

God Is Worth Sharing



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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 Juniors grounds students in their faith before they move into their teen years. The overall track is through the Bible, but with different emphases than in the Primary and Middler age groups. For instance, students spend more time on the Ten Commandments, David's writings in Psalms, Solomon's wisdom in Proverbs, spiritual life applications from the Epistles, and end-time events from Revelation.

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 sheet of Recognition Stickers*
- Teaching Pictures
- Card 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 Juniors, the students will learn how the church began and how it should function today. They will be challenged to be active in Christ's church. They will also learn about end-time events, including the Rapture, Judgment Seat of Christ, Tribulation, millennial Kingdom, and the new heaven and new earth. Students will be encouraged to serve God well in light of these end-time events.



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 |
|---|--|---|---|

Basic Classroom Supplies

Unit Bulletin Board Ideas

Paper Products

Construction paper
White copy paper
Poster board
4" x 6" index cards
Self-adhesive labels
Sentence strips

Markers

Pencils
Crayons
Colored pencils
Permanent markers
Washable markers

Office Supplies

Cellophane tape
Double-stick tape
Masking tape
Post-it Notes
Stapler
Scissors

Adhesives

Glue sticks
Craft glue
Plasti-Tak

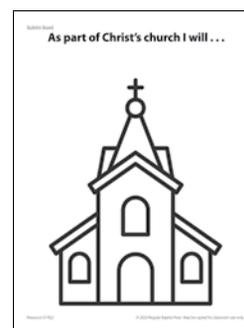
Miscellaneous

Play-Doh
World map or globe
Craft sticks (regular and jumbo size)
Premoistened towels
Hand sanitizer
Paper towels
Ziplock bags
Yarn
Chenille wires
Cotton balls

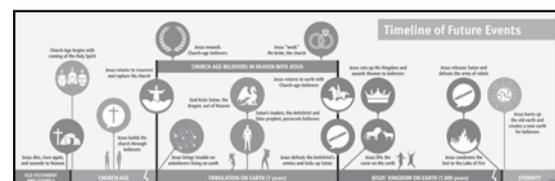
Every lesson has a verse poster. If you have a bulletin board available in your classroom, consider hanging the verse posters there. Otherwise, the following are two suggestions for using your bulletin board throughout the quarter.

Unit 1—The Church's Function

Cover the bulletin board with light blue backing and add red scalloped border around the sides. Using black EZ Letters, put the following title across the top of the bulletin board: God's Plans for His Church. Attach poster 57-P7 to middle of the bulletin board. Provide the students with colored pencils or markers and copies of resource 57-R22. Before or after class, they can add color to the picture and finish the statement on the resource. Have them add their names and then post their resources to the left side of the bulletin board.



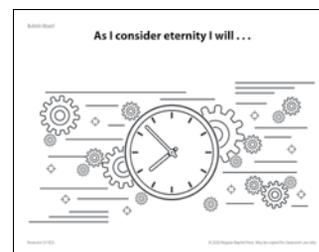
57-R22



57-P7

Unit 2—The Church's Future

Keep the bulletin board the same from unit 1. Make copies of resource 57-R23 available to the students. Before or after class, they can add color to the picture and finish the statement on the resource. Have them add their names and then post their resources to the right side of the bulletin board.



57-R23

Knowing Your Junior Students

Description of Physical, Social, and Emotional Development

- I differ widely from my peers. Some of us have experienced the onset of puberty and its accompanying growth spurt, and some have not.
- I may feel insecure about my physical changes and focus on my appearance and how I compare with my peers.
- I sometimes feel inadequate due to changes in my body and comparison to others.
- I am more self-focused than I used to be and worry about what others think.
- I have developed a view of impending adulthood, and sometimes it is unsettling.
- I want to have a best friend with whom I can share activities. Girls my age often have complicated, changeable relationships. Boys tend to be competitive and more focused on the activity than the other people involved.
- I enjoy humor and silly jokes, but sometimes I use humor to be sarcastic and put down someone else.

Cognitive (Learning) Development

- I can gather information and form well-thought-out opinions.
- I can start to see the bigger picture in an issue; I can reason and work things out and understand how things relate to one another.
- I am beginning to develop my own values and understanding of the world.
- I am just beginning to think abstractly, but I am not always able to do so.
- I can understand similes and metaphors.
- I can concentrate for longer periods of time, which allows me to be focused on a task to the point of building a skill.

Effective Responses

- Use God's Word to reassure students that each person is specially created by God.
- Remind students that God looks on the heart and values inner character.
- Give verbal praise to help students feel valued.
- Be sensitive to students' feelings. Emphasize the Scriptural principle of encouraging and building up each other.
- Encourage students to treat each other with respect. Vigilantly discourage belittling talk or behavior.
- Laugh at students' silly jokes, but correct students who use sarcasm to put down someone else.
- Be an example of a Christian adult, portraying adulthood in a positive manner and talking about events and privileges students can look forward to as they mature.

Effective Instructional Methods

- Provide lessons that challenge students' thinking. Help students understand how Bible passages and principles are related and how God's truths build on one another.
- Encourage volunteers to read and explain Bible passages. Provide guided instruction where clarification is needed. Encourage participation, but don't embarrass students by calling on them to do something they are not comfortable doing.
- Encourage discussion by asking questions that require students to think analytically, to compare and contrast, and to build on previous knowledge.
- Facilitate opportunities for students to express their opinions and ideas about lesson topics.
- Divide students into equal groups rather than allowing them to self-select groups for activities.

SESSION 1 | UNIT 1

The Church's Beginning

The church begins

Scripture Focus

Acts 1:4—2:17

BuildUP Theme



PREPARE TO SERVE

Christ sent the Holy Spirit to mark the beginning of His church.

Measurable Response

The students will determine ways to be active parts of Christ's church.

Memory Verse

"It is expedient for you that I go away: for if I go not away, the Comforter will not come unto you; but if I depart, I will send him unto you" (John 16:7).

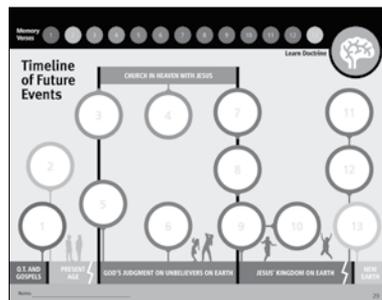
Teacher Preparation

- Read John 16:7 and Acts 1:8. Jesus spoke the words in these verses to His followers. Not many days after the Acts 1:8 instruction, the Holy Spirit came upon Jesus' followers to mark the beginning of Christ's church. The Spirit used fire to illustrate His arrival (Acts 2:1–4).
- Fire naturally spreads and grows stronger, making it a great illustration of the spread and strengthening of Christ's church. In a real sense, Christ's church has been ablaze for nearly two millennia because of the Holy Spirit's power in believers.
- What comes to mind when you think of the connection between your life and the blaze that started in first-century Jerusalem?
- Help your students understand their connection to the fire that started in Jerusalem and continues to burn today in the uttermost parts of the earth.

Recognition Charts

Give each student an attendance and verse chart (student book page 29). Give each student sticker 1 for attendance. Give the students an opportunity to earn the Bible sticker for week 13 of last quarter by quoting Colossians 3:23 and 24, last week's memory verses.

This quarter covers the church and the end times. The sticker chart for this quarter is a timeline that presents the major events of the end times in chronological order. This course covers those major events.



Week 1



Session Starters

Option 1—How Matches Work

Gather

- Match.
- Resources 57-R1 and 57-R2.

Steps

1. Light a match and let the students watch it burn for several seconds before blowing it out.
2. Discuss how matches work.

ASK: What causes the match to light and the matchstick to burn?

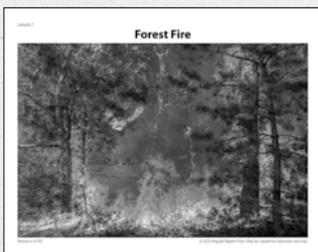
The match head has chemicals that ignite when heated. The heat comes from rubbing the match head along a rough surface, like the side of the matchbox. The flame from the chemicals quickly breaks down some of the cellulose material in the wood, releasing volatile gases that ignite to feed the flame. The process of heating the wood, releasing the gases, and feeding the flame continues until the wood is completely burned up. Entire forests have burned because of one spark that ignited a piece of wood.

3. Show resources 57-R1 and 57-R2 as examples of forest fires.
4. Transition to the Bible lesson.

The Holy Spirit used fire to announce His arrival on earth and the subsequent spread of Christianity from person to person around the world. We will look at the coming of the Holy Spirit and what it means for us today.



57-R1



57-R2

Option 2—Starting Friction Fires

Gather

- Fire-starting video from the internet.
- Stick and a piece of wood.

Steps

1. Before class, locate a short internet video on how to start a friction fire.

2. Show the video to your class.
3. Rub a stick along a piece of wood to demonstrate the heat created by friction between the two pieces of wood. Let the students touch the warm stick. Make sure it isn't hot enough to cause burns.

If we had the right kind of wood and the right tools, we could create a coal to start a fire that could burn indefinitely. Once a fire starts, it continues until it runs out of things to burn.

4. Transition to the Bible lesson.

The Holy Spirit started a fire of sorts nearly two thousand years ago. That "fire" is still burning. We will learn why the Spirit started the "fire" and what it means for us both now and in the future.

Bible Study

Gather

- Teaching picture 57-1.
- Wind sound effect from on-line source.
- Resource 57-R3.
- Tape.
- Pencil.

I. Preparation for God's New Program (Acts 1:4–26)

As soon as Jesus died on the cross, the veil that hung across the holiest of holies in the Jerusalem temple ripped in two from top to bottom. That veil had kept people from God's presence in the innermost part of the temple. Jesus' death, however, made a way for people to approach God directly rather than through the sacrifices and priests required by the law of Moses. Jesus provided the final, acceptable sacrifice for sin.

God also tore the veil to show that the temple and the temple sacrifices were no longer God's program for His people. But what did God start in its place? What is God's program for today? Jesus' disciples had the same questions. He told them to go to Jerusalem and wait for His new program to begin.

READ: Acts 1:4, 5.

Jesus had promised to send the Holy Spirit to live in His followers (John 14:16–18). He repeated that promise to His disciples, saying the Holy Spirit would "baptize" them in just a few days. To be baptized by the Holy Spirit simply means to have the Holy Spirit come and live in you. So it was the baptism of the Holy Spirit that would signify the start of God's new program.

Confused, the disciples asked if Jesus would set up His earthly Kingdom soon. They still believed that must be God's next program for believers. Jesus answered them by saying God the Father would send Him to set up His Kingdom when the time was right.

READ: Acts 1:6, 7.

Jesus still hasn't set up His Kingdom on earth. One day He will come back to rule the world from Jerusalem, but Jesus' Kingdom isn't God's program for today. We will learn about Jesus' Kingdom later in this course.

READ: Acts 1:8.

ASK: What did Jesus say the Holy Spirit would give the disciples the power to do? *Be witnesses of Him to the uttermost parts of the world.*

The disciples were beginning to understand God's new program. It involved them being witnesses of Jesus in the power of the Holy Spirit. Jesus, however, was still with them. He needed to leave the earth before His new program could officially begin.

READ: Acts 1:9.

ASK: How do you think the disciples felt when they saw Jesus leave the earth?

The disciples stood looking up into Heaven like a puppy staring through a window at his owner who is driving away. They wondered when Jesus would come back to them. God, knowing the disciples were confused, sent two angels to restate Jesus' promise to return and to encourage them to get busy doing the Lord's work.

READ: Acts 1:10, 11.

Sometimes parents will give their child a task to complete while they are gone. "We'll be back in an hour," they might say. "Get your room clean before we return."

ASK: How would you respond in such situations?

ASK: What if Jesus told you to do something while He was gone? How would you respond?

Jesus told the disciples they would be His witnesses in the world (1:8). That was their mission from Him. First, though, they needed to receive the Holy Spirit, their power for carrying out their mission. They went back to Jerusalem to wait for the Spirit and to pray.

READ: Acts 1:12–14.

As the disciples waited for the Holy Spirit, they appointed a replacement for Judas (1:15–26). Remember that Judas betrayed Jesus and then tragically killed himself. Under God’s direction, they chose Matthias to be the twelfth apostle. With Matthias in place, the apostles, a word meaning “sent ones,” remained together to wait for God’s new program to begin.

II. Arrival of God’s New Program (Acts 2:1–17)

A. The Holy Spirit’s arrival (2:1–3)

READ: Acts 2:1.

The Day of Pentecost was an annual grain harvest feast in which Jews presented portions of their wheat harvest to God (Lev. 23:15–22). The Feast of Firstfruits occurred fifty days prior to Pentecost and honored the beginning of the harvest. Participants in the Feast of Firstfruits waved a sheaf of the crop before the Lord and thanked Him for the first portion of the harvest (23:10). The annual Feast of Pentecost concluded this celebration of the harvest. Pentecost signified that God had completed the harvest that had begun at the Feast of Firstfruits. Like the Feast of Firstfruits and the Day of Pentecost, the resurrection of Christ began a process that the coming of the Spirit completed.

READ: Acts 2:2.

ACTIVITY: Before class, identify a website with free sound effects. Play a strong wind sound effect for the students to hear.

ASK: How does hearing the strong wind make you feel?

ASK: How do you respond when you are outside in a strong wind?

Strong wind has a way of making us feel weak and needy. Perhaps that’s what God wanted the disciples to feel before the coming of the Holy Spirit. He wanted them to get a good sense of their human weakness without His power. He wanted them to understand just how reliant they needed to be on the Holy Spirit for their power to carry out His hard mission in the hostile world.

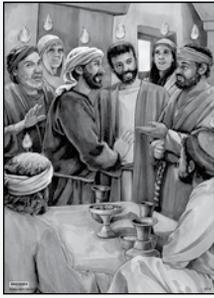
Wind also provided a good illustration of the Holy Spirit. Both are powerful and invisible. We know both exist by the effects they have on us.

READ: Acts 2:3.

ACTIVITY: Before class, cut out the flames from resource 57-R3. Tape the back of each flame to the eraser end of a pencil, making the flames perpendicular to the pencils. Hold the pencils and flames over two students’ heads and roll the pencils a little between your fingers to make the flames seem to dance. Explain that this is what the apostles and the other followers of Jesus saw when the Holy Spirit came upon them and indwelt them.



57-R3



57-1

DISPLAY: Teaching picture 57-1. Point out the flames above the apostles and the other people present with them in the room.

ASK: Why do you think God sent fire to represent the coming of the Holy Spirit into the believers' lives?

Fire, like wind, represented God's presence in the Old Testament (Exod. 19:18). God liked using fire to represent His presence because it is both powerful and bright. It represents His infinite ability and His holiness, or complete absence from sin.

In addition, fire naturally spreads and grows stronger, making it a great illustration of the spread and strengthening of the church through the power and presence of the Holy Spirit in believers. In a real sense, Christ's church has been ablaze for nearly two thousand years because of the Holy Spirit's power in believers.

B. The Holy Spirit's power (2:4–17)

READ: Acts 2:4–8.

The gift of speaking in tongues in the early days of the church was the ability to speak in a previously known but unlearned language. The sound of people speaking languages foreign to them caused amazement. The people wondered out loud what the sign meant. Others were confused by the signs of God's presence while others mocked (2:7–13).

ASK: What foreign language would you like to speak?

ACTIVITY: Go to Biblegateway.com and find the audio Bibles option under the Read the Bible tab in the menu. Play parts of Acts 2 in several languages. Have the students guess which language is being read.

Imagine hearing yourself speak one of those languages and understanding what you were saying! That is what the Holy Spirit did for the believers He indwelt. Peter explained that Joel predicted the outpouring of the Holy Spirit and that there would be amazing things that would happen as a result (Acts 2:14–17; Joel 2:28, 29).

God gave some of the believers in Jerusalem the ability to speak in foreign languages so all believers in and around Jerusalem might understand that the gospel is for everyone rather than just for the Jews. God had dealt mainly with the Jews up to that point in history. The coming of the Holy Spirit, though, started a new program God called the church. The "church" refers to all believers from the coming of the Holy Spirit in Acts 2 until the rapture of the church at some point in the future. We will learn all about the Rapture in coming weeks. For now, we need to understand that we are in the Church Age and that God uses believers gathered in local churches like our own to share the gospel with the unsaved and help each other grow in the Lord.

Today there is no rushing wind, flames, or speaking in tongues to accompany the indwelling of the Spirit at the moment of a person's salvation. Those signs helped believers in the early church see and feel evidence of the coming of the Holy Spirit.

ASK: Since the Holy Spirit does not come into our lives with rushing wind and hovering flames, does that mean His presence in our lives is weaker than in the lives of the early church? Explain. *No. His presence is the same. What He enables us to do, however, is different today.*

God doesn't empower us to speak in tongues today. That gift helped the early church understand that the gospel is for everyone. We can, however, rely on the Holy Spirit in us to help us obey God and share His love with the world. In fact, because we have the Holy Spirit in us, we have no excuse for not serving God with power and with all our hearts.

Memory Builder

Gather

- Poster 57-P1.
- Two clothespins.

Steps

1. Display poster 57-P1 and read the verse together as a class.
2. Explain the verse.

John 16:7 is part of Jesus' conversation with His disciples. He warned them that He planned to leave them. Though that made them sad, it was for their benefit and ours. For Jesus sent the Comforter, the Holy Spirit, as our powerful helper. The Spirit gives us boldness, direction, and power for serving God.

3. Say the verse together again. Then alternate between rolling up the bottom of the poster to cover some of the words and saying the verse as a class. Use the clothespins to secure the rolled up section of the poster.

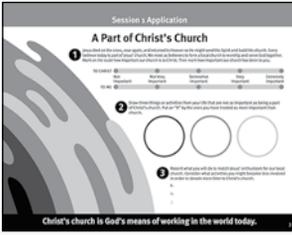


57-P1

Session Application

Gather

- Student book page 3.
- Colored pencils.



Student Book Page 3

Steps

1. Distribute a copy of student book page 3 to each student.
2. Review what Jesus did in order to begin to build His church.
 Jesus died on the cross, rose again, and returned to Heaven so He might send His Spirit and build His church. Every believer is part of Jesus' church. We meet as believers to form a local church to worship and serve God together.
3. Students mark on the scale how important their local church is to Christ and how important it has been to them (section 1).
4. Students use the colored pencils to draw three things or activities from their lives that are not as important as being a part of Christ's church (section 2). Students put an "X" by the ones they have treated as more important than Christ's church.
5. Students record what they will do to match Jesus' enthusiasm for their local church. They should consider what activities they might become less involved in to devote more time to Christ's church.
6. Close in prayer. Thank God for the beginning of the church, the coming of the Holy Spirit, and the opportunity to be a part of a local church today.

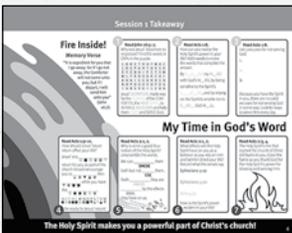
Session Takeaways

PERSONAL FOCUS

Each week has a student page called My Time in God's Word. Those pages provide an opportunity for your students to interact with God's Word. Before dismissing the students, draw their attention to the My Time in God's Word on page 4 of their student books. Instruct them to complete the activity at home. The activity reviews key points from the lesson.

PARENT CONNECT

Distribute the Strong Kids at Home sheet for lesson 1. Point out the Big Question on the front page and the students' opportunity to interact with their parents on the back page.



Student Book Page 4



Take-home Paper week 1