

God Responds



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Unit 1 Conquering the Land					
1	June 1, 2025	Rahab's Bold Choice	☼ God's power encourages us to have faith in Him.	Joshua 1:9	6
2	June 8, 2025	Israel's Step of Faith	☼ God helps us do His will.	Psalms 32:8	15
3	June 15, 2025	Israel's Shout of Victory	☼ God encourages us to trust and obey Him.	Psalms 28:7	24
4	June 22, 2025	Israel's Hard Lesson	☼ God is faithful to His promises to judge sin.	Proverbs 28:13	33
5	June 29, 2025	Israel's Tricky Enemy	☼ God gives His wisdom to all who seek it.	James 1:5	43
6	July 6, 2025	Israel's Partial Victory	📖 God uses people to accomplish His will.	Ephesians 2:10	52
Unit 2 Judges in the Land					
7	July 13, 2025	God's Hand at Work	☼ God never stops being faithful to His promises.	Numbers 23:19	62
8	July 20, 2025	Deborah's Contagious Faith	👍 God uses faithful people to encourage our faith in Him.	Hebrews 10:24	73
9	July 27, 2025	Gideon's Fear of Man	☼ God wants us to fear Him enough to obey Him.	Psalms 115:13	83
10	August 3, 2025	Gideon's Fear of God	☼ God's person and power make Him worthy of our respect.	Psalms 18:30	94
11	August 10, 2025	Jephthah's Sincerity	📖 God wants us to serve Him sincerely.	1 John 3:18	104
12	August 17, 2025	Samson's Strength	📖 God gives us all we need to do His will.	Philippians 4:13	114
13	August 24, 2025	Samson's Fall and Faith	☼ God desires that we please and serve Him above all else.	2 John 6	123



Unlock Your Extra Sunday

This quarter has 14 weeks. For the lesson on August 31, we have provided review activities. To access these, scan the QR code on the left or visit StrongCurriculum.com/ExtraSunday



Regular Baptist Press

11354 • Summer Quarter 2025 • Vol. 7, No. 4 • © 2019 RBP • Printed in U.S.A.
 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 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
- Card with code to download teaching materials
- Bible Story DVD
- Posters

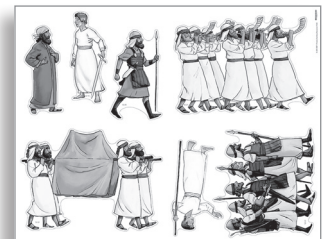
*Order one book or set for each child.

Ordering Information

All materials are available from Regular Baptist Press.

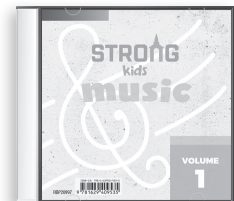
- Web: www.StrongCurriculum.com
- E-mail: orders@rbpstore.org
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

In this quarter's Strong Kids for Primaries, the students will learn from the book of Joshua that God rewards those who trust Him, that God will help them obey, and that God's power is amazing. In their study of Judges, Primaries will learn that God uses people to do His will and that God is worthy of their sincere trust.



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.

- | | | | |
|---|--|---|---|
| <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

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
Sticky tack

Miscellaneous

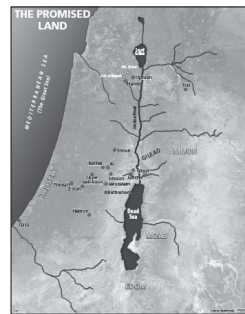
Play-Doh
Plastic tablecloth for art or food projects
Ziplock bags
Yarn
Hand sanitizer

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

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—Conquering the Land

Cover the bulletin board with light blue backing. Place the scalloped green border (8587) around the sides. Use blue EZ letters (8510) to put the following title on the board: Conquering the Land. Use poster 52-P14 or print it from the download site. Place the map of the Promised Land in the middle of the board.



52-P14

Each week, print a copy of one teaching picture or flannelgraph figure from that

lesson from the download site. Place the visual on the bulletin board, on either side of the map. Tie a piece of string to a pushpin and pin it to the approximate location that event occurred on the map. Staple the loose end of the string to the board with the visual. For example, for week 1, print out teaching picture 52-2. Place it on the right side of the board. Staple the string behind the picture and then pin the other end on Jericho on the map.

Unit 2—Judges in the Land

Leave the light blue backing and poster 52-P14 from unit 1 on the bulletin board. Carefully remove unit 1 border, letters, and any teaching pictures or figures around the map. Place the scalloped black border (8536) around the sides. Use red EZ letters (8511) to put the following title on the board: Judges in the Land.

Follow the same procedure of adding teaching pictures and flannelgraph figures each week as you did for unit 1.

Explaining Salvation to Primaries

The gospel message and plan of salvation are presented frequently in these lessons. Make salvation truths plain when teaching Bible lessons, memory verses, or songs. Use simple terms and concepts. Avoid using symbolic or theological terms that the child cannot understand (e.g., accept Jesus in your heart).

Each time you explain salvation, stay with one idea or concept. Over a period of time, use different approaches (stories, questions, verses, songs, discussion, books). Use explanations such as belonging to God's family, being born again, saved, receiving Jesus as Savior, trusting Jesus' shed blood. Help the children understand that these are different ways of talking about salvation.

Verses are listed beside each point below, but it's best to use only one or two verses with children.

1. Show the child he is a sinner; God said so (Rom. 3:23). The child must understand that he was born a sinner. He must know what sin is and be willing to acknowledge it and be sorry for it.

2. Sin must be punished; God's punishment is eternal death (Rom. 6:23).
3. Because God loves the child, God sent His Son, Jesus, to die for him. Only Jesus' blood shed on the cross can cleanse sin (1 Cor. 15:3, 4).
4. When the child *believes* Jesus died for him personally and *receives* Jesus as Savior, he becomes one of God's children (John 1:12).
5. God's Word *assures* that then his sins are forgiven, and he has everlasting (lasting forever) life (John 3:36).
6. That moment the Holy Spirit comes to live in him to help him (1 Cor. 6:19).
7. God wants the child to grow spiritually by reading the Bible, praying, going to church, and telling others about Jesus (2 Pet. 3:18).

Encourage the child to pray in his own words if he is ready to receive the Lord Jesus. Trust the Holy Spirit to do the work of regeneration.



LESSON 1 | UNIT 1

Rahab's Bold Choice

Rahab chooses to follow God

Scripture Focus

Joshua 1; 2

BuildUP Theme



DEVELOP LIFE SKILLS

God's power encourages us to have faith in Him.

Measurable Response

The students will be encouraged to place their faith in God in all circumstances.

Memory Verse

"Be strong and of a good courage; be not afraid, neither be thou dismayed: for the LORD thy God is with thee whithersoever thou goest" (Joshua 1:9).

Teacher Preparation

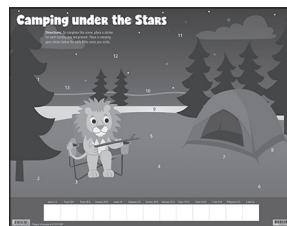
- Read Joshua 1 and 2.
- Reflect on times God clearly demonstrated His power or faithfulness to you. How has He shown that He is able?
- It is good to reflect and review God's goodness, power, and faithfulness; this gives us courage for what lies ahead. God does not change! If He was powerful and able *then*, then He is powerful and able *now*.
- Faith is belief coupled with action. Faith is acting on the belief that God is Who He says He is and will do what He says He will do. This leads the believer to trust God and then obey His commands.

Attendance Charts & Review

Give each student an attendance and verse chart. Student may write their names on their charts. Give each student sticker 1 to put in place for attendance. Next week, give your students an opportunity to earn a small camping gear 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 nature sticker by quoting last week's memory verse, John 3:14 and 15.

Attendance Chart



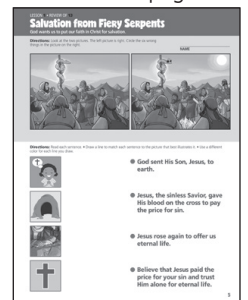
Attendance Stickers



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.** The activity relates to lesson 13 of the previous quarter. The front of the student book page is always a review of 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—Scarlet Cord Braiding

Gather

- Red yarn.
- Masking tape.
- Scissors.

Steps

1. Before class, cut yarn into pieces between 18" and 24" long. Group three yarn pieces and tie them together with a knot at one end. Each student will need one knotted group.
2. Before class, remove chairs from around the tables. At each place around the tables, use masking tape to secure the knotted end of each group of yarn on the table near the edge. Allow enough space for students to work independently.
3. Set up a demonstration area by taping a knotted group of yarn to the board or a wall so that students can watch as you teach them to braid.
4. Introduce the activity.

In our lesson today, a woman hangs a scarlet cord in her window when she helped two spies escape. We are going to make our own little scarlet cord. Scarlet is a red color. I am going to teach you how to braid to make a cord. You can use the braid as a bookmark in your Bible.

5. Demonstrate how to create a simple, three-strand braid. Go slowly as you verbalize and demonstrate each step. Be sure to have a helper or two available to help any students who might get off track.
6. Have students follow along with their own yarn pieces as you demonstrate the process step by step. Instruct students not to work ahead at first. Once you see students are catching on, allow them to continue at their own pace.
7. When students reach the end of their yarn pieces, help them tie a knot and remove the tape from the table.
8. Transition to the lesson.

I noticed something interesting. You all trusted me to give you accurate directions. You followed my directions and listened very closely.

ASK: Why were you so sure that I knew what I was doing? (Let students answer, but eventually lead them to see that because you have helped them in the past, they knew you were trustworthy.)

Let's go to God's Word and learn how one woman who had heard of God's power and faithfulness to His People decided to put her trust in God.

Option 2—I Spy . . . Spies!

Gather

- Two action figures.

Steps

1. Before class, hide the two action figures in the classroom. Be creative, but do not hide them inside a cabinet or drawer.
2. Introduce the activity.

In our lesson today, Joshua sends 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 the spies?

3. Let students search for and find the spies.
4. Repeat the game. Send the students out of the room briefly with an adult helper. Hide the spies in new locations. Allow students to enter the room and search for the spies again. Repeat as time allows.
5. Transition to the lesson.

In our lesson today, Joshua sends two spies into the great and mighty city of Jericho. The spies find a unique place to hide. But they do not hide in a Sunday School room—they hide in a woman's home. And it wasn't just any home, it was a home inside the walls of Jericho! Let's go to God's Word and learn more.



Teacher Tip

Poster 52-P14, a map of the Promised Land, will be used throughout the quarter. If you opted not to display the poster on your bulletin board, consider displaying it somewhere easily accessible during lessons. While the exact locations of particular events may not be essential to your primary students at this point in their learning, it gives them a visual of the Israelites' travels and conquests.

Bible Study

Gather

- Teaching pictures 52-1 and 52-2.
- Resources 52-R1 and 52-R2.
- Poster 52-P14.
- Light-colored sheet or blanket.
- Long piece of red cord or rope.

I. Israel's New Leader

Just as God had said, the nation of Israel wandered in the desert, camping from place to place, for forty long years. The older generation passed away. Moses, too, had grown old and died. And now, God would choose a new leader.

Who could be Israel's new leader? Who would trust God and obey God? I know: Joshua! Yes, what a perfect choice God made. Joshua was one of the two faithful spies who had given a good report of the land before the people wandered the desert for forty years. Joshua and Caleb had wanted to obey God and do as He commanded, even when everyone else was against them. So Joshua became the new leader of Israel.

What a job! Joshua knew there would be many battles ahead if the Israelites were going to take back the land. Joshua may have had many worries and fears in his mind.

READ: Joshua 1:5, 9.

ASK: What promise did God make to Joshua? *God would be with Joshua, just as He had been with Moses.*

What a promise! I'm sure Joshua was relieved to hear God's promise.

II. Rahab's Faith

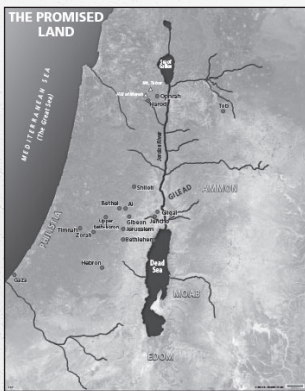
DISPLAY: Poster 52-P14.

Joshua knew Israel would have to battle against the great, walled city of Jericho. (Point to Jericho on the poster.) He did what any good commander would do: He sent spies.

We don't know how the two spies got into Jericho, but they did. Jericho was a huge, wealthy city. It had huge gates set into not one, but two enormous walls that surrounded the city. The walls were so thick and huge that some of the people of Jericho had made their homes inside the walls! That seems strange to us, but think of them like tall apartments between the two, mighty walls.

The spies crept through the city of Jericho, but eventually, news of the spies' presence traveled throughout the city. The king's guards began to search everywhere for the two Israelite spies. The spies needed to hide—and quick!

God led the spies to one of the most unlikely people in the city: a woman named Rahab. She was an ungodly idol-worshiper who was not well respected in the city. Her home was within the walls of Jericho.



52-P14

(Knock on a table or door frantically.) Rahab opened the door. Immediately, she knew the two men were from Israel. She knew these were the spies that the king's guards were searching for.

"Quick, come in!" Rahab whispered as she shut the door behind them. "The king knows you're in the city! He has sent his guards to look for you. If they find you, they will kill you!"

ACTIVITY: Wave your hand and beckon the students to follow you. Tiptoe around the room while the students follow and mimic you. Once you have made a circle around the classroom, motion for the students to sit down. Select two students to be the spies. Have them lay down on the floor, then cover them with the sheet or blanket.

DISPLAY: Teaching picture 52-1.

(Continue teaching in a hushed voice.) Rahab led the spies up to her roof. There she hid them under some flax she was drying on the rooftop.

DISPLAY: Resources 52-R1 (field of flax) and 52-R2 (linen and yarn).

Flax is a long, thin plant. The seeds can be eaten, and the stalk can be used to weave rope and thread, as well as to make linen fabric.

(Send the two students back to their seats.) As Rahab hid the spies, she said something quite amazing.

READ: Joshua 2:9–11.

ASK: What did Rahab say she believed? (Hint: See the end of verse 11.) *She believed the God of Israel was the only God in Heaven and on earth.*

That's incredible! Rahab, the idol-worshiper, had heard about the power and faithfulness of God. She agreed that He alone is God over Heaven and earth. She believed God is the one true God. Rahab believed that God would do what He said and would give Israel victory over Jericho. Because she believed, she risked her life to help the spies. That's called faith!

Then Rahab had a request.

READ: Joshua 2:12, 13.

ASK: What did Rahab ask the spies to do? *To spare her and her family's lives when Israel attacked Jericho.*

The spies promised to do as Rahab asked.



52-1



52-R1



52-R2

III. The Spies Escape

Then they heard a dreadful sound. (Pound on the table or door again.)
“Open up, in the name of the king! We know the spies are in there!
Open the door!” Oh no! The king’s men were at Rahab’s door!

Once the spies were safely hidden on her roof, Rahab answered the door.

“It was reported that two spies came to your home. Where are the men who came to you tonight?” the soldiers demanded.

“Spies? Well, two men did come to me tonight, but I didn’t know where they were from. They’re not here now,” Rahab lied. “They went out of the city before the city gates closed for the night. If you hurry, perhaps you can pursue them and capture them!”

The guards left in a hurry. That was a close one!

ASK: Wait a minute. Rahab lied to hide the spies. What does God’s Word say about lying? *Lying is sin. God hates lying.*

ASK: Was it okay for Rahab to lie? After all, she was protecting the spies. (Let students think for a moment. Some of them may wrestle with this question. Let students offer answers and explain their reasoning.)

No. It was not okay for Rahab to lie. Lying is always sin. God doesn’t change His view of sin based on our circumstances. God could have protected Rahab and the spies without Rahab’s lie. God did not need Rahab’s help. God chose to be patient with Rahab. He chose to work out His perfect plan in spite of Rahab’s lie.

“The coast is clear,” Rahab told the spies. “The guards left. Come on, let’s get you out of here.”

Rahab led the spies to her window. Since Rahab lived in the wall, her window looked out across the fields to the mountains. Rahab told the spies to hide in the mountains for three days before they went back to the Israelite camp.

But how would Rahab get them down from the window? She looked around her home and found a rope, probably made out of the dried flax she produced.

DISPLAY: Teaching picture 52-2.

ACTIVITY: Hold up the red rope you brought to class. Pretend as though you are tossing one end out of a window, while holding the other end.

“Don’t forget your promise to me,” Rahab reminded the spies as she tied the rope to something secure and flung it out the window.



52-2

READ: Joshua 2:18.

ASK: What did the spies say Rahab must do? *She must hang the red cord in her window so the Israelite army would not attack her home.*

READ: Joshua 2:21.

ASK: What did Rahab do? *She did exactly as the spies had instructed.*

I won't give away the incredible ending to this story quite yet. We will learn all about Israel and the walls of Jericho in two weeks. But I will tell you this: God kept Rahab safe during the battle of Jericho in a mighty way.

Conclusion

Rahab is a wonderful example of having faith. Rahab saw the power and faithfulness of the one, true God. She believed He is the only God and the only God worthy of our trust. Then, because of her belief, she demonstrated what was already in her heart by taking action. She risked her life to help the spies. Then she hung the red cord in her window because she believed God would do all that He said He would do. God is wonderful, mighty, and faithful. He alone is worthy of our faith.

Memory Builder

Gather

- Poster 52-P1.
- Poster board.
- Scissors.
- Glue.
- Sticky tack.

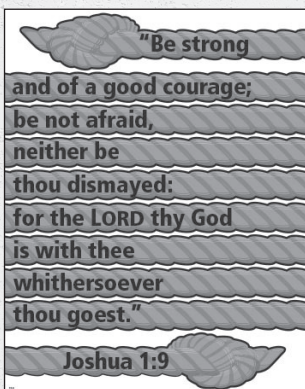
Steps

1. Before class, mount poster 52-P1 on poster board. When the poster is dry, cut out the pieces of red cord. If desired, laminate the pieces to increase durability. Hide the verse sections around your classroom.
2. Help students find Joshua 1:9 in their own Bibles. If you made the braided cords from Session Starter option 1, use the cords here as memory verse markers.

READ: Joshua 1:9.

3. Review the verse.

After the death of Moses, Joshua took over as Israel's new leader.



52-P1

God spoke to Joshua. God gave Joshua some encouragement. Look at verse 9 again.

ASK: What two things did God tell Joshua to do? *To be strong and courageous.*

ASK: What two things did God tell Joshua not to do? *Do not be afraid. Do not be dismayed or frightened.*

ASK: Why could Joshua be courageous and not be afraid? *Because God promised to go with Joshua no matter where he went.*

Wow, that's an awesome promise! Imagine how that made Joshua feel as he looked at the mighty walls of Jericho. The God Who had led Israel with a pillar of cloud and fire would go with him! The God Who parted the Red Sea and gave Israel victory over the Egyptians promised to go with him! No wonder God commanded Joshua to be courageous and not afraid—He was with Joshua!

4. Tell the students you have hidden ten verse sections around the room and instruct them to find the pieces.
5. Once all the pieces have been found, have students work together to arrange the sections in verse order on the wall using sticky tack.
6. When the cord is complete, recite the verse together.

Session Application

Review Activity—Role Play



Teacher Tip

Props and costumes are always optional for role play. They help with the drama but are not always necessary since children have excellent imaginations. Use what you have at home or on hand in your classroom.



Teacher Tip

Role play is often how children process new information. Keep a supply of simple, versatile, role-play items on hand. Consider having a couple of Bible-time robes and head pieces in your set. Items such as swords, shields, baby dolls, crowns, boxes, and blankets are used quite often during role play.

Gather

- Accessories to dress up as Rahab (e.g., colorful scarves, gold jewelry).
- Robes.
- Toy shields and swords.
- Red rope or cord.
- Light-colored sheet or blanket.

Steps

1. Have students role play the account of Rahab and the spies. Assign the roles of Rahab and the two spies. The remaining students can be guards and citizens of Jericho.
2. Guide students in a role play of today's account. Let students use their own words as lines but stick closely to the Scripture. Feed them lines directly from Scripture when appropriate. Encourage the students to use vocal and facial expression as they act.

- Lead the students with guiding questions as they role-play (e.g., What did Rahab do when the spies came to her door? How Rahab hide the spies? What did the king's men say to Rahab?).
- If time allows, reassign roles and repeat the activity.

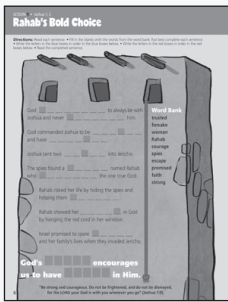
Student Book Activity

Gather

- Student book page 6.
- Pencils.

Steps

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



Student book page 6

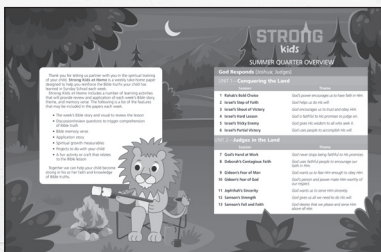
Session Takeaways

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



Take-home Paper Week 1