God Is Worth Believing

STRONG kids

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King James Version

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 trough 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.

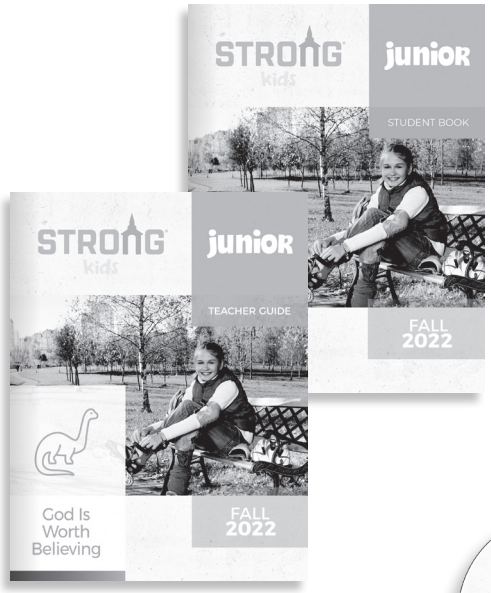
STRONG curriculum

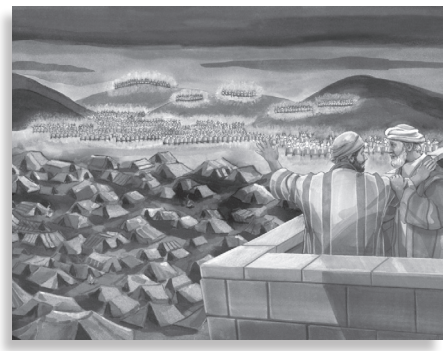
In this quarter's Strong Kids for Juniors, the students will cover Genesis 1—9 to learn important lessons about God's attributes, His creative acts, and His plan to save the world. They will also be challenged to believe in God as they consider evidence for Creation and the Flood.

Kit Contents

- ☐ Teacher Guide
- ☐ Student Book*
- ☐ Set of Take-Home Papers*
- ☐ One sheet of Recognition Stickers*
- ☐ Teaching Pictures
- ☐ 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.

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.

- 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
- 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
- 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
- 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

Paper Products

Construction paper
White copy paper
Poster board
4" x 6" index cards
Adhesive name tags
Sentence strips

Markers

Pencils
Crayons
Colored pencils
Permanent markers
Washable markers

Office Supplies

Cellophane tape
Double-stick tape
Masking tape
Stapler
Scissors

Adhesives

Glue sticks
Elmer's glue
Plasti-Tak

Miscellaneous

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

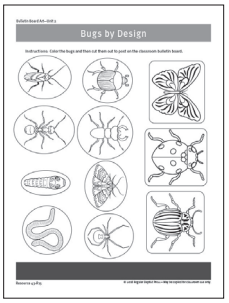
Unit Bulletin Board Ideas

Unit 1—God Is

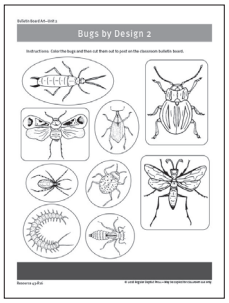
Using blue EZ Letters, put the unit title across the top of the bulletin board. Post poster 43-P3 at the bottom of the board. In the middle of the board, enlist students to construct the Trinity diagram shown on poster 43-P2. Cut circles from construction paper and use yarn for the lines between the circles. Write "IS" and "IS NOT" on plane notecards and staple them over the appropriate strings of yarn. Add posters 43-P1and 43-P2 to the board if there is room.

Unit 2—God Creates

Put the unit title across the top of the bulletin board. Post poster 43-P5 in the middle of the board. Make copies of resource 43-R15 and 43-R16. Allow students to color the bugs, cut them out, and post them around the bulletin board. They can work on the bugs as time permits before and after class. Consider having a contest for the best coloring as voted on by the students. Hold the vote after session 7, the end of unit 2. The bugs will be a good reminder that God made man in His image with the ability to be creative.



43-R15



43-R16

Units 3 & 4—God Saves; Creation Testifies

Put "Fall Fashion"across the top of the board with EZ Letters. Attach posters 43-P14 and 43-P15 to the middle of the board. After lesson 10, post "The New 'Fall' Line" the students design using resource 43-R10. Make a container of leaves and more copies of resource 43-R10 available for students to add to their "Fall" lines either before or after class as time allows. Consider having the students vote on the best fashion after lesson 13.

43-R10

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.

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.

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 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.

STRONG kids

SEPTEMBER 4, 2022

SESSION 1 | UNIT 1

God without End

God's eternality and infiniteness

Scripture Focus

Gen. 1:1; Exod. 3:14; Ps. 90:2; John 8:48–59

BuildUP Theme

LEARN DOCTRINE

God is eternal, existing outside the limits of time and space.

Measurable Response

The students will respond to God's eternality by determining ways to live for eternity.

Memory Verse

"Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God" (Psalm 90:2).

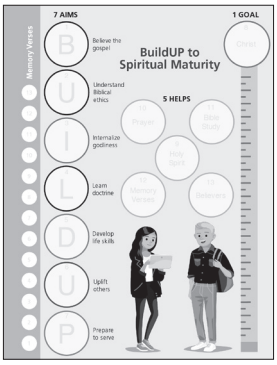
Teacher Preparation

- ☐ What thoughts come to your mind when you gaze at mountains? Do you ever catch yourself thinking that the peaks have always been there?
- ☐ God raised the mountains in order to drain the land of water from the Flood. The worldwide Flood demonstrated God's justice and wrath against sin (Gen. 6:7) and His grace and love for humanity in that He saved Noah in the ark (6:8).
- ☐ Today's memory verse, Psalm 90:2, says that God has been the same since before He caused the mountains to rise. So God is still as wrathful, just, gracious, and loving today as He was in the days of Noah.
- ☐ When you observe your students, what thoughts do you have about their relationships with their wrathful, just, gracious, and loving God?
- ☐ God intends for all of us to live in light of eternity. He wants us to know Him as our Savior and then grow to be like Christ. Challenge yourself this quarter to see both your students and yourself in light of eternity.

Recognition Charts

Give each student an attendance and verse chart from page 29 of their student books. Note that the chart is a summary of 7 aims Jesus had for His followers while He was on earth. (See page 2 for more information on Jesus' aims.) There is a sticker for each of those aims. There is also a sticker to represent Christ, the standard for our lives. The final five stickers are the catalysts that help us grow in Christlikeness. The charts for the following seven quarters will each focus on one of Christ's aims for us.

Give each student sticker 1 to put in place for attendance. Next week, allow them an opportunity to earn the smaller Bible sticker by saying the verse from this week.



Week 1

Session Starters

Option 1—Who Came First?

Steps

1. Organize the students into two teams. Appoint a spokesperson for each team.

2. Students tell you which Bible character in each pair appears first in the Bible. Alternate between teams. Have the spokesperson give the answer after consulting his team. Add other pairs to the list if you have a large class. Let students take several turns if your class is small. Award a point for each right answer. Congratulate the winners.

    - Isaac or Jacob? *Isaac.*
    - Aaron or Abraham? *Abraham.*
    - Samuel or Joshua? *Joshua*.
    - Joshua or Samson? *Joshua*.
    - Ananias and Saphira or the Shunammite woman? *The Shunammite woman.*
    - Noah or Ham? *Noah.*
    - Seth or Abel? *Abel.*
    - Apostle Paul or Isaiah? *Isaiah.*
    - John the Baptist or Zacchaeus? *John the Baptist.*
    - Daniel or Matthew? *Daniel.*
    - King Saul or king David? *King Saul.*
    - Jesus or Moses? *Jesus.*

3. Transition to the Bible lesson.

    The Bible tells us that Jesus was born thousands of years after Moses. Yet Jesus told a group of surprised people that He existed well before Moses. In this lesson we will consider Jesus' interesting explanation of His existence. We will find that God, including Jesus, is eternal and self-existent.

Option 2—Character Lineup

Gather

- Strips of paper or adhesive name tags.
- Marker.
- Small treat or pieces of candy.
- Clock or phone.

Steps

1. Before class write Bible characters on strips of paper or name tags,

one name per strip or name tag. Consider using the following: (1) Adam, (2) Abraham, (3) Jacob, (4) Judah, (5) Moses, (6) Joshua, (7) Samson, (8) King Saul, (9) Elijah, (10) Daniel, (11) John the Baptist, (12) Apostle Paul.

2. Give every student but one a name tag or strip of paper with a name. Students have three minutes to arrange themselves in Biblical order, from the most ancient to the most recent. The student without the name tag can direct them.

3. Start the three-minute countdown on your phone or clock. When the students think they are in the right order, tell them how many they have right. Students keep rearranging themselves, trying to get in the proper order before their three minutes is up.

4. After the three minutes is up, direct the students to the proper order if they have not already reached it. Give each student a small treat or piece of candy for accomplishing their goal.

   ASK: Where would we put Jesus in our lineup of Bible characters?

   Jesus would fit in with John the Baptist and the apostle Paul if we went according to His physical arrival as a baby on earth. Jesus, however, existed long before every Bible character. So we should put Jesus at the front of this lineup of Bible characters.

5. Students return to their seats as you transition to the Bible lesson.

   Jesus had a conversation with a group of people who questioned His age. Jesus said He is older than Abraham, a clue that Jesus is eternal, having no beginning and no end. In this lesson we will learn why God's eternality is so important to our lives.

Bible Study

Gather

- Paper
- Markers or colored pencils.

I. God Is the I AM

The Bible begins with a simple statement.

READ: Genesis 1:1.

ASK: What do we learn from this verse? *That Creation had a beginning. All that exists was made by God.*

Between six and ten thousand years ago, the world had a definite

beginning. It took God just six days to make the entire universe. We will learn more about that in a few lessons, but what about God's beginning? How old is God? Does God rely on anyone for His existence? The Bible helps us answer those questions, though trying to understand the answers will challenge our thinking.

A. God is self-existent

READ: Exodus 3:14.

ASK: What name did God call Himself? *I AM.*

God appeared to Moses in a burning bush in the wilderness to call Moses to return to Egypt to lead the children of Israel out of slavery. Moses wanted to make sure the children of Israel understood God had sent Moses to free them. Moses wanted to tell the Israelites God's name so they would know Who He is and what He is like. There is no more important name than the name "I AM."

ASK: What do you think your friends would say if you told them to call you I AM?

The name "I AM" doesn't mean much to us. It actually sounds a little weird or even self-centered. But the name as used in the Bible means self-existent, or reliant on no one. God does not count on anyone for life. There is no super God that is above the God of the Bible. God is the source of all life, including His own.

READ: Genesis 2:7.

Adam's life came directly from God. Without God, Adam would have continued to lay motionless on the ground. Our life also comes from God. In fact, every living creature depends on God for life. All life is dependent on God.

ASK: How would you respond to someone who says he does not need God? *Everyone needs God for life. There is no life without God's life.*

ASK: Since God is self-existent, who could keep Him from accomplishing His will? *No one. God is the highest authority. He answers to no one.*

God's self-existence means He is completely reliable. Nothing can change Him. We can count on Him to always be the same and to always be with us.

B. God is eternal

The name "I AM" also means God is eternal. To be eternal means to have no beginning and no end.

READ: Psalm 90:2.

ASK: Think about God never having a beginning. Is that easy to do? What thoughts come to your mind?

Our brains find it hard to comprehend that God was never born or created. We are so used to the idea of being born and then one day dying. But God was never born, and He will never die. He is from everlasting to everlasting.

ASK: How does God's eternality affect our futures? *We can be assured God will never cease to exist. He will always be with us and will be around to fulfill all His promises to us.*

II. Jesus Is the I AM

In our session starter, we talked about Jesus being older than Abraham. Jesus revealed that truth in a conversation He had with some unbelieving Jews. Those Jews told Jesus He must be demon possessed. They simply could not accept that He is the Son of God.

We don't know why the Jews called Jesus a Samaritan (John 8:48). Samaritans were not full-blooded Jews, yet they claimed to be God's people. Maybe the Jews saw Jesus in a similar light, believing His claims to be God's Son were bogus.

READ: John 8:48.

Jesus did all kinds of miracles to prove He is the Son of God. For instance, He caused the blind to see, the dead to rise again, the deaf to hear, and the lame to walk. Many Jews watched Him do such miracles but still refused to believe in Him. They figured a demon must be empowering Him. They had no other explanation for His power.

READ: John 8:49, 50.

Jesus lived to honor God the Father. He wanted to glorify God, meaning He wanted everyone to know how amazingly awesome God is. But Jesus also wanted the world to know God judges sin. Jesus preached about God the Father's judgment and then took on Himself God's wrath by dying on the cross. Jesus' death glorified God by showing both God's wrath against sin and amazing love for the world.

READ: John 8:51–53.

ASK: What did Jesus say that made the Jews so upset? *That whoever keeps His words would not see death.*

Jesus' claim to give life meant He is better than Abraham and all of God's prophets, for none of them were able to save anyone, not even themselves, from dying. The Jews just could not accept that Jesus was better than both Abraham and God's prophets. So they again said Jesus must be demon possessed. Frustrated, they asked Jesus, "Who do You think You are, claiming to give life when only God can give life?"

READ: John 8:54, 55.

Jesus told the Jews that He knows God the Father personally and that He obeys the Father perfectly. Jesus couldn't deny that God is His Father and that He Himself is God.

READ: John 8:56.

Abraham knows Jesus even though Jesus lived on earth hundreds of years after Abraham. Jesus shared with the Jews that Abraham was overjoyed with Jesus' ministry. That truth made the Jews even angrier.

READ: John 8:57.

ASK: When did Jesus meet Abraham? *Jesus saw Abraham in Heaven after Abraham died and before Jesus came to earth as a baby. God appeared to Abraham on more than one occasion as the preincarnate Christ (Gen. 17; 18).*

Believers who die go directly to Heaven where they enjoy not only God's company but also the company of all believers who have died before them. That is pretty neat!

Jesus answered the unbelieving Jews with a statement that sounds a lot like God's statement to Moses back in Exodus 3:14.

READ: John 8:58.

Jesus, like God the Father, said that He is the I AM. That means Jesus existed long before Abraham was even born. He is both self-existent and eternal. He relies on no one for His life, He has always been, and He will always be. When He came to earth, He took on a human body, but that did not change His eternality. It just made Him able to live and die for us. Jesus is from everlasting to everlasting.

ASK: What would you expect the Jews to say to Jesus once He revealed He is the I AM?

ASK: What would you like to say to Jesus now that you know He is the I AM?

READ: John 8:59.

The Jews knew God called Himself the I AM in His conversation with Moses at the burning bush. When Jesus called Himself by the same name, they rightly concluded Jesus claimed to be God. But because the Jews thought Jesus was just a demon-possessed lunatic, they accused Him of blasphemy. To blaspheme is to greatly disrespect God. The Jews grabbed nearby construction stones to hurl at Jesus, hoping to kill Him and shut Him up. But Jesus slipped out of their presence before they could throw even one stone.

The wording in verse 59 suggests Jesus was hidden by another. Most likely this wording means God the Father helped Jesus escape without harm. Jesus' unlikely escape is even more evidence He is the Son of God.

One day Jesus didn't escape death. Instead He met an angry mob of Jews who came to arrest Him and crucify Him. They, like the crowd in John 8, thought killing Jesus would make Him go away forever. They didn't know Jesus willingly went to the cross to die for their sins. And they didn't know Jesus would raise from the dead three days later in triumph over the grave. Furthermore, they would have never guessed Jesus would be actively building His church through believers on earth today.

ASK: Does it matter to you that both God the Father and God the Son are self-existent? *It is very important. Neither could be God without being self-existent.*

ASK: What hope would believers have if they thought God might die someday? *None at all. Eternal life is based on God's eternal life. No one could live forever if God was less than eternal.*

Remember trying to think about God never having a beginning? That was hard. But it is equally hard thinking about ourselves living with Jesus and God the Father forever on a new earth (Rev. 21:1). Everyone who trusts in Jesus as Savior will live forever in Heaven with Him (Rev. 22:5). That is an amazing truth!

ACTIVITY: The number novemdecillion is a 1 followed by 60 zeros. Have a student write the number on the board. Give each student a piece of paper and markers or colored pencils. Have them draw what they think they might be doing in Heaven in novemdecillion years. Tell the students that Heaven will eventually include a new earth with an extremely large city made from gold and enormous jewels. Have students share their pictures.

Memory Builder

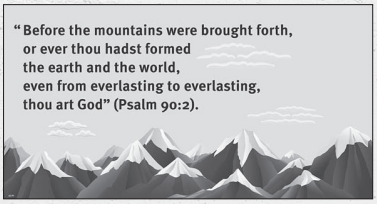
Gather

- Poster 43-P1.
- Cotton batting or cotton balls.
- Tape or pushpins.

Steps

1. Display poster 43-P1 on a bulletin board if one is available, otherwise, post it on a wall. Read through the verse a few times as a class.

   ASK: God is responsible for the mountains all over the world. But when did He cause them to rise from the earth? *God caused the mountains to rise so the waters of the worldwide Flood would recede.*



43-P1

We will learn more about the Flood in later lessons, but most of you probably know God sent the Flood to judge the people of Noah's day for their sins. Only Noah and his family were safe in the ark. God showed His justice by judging sin and His grace by saving Noah.

God has not changed. Our memory verse says He is the same God from everlasting to everlasting. That means He still judges sin and still provides a way to escape His judgment. Today, that way is through Jesus Christ. Jesus died on the cross to pay the penalty for our sin. God judged His innocent Son for our sin so we might have eternal life. But only those who put their trust in Jesus' death have forgiveness from God.

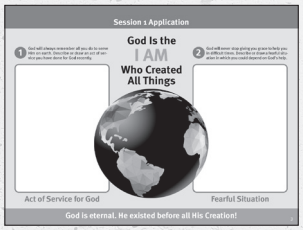
2. Give your students an opportunity to consider their spiritual relationship with God. Use John 3:16 to explain the gospel.
3. Students take clumps of cotton batting or cotton balls and pin them to the bulletin board to cover some of the words in the verse. Use tape if the poster is on a wall, or consider laying the poster on a table and just laying the cotton over the words.
4. Say the verse again, filling in the words covered up by the cotton. Continue until the students can say most of the verse from memory.

Session Application

Gather

- Student book page 3.
- Markers or colored pencils.

Steps



Student Book Page 3

1. Distribute a copy of student book page 3 to each student.
2. Students draw an act of service they have done for God recently (section 1). Examples include telling someone about God, praying for someone, praising God, serving in the church, helping parents without being told. If they can't think of an act of service they have done for God recently, then they can draw an act of service they could do for God.

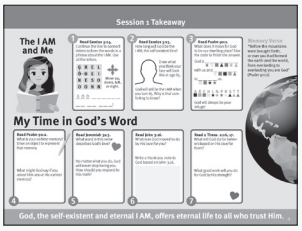
   The memory verse (Ps. 90:2) says God is from everlasting to everlasting. He will always be the same. That is encouraging because we know God will always treat us with grace. He will never become a terrible tyrant, and He will never forget about us. God will remember every act of service we do for His glory. When we get to Heaven, He will even reward us for serving Him (2 Cor. 5:10).
3. Students describe or draw a fearful or troubling situation God will

help them through (section 2). Examples include standing up for God at school, dealing with a disability, enduring an illness, and facing academic struggles.

Because God is eternal and never changing, He will also be near to help us face troubling situations. He will give us His grace to face challenges that might otherwise cause us to doubt Him. He will give us wisdom and strength to be pleasing to Him through the challenges. We simply need to ask Him for His grace (James 4:6, 10).

4. Ask students to say a sentence prayer expressing their thankfulness and joy that God is self-existent and eternal.

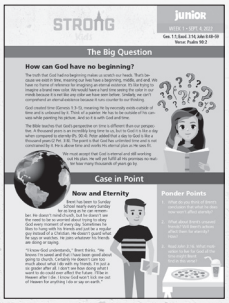
Session Takeaways



Student Book Page 4

PERSONAL FOCUS

Each week has a student page called My Time in God's Word. The pages provide an opportunity for your students to interact with God's Word. Before dismissing the students, draw their attention to the first My Time in God's Word on page 4 of their student books. Instruct them to complete the activity at home. The activity will reinforce the lesson and challenge them to move forward in their personal walk with God.



Take-home Paper Week 1

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.

Plan to give the Quarter Overview page included at the front of the Strong Kids at Home sheets to a parent of each student in your class. This page informs the parents of what their students are learning and guides the parents to have meaningful spiritual interaction with their children. For your convenience, the overview page is also on the resource CD.

If you have not ordered the Strong Kids at Home sheets for this quarter, we encourage you to do so yet. They provide a valuable connection between your classroom and the home.