6. Repeat the activity, giving several different students the opportunity to receive a group hug.
7. Transition to the lesson.

That was fun! It feels good to be hugged, doesn’t it? It is good to know that people love and care for you.

ASK: Which was more fun in our activity: giving the hug or receiving it? Why? (Discuss students’ answers.)

In our lesson today, God shows us what His selfless, everlasting love looks like. Let’s go to our Bibles to learn more about God’s love.



Teacher Tip

Be mindful of any students who have sensory processing issues. They may not welcome a group hug. Allow those students to stay outside the hug.

Bible Study

Gather

- Flannelgraph figures 54-15—54-19.
- Suitcase or backpack.
- A few items of clothing.

I. Elimelech’s Move to Moab

(Place flannelgraph figures 54-15 [Naomi] and 54-16 [Elimelech and sons] on the flannelboard.) During the time of the judges in Israel, there



lived a man named Elimelech. He and his wife, Naomi, had two sons. Elimelech and his family were Israelites. That means they were part of God's special people. The Israelites were the great nation of people that God had promised to Abraham, Isaac, and Jacob. They worshiped the one true God.

Elimelech and his family lived in Bethlehem. One year there was not enough rain, and so Elimelech's crops did not grow. His neighbor's crops did not grow either. The corn and wheat and barley plants dried up and died. There was no food for the people or their animals. This is called a famine. The famine was so bad that Elimelech decided to move his family to the country of Moab. Moab was a pagan country. The Moabites did not know or worship the one true God. They worshiped idols. Naomi was sad to leave their homeland of Bethlehem, but she knew their family needed food to eat. They packed up their belongings and moved to far away Moab.

ACTIVITY: Role-play packing up some clothing into a suitcase or backpack. Pick up your luggage and pretend you're leaving to walk to a new land. Wave goodbye to the students. Put on a sad expression. Then walk in a large circle around your classroom two or three times. During your last lap, point and exclaim, "Oh, look, I see Moab! Look at the fields of grain and meadows of sheep and cattle. The famine has not come here."

In Moab, Naomi's family had plenty of food to eat. Year after year, Elimelech and his two sons planted their crops. Year after year the rain came, the sun warmed the earth, and the crops grew tall. Naomi and Elimelech were very happy in Moab. Their boys grew up into young men. The young men met two beautiful girls from Moab. (Add figures 54-17 [Ruth] and 54-18 [Orpah] to the board.) Their names were Ruth and Orpah. One son married Ruth and the other married Orpah.

II. The Women's Tragedy

Then something horribly sad happened.

READ: Ruth 1:3.

ASK: What sad thing happened? *Elimelech died.*

READ: Ruth 1:5.

ASK: What terrible thing happened next? *Both of Naomi's sons died.*

(Remove figures 54-15 [Naomi], 54-16 [Elimelech and sons], and 54-17 [Ruth]; add figure 54-19 [Ruth and Naomi] to the board) Naomi, Ruth, and Orpah were all alone! All three of them were widows. A widow is a woman who was married, but her husband died. In Bible times,



this was especially awful for a woman. Without a husband, there was no one to plow the fields or harvest the crop and no one to support the family and bring home food. What would Naomi and her two daughters-in-law do now? Who would care for them?

ASK: How do you think Naomi, Ruth, and Orpah felt? *Sad, lonely, confused, worried.*

Naomi was deeply sad. I don't blame her. She had lost her husband *and* her two sons. How awful. But she had not lost God. God had not forgotten about Naomi and He still had a plan for her family.

III. Ruth's Selfless Decision

One day Naomi told Ruth and Orpah, "I am going to return to my homeland of Bethlehem. There is nothing here for me in Moab. My husband and sons are dead. I have heard that the Lord God has removed the famine from Bethlehem and that the crops there are growing. Goodbye, my daughters. Thank you for your kindness to me."

Ruth and Orpah decided to pack up and go with Naomi. They started walking to Bethlehem with her.

Not far outside Moab, Naomi stopped and said, "Ruth and Orpah, you don't need to come with me. Your home is here in Moab. This is where your parents and brothers and sisters are. You are both young and beautiful. You can find new husbands here."

Ruth and Orpah cried and said, "No, we will come with you to your people!"

"Why would you go with me?" Naomi said. "Please, stay in Moab with your families."

READ: Ruth 1:14.

ASK: What did Orpah do? *Kissed Naomi and turned back to go home to Moab.*

ASK: What did Ruth do? *Clung to Naomi.*

(Remove figure 54-18 [Orpah] from the board.) Orpah decided that maybe Naomi was right. She kissed her mother-in-law on the cheek and cried. Then she turned around and walked back to her home in Moab.

"Look," Naomi said to Ruth, "your sister-in-law has gone back home to Moab. You should go too. I am old. You don't want to go with me. I am sad and bitter. Follow Orpah."

But Ruth would not listen. She hugged Naomi tight.

READ: Ruth 1:16.

ASK: What did Ruth tell Naomi she wanted to do? *She wanted to go wherever Naomi went; she wanted to live where Naomi lived; she wanted Naomi's God to be her God.*

"Please don't ask me to leave," Ruth pleaded. "I will go wherever you go. Your home will be my home. Your family will be my family. Your God will be my God."

ROLE-PLAY: Select three student volunteers to act out that scene with Naomi, Ruth, and Orpah. Encourage the students to use lines from the Bible account. Guide the students to role-play Naomi telling Ruth and Orpah to return home. Orpah waves and leaves. Ruth can kneel down and plead, "Don't send me back! Your home will be my home. Your God will be my God." Then Naomi can nod "yes" and the two hug, join hands, and walk together.

Something special had happened. Ruth was willing to give up her home and her family, and even to forsake the false idols she once worshiped. The Bible doesn't tell us the details, but Ruth must have learned about the one true God from her husband and Naomi. She must have realized that the Lord God is the one and only God, the ruler and creator of Heaven and earth. She put her trust in the God of Israel.

Naomi saw how much Ruth loved her and wanted to stay with her. In Naomi's heart, she was probably very glad Ruth had chosen to stay with her. She would not be so lonely.

As Naomi and Ruth neared the city of Bethlehem, they noticed all the tall plants in the fields. It was harvesttime. The men would soon begin gathering the grain in the fields. Everyone would have plenty to eat.

"Look who it is!" said the people of Bethlehem.

"Naomi, is that you?" someone asked as Naomi and Ruth arrived.

READ: Ruth 1:20.

ASK: What did Naomi say her name should be? *Mara.*

The name Naomi means "pleasant." But the name Mara means "bitter."

ASK: Why do you think Naomi thought her name should be changed from "pleasant" to "bitter"? *She was overcome with sadness at the loss of her husband and sons. Coming home without her husband or two sons made her heart ache.*

ASK: Naomi said she was bitter. But what about Ruth? Look at Ruth's actions. Does she sound "bitter" like Naomi? *No. She could have left Naomi on her own, but she chose to show love and care for Naomi.*

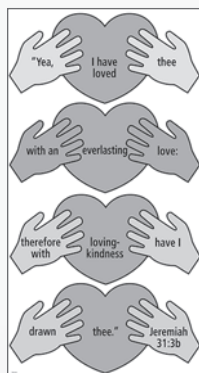
Ruth made a choice to leave everything behind and move to a new place. Ruth chose to make the Lord God *her* God. God was pleased

that Ruth had shown love to Naomi by staying with her. Ruth showed the same kind of love God shows to us: selfless love. God gave up His only Son, Jesus, so we could have our sins forgiven. Ruth gave up her home and family so she could care for Naomi.

Memory Builder

Gather

- Poster 54-A.
- Scissors.
- Rope.
- Pocket chart (optional).



54-A

Steps

1. Before class cut apart the verse segments from poster 54-A. Cut the hands apart from the hearts in each set. The hands and hearts will fit together like puzzle pieces.
2. Help students find Jeremiah 31:3b in their own Bibles and read the verse together.

READ: Jeremiah 31:3b.

3. Display the verse segments one at a time in the pocket chart as you discuss each section of the verse.

God says He has loved you. He has already loved you. He didn't wait for you to be good enough or for you to do enough good deeds or to become a nicer kid. He has already loved you since before the world began.

ASK: What kind of love does God have? *An everlasting love.*

ASK: What does that mean? *God's love never ends. It never stops. It never runs out. It never gives up.*

ASK: What has God done because of His great lovingkindness? *He has drawn us to Himself.*

4. Conduct the following activity with a length of rope.

Pretend you fell into a deep, dark hole. All hope seems lost. You can't climb out; the walls are too steep. Suddenly someone throws a rope down to you and shouts, "Grab on!" You grab the rope and your hero pulls you to safety. You don't climb the rope. You didn't toss the rope up to your rescuer. The hero did all the work. He has now "drawn" you to safety.

ASK: If we are like the person stuck in the hole, then Who is like the hero? *God*.

God's everlasting love draws us up out of our sin. We didn't climb the rope. He did all the work by sending His Son, Jesus, to pay the price for our sin.

5. Hand out the verse segments. Let the students practice assembling the hands and hearts pieces in verse order and reciting the verse.

Session Application

Review Activity—God's Love to Me

Gather

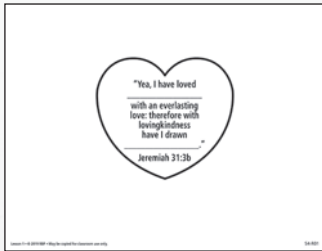
- Resource 54-R01.
- Tempera paint or washable ink pads.
- Foam paint brushes; paper plates (optional).
- Pencils.

Steps

1. Before class, print out copies of resource 54-R01.
2. Distribute a copy of resource 54-R01 to each student. Instruct the students to neatly print their name on both lines. Read the verse in unison.
3. Ink each student's hand with the ink pad or use foam paint brushes to paint their hands. For a more meaningful illustration, color the left hand a different color than the right hand, so that one hand symbolizes God and the other hand symbolizes the student.
4. Instruct students to press one inked or painted hand on each side of the heart, as if the handprints are reaching for the heart. (Use poster 54-A from the Memory Builder section as an example of hand placement.)
5. Discuss God's love and how we should love others.

God's love is selfless. That means God thinks of us first. God is never selfish. He doesn't hold back. He doesn't give up on us. He is willing to love us, even when we don't deserve it.

ASK: How can we love others like God loves us? (Guide students to think about putting others first, forgiving and giving second chances, and loving others even when it is hard.)



54-R01



Teacher Tip

Tempera paint is more vivid but takes longer to dry. Ink pads produce a lighter color, but dry quickly. Decide which medium suits your class best.



Teacher Tip

To make the students' handprints look like the hands from poster 54-A, have the students turn the heart upside down and then press their hands on either side of the heart. When the paper is turned back around, the handprints should have the thumbs on top, like the poster.

Student Book Activity

Gather

- Student book page 6.
- Pencils.

Steps

1. Distribute a copy of student book page 6 to each student.
2. Read the instructions aloud to the class.
3. Complete the activity together as a class or let students work with partners.



Student book page 6

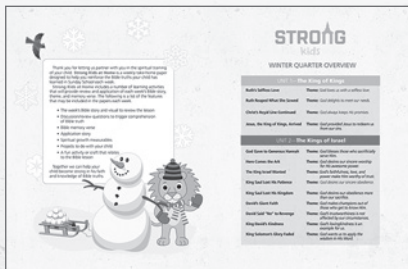
Session Takeaways

PARENT CONNECT

Distribute the *Strong Kids at Home* take-home paper for week 1. Point out the activities and the students' opportunity to interact with their parents on page 3.

Give the Quarter Summary page included at the front of the *Strong Kids at Home* papers to each students' parents. For your convenience, the Quarter Summary is also on the resource CD. Feel free to send it to the students' parents electronically.

Plan to order *Strong Kids at Home* every quarter. It provides a valuable connection between your classroom and the home.



Quarter Summary Page