

Conflicts and Problems



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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 Middlers teaches students the Bible timeline. It is chronological from beginning to end so students understand how God's plan unfolded in the past, what His plan is for today, and how His plan will unfold in the future. Students will grasp the Bible's story and will confidently place themselves in the middle of God's plan.

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 Picture Book
- Set of Timeline Cards
- 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.

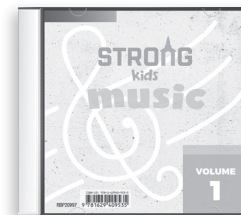
- Web: www.StrongCurriculum.com
- E-mail: orders@rbpstore.org
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

In this quarter's Strong Kids for Middlers, students will continue the Bible timeline, covering the book of Judges. They will join the Israelites in learning that God is always faithful and that He chooses to use faithful people to do His work. Middlers will be challenged to take God at His Word and submit to Him.



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

Unit Bulletin Board Ideas

Paper Products

Construction paper
White copy paper
Butcher 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
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
Plastic tablecloth
Paper towels
Ziploc bags
Yarn
Chenille wires
Cotton balls

Consider the following way to use your bulletin board.

Units 1 & 2—Help for Kingless Israel; Hope for Kingless Israel

In the lessons for this quarter, Israel struggled without a king. God sent them help in the form of judges and then gave them hope with the mention of Shiloh, a name for Jesus, near the end of the period of judges. The bulletin board for this quarter will give students an opportunity to express their praise to God for sending Jesus (Shiloh) to solve the problem of sin and to one day return to earth to rule.

Cover the bulletin board with yellow or purple backing. Use Blue Scalloped Border (RBP8537) around the edges. Using black EZ Letters (RBP8512), put the following title across the top of the bulletin board: PRAISE TO THE KING OF KINGS.

Print several copies of resources 95-R15, 95-R16, and 95-R17. Make them available to the students throughout the quarter. Students use crayons, markers, or colored pencils to color one of the crowns to their liking. Provide plastic jewels, jewel stickers, foam shapes, and other items to add to their crowns. Across the bottom of the resource students write a praise to God for sending His Son to solve the sin problem.

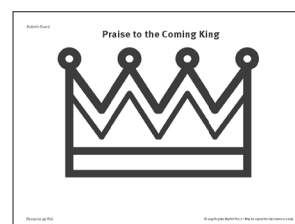
Encourage the students to work on the crowns before or after class.



95-R15



95-R16



95-R17

Knowing Your Middle Students

Description of Physical, Social, and Emotional Development

- I MAY be experiencing uneven growth in my bones and muscles, making me appear awkward.
- I am developing new skills like riding a bike, climbing, and catching a ball.
- I may be developing faster or slower than my peers.
- I like playing team games and I like to win. I may not lose cheerfully. I understand rules but may cheat or get upset and not want to play.
- I want to be liked by my peer group.
- I like having a best friend with whom I enjoy sharing activities.
- I like to tell jokes and riddles.
- I may have trouble thinking or concentrating if I have a negative opinion about myself.
- I understand what it means to respect others and help someone in need.
- I may talk back as a way to express frustration.

Cognitive (Learning) Development

- I MAY be reluctant to try new things for fear of failing. I don't want to look bad in front of my peers.
- I AM learning to think for myself, develop my own opinions, and explain what I think and feel.
- I CAN empathize with others and want to help those in need.
- I HAVE begun to accumulate knowledge and can use it to understand new concepts.
- I LIKE to learn new life skills, like cooking and fixing things.

Effective Responses

- Supervise activities with a goal of maintaining a positive experience for all.
- Model behavior that makes each student feel special.
- Inspire all students to encourage one another and build each other up.
- Support students with encouragement and assurance that God created and loves each of us and each is valuable to God.
- Be prepared to step in and offer counsel when people display poor attitudes.
- Respond calmly but firmly when students are disrespectful; do not treat their appearance of disrespect as a threat to you or your authority.

Effective Instructional Methods

- Use conversations about friendship as a way to teach students that God is our ultimate friend.
- Build on what students already know about God and the Bible. (This requires you to know your students.)
- Be ready to respond to spiritual questions with simple, concise answers.
- Use students' abilities to state opinions. Ask for their opinions and insights about matters related to the lesson.
- Encourage participation, but allow reluctant students to opt out.
- Invite volunteers to read aloud Bible verses, but don't embarrass students by calling on them to do something they are not comfortable doing.
- Use riddles about Bible characters and story content to stimulate interest and for review.
- Discuss how we can use our knowledge and skills to serve God by serving others. Talk together about people who need help and how helping them shows God's love.

Israel's Report Card

Israel's incomplete conquest

Scripture Focus

Judg. 1:1—3:6

BuildUP Theme



UNDERSTAND
BIBLICAL ETHICS

God is always faithful even when we fail to live by faith.

Measurable Response

The student will thank God for being faithful no matter what.

Memory Verse

“For the word of the LORD is right; and all his works are done in truth” (Psalm 33:4).

Teacher Preparation

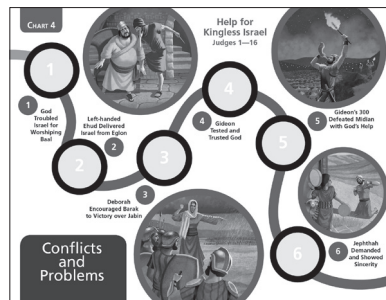
- Ever feel like God has let you down or failed you in some way? What do you think contributes to such thinking?
- Read Psalm 33:4, 5, 20–22. God loves justice. It is impossible for Him to be unfair or wrong. In fact, those who trust in Him will rejoice in Him in the end.
- God will always be faithful to you. Ask Him to help you be faithful to Him.

Recognition and Timeline

The chart on student book pages 29 and 31 is a timeline of significant Bible events and people. The previous quarter's timeline charts fits next to the timeline chart from this quarter. When the two-year cycle is over, your students will have 16 pages of a continuous, illustrated Bible timeline.

Give each student an attendance and verse chart from page 29 of their student books. Give the students sticker 1 to put in place for attendance. Allow them an opportunity to earn the smaller Bible sticker for week 13 of the spring quarter by quoting Hebrews 11:6. Give the students their spring quarter charts to take home. Post their summer charts, making sure the students have their names on them.

Poster 95-P16 is a continuation of the poster timeline. The timeline cards that came in your packet reflect the events on the timeline poster. There will be additional timeline cards added each quarter. Use the cards as instructed in the coming lessons. Note that you will need the timeline cards from the previous three quarters.



Student Book page 29



Week 1



CONFLICTS AND PROBLEMS

95-P16

Session Starters

Option 1—Telephone

Gather

- Small treats (one per student).

Steps

1. Students get in a circle and play the traditional telephone game. Whisper the following in the first student's ear: Pass this message on perfectly to earn a special treat.
2. Students pass the message around the circle by whispering it in the next person's ear. The last student to receive the message says what he thinks he heard. Most likely the message will not match the original message.
3. State the original message. Pass out the treats even if the students got it wrong.
4. Transition to the Bible lesson.

Our game showed our communication limitations. Our class could not be counted on to whisper a message from person to person without messing it up. God doesn't have the same issue when it comes to communicating. All His words and works are clear, faithful, and true. God came to Israel to remind them of His faithfulness to them and to ask them why they were unfaithful to Him.

Option 2—Two Thumbs Down

Gather

- Play-Doh.

Steps

1. Give each pair of students a can of Play-Doh to share.
2. Students make a crown out of the Play-Doh without using their thumbs. Students who use their thumbs must start over.
3. Students display their crowns and talk about the exercise.

ASK: How did this limitation affect your ability to make the crown?

ASK: How would you feel if you lost both of your thumbs?

4. Transition to the Bible lesson.

Seventy-one kings in our Bible lesson for today lost their thumbs and their kingdoms. By contrast, God showed Israel that He is the king over all the earth. His power is unlimited, so He has never known a limitation. No one can stop Him from being faithful to you.

Bible Study

Gather

- Teaching picture 95-1.
- Poster 95-P1.

The book of Judges has two long introductions (Judg. 1:1—3:6). The first introduction shows us that Israel failed to chase all the nations out of the Promised Land. The second introduction reports that Israel broke the Mosaic Covenant by disobeying God and serving false gods. God disciplined Israel for breaking His covenant just like He said He would. Israel responded by crying out to God for deliverance. God then raised up judges to deliver Israel. But after their deliverance, Israel went even deeper in their service of false gods. This cycle repeated itself throughout the book of Judges.

I. Israel's Report Card (Judg. 1)

A. Good grades (1:1–18, 22–26)

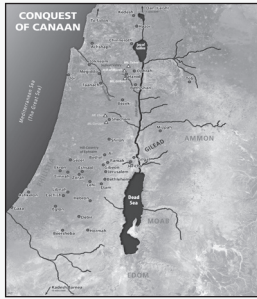
Judges opens with the children of Israel asking the Lord which tribe should lead the way in kicking the Canaanites out of the Promised Land. The Lord said that the tribe of Judah should go up first (Judg. 1:1, 2). Judah accepted the assignment from God, enlisted the tribe of Simeon (1:3), and defeated the Canaanites and the Perizzites (1:4, 19). So, Judges begins with Israel following Joshua's challenge to obey the Lord's covenant demands (Josh. 23:6).

READ: Joshua 23:6–13.

Keeping God's covenant meant Israel needed to fight against strong enemies. But God was with them, and they could not lose. Breaking God's covenant and serving false gods, by contrast, meant Israel would face God's discipline. And God promised to eventually kick them out of the Promised Land if they didn't respond to His discipline.

With God's help, Judah killed ten thousand men from the city of Bezek (1:4). They captured Bezek's king, Adoni-Bezek, and cut off his thumbs and big toes. That was exactly what Adoni-Bezek had done to seventy kings during his reign. He made the kings crawl like dogs for food under his table (1:5–7).

The Mosaic Covenant includes God's promise to bless Israel for their obedience and discipline them for their disobedience. God gave Israel the Covenant at Mount Sinai.



95-P1

DISPLAY: Poster 95-P1. Point out the city of Bezek.

READ: Judges 1:5–7.

ASK: What did Adoni-Bezek conclude about losing his thumbs and toes? *That God had repaid him for doing the same to seventy Canaanite kings.*

God's victories over the Canaanites were just and holy. The Canaanites were wicked people who refused to worship God and who wanted to destroy God's people.

The list of Israel's successes over the wicked Canaanites continued (1:8–18, 22–26). When Israel put their faith in God, He was faithful to lead them to victory. Israel received good grades when they put their faith in God.

B. Bad grades (1:19–21, 27–36)

Israel's good grades didn't last.

READ: Judges 1:19.

ASK: Why do you think Judah couldn't drive out the chariots from the lowlands?

Judah's lack of faith in God led to their failure against the chariots. They had God on their side. He never failed to fight for them, but they failed to have faith that He would.

The tribe of Benjamin couldn't retake Jerusalem because they too failed to trust God for victory (1:20, 21). Manasseh was unsuccessful because the Canaanites were determined to dwell in their land (1:27). Even when Israel was strong, they used the Canaanites as slaves instead of driving them out (1:28). Ephraim, Zebulun, Asher, and Naphtali dwelt among the Canaanites (1:29–33). The Amorites, determined to maintain their land holdings, forced the Danites into the mountains (1:34).

READ: Judges 1:34.

ASK: Can you imagine God running from an army? Why not? *No. God is all-powerful.*

The Danites ran from the Amorites when they should have run to God for forgiveness of their sins. God would have driven the Amorites all the way out of the Promised Land.

Israel's military failures weren't due to their lack of power, military expertise, or weapons. They failed because they stopped putting their faith in God and stopped obeying Him. They violated their promise to obey God's law in the Promised Land.

II. God's Faithfulness (Judg. 2:1–5)

The Angel of the Lord, a reference to Christ, appeared and handed down judgment on Israel.

READ: Judges 2:1.

ASK: Why can you trust God to keep His promises? *Because God cannot lie and because He has the power to make sure His promises come true.*

READ: Judges 2:2.

The Angel of the Lord asked Israel why they disobeyed Him. His point is that there is no acceptable answer to that question. God's faithfulness, holiness, and power make Him always worth obeying. So, the Angel of the Lord told Israel that the enemy nations would stay in the land and be like thorns in Israel's sides (2:3). That means the nations would constantly cause Israel discomfort and pain that would not go away.

Israel cried out when they heard the punishment (2:4, 5). Since God didn't respond, we can assume they were sorry they were being punished rather than sorry they had sinned.

We might think that Israel must have been stupid to turn their backs on God after He had been perfectly faithful to them. But we too sometimes choose sin over God. God has been just as faithful to us, and His power still has no limits.

When we do fail God, He offers to forgive us our sins and strengthen us through His Holy Spirit to obey Him (1 John 1:9). The Holy Spirit uses the truth from the Bible to help us choose obedience to God instead of sin.

III. Israel's Decline (Judg. 2:6—3:6)

A. First generation neglect (2:6–10)

The second introduction to the book of Judges gives us a picture of the first three generations in the Promised Land. That means it talks about grandparents, parents, and kids. The first generation in the Promised Land, those who became the first grandparents in the land, served the Lord (2:7–9). They were in Egypt as teenagers and children. They saw the hardships in Egypt, God's deliverance of Israel through the Red Sea, the giving of the law at Sinai, the failure to take the land, the wilderness wanderings, and the taking and settling of the Promised Land. But more importantly, the first generation was a firsthand witness to God's revelation of Himself to Israel. God showed Israel what He was like as they traveled from Egypt to the Promised Land. In every way, God proved faithful.

READ: Deuteronomy 6:4–7.

Moses recorded revelations of God's person and work in the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. He commanded Israel's families to read those five books, called the Pentateuch, so they might learn to glorify and obey Him. Everything Israel needed to know about living for God in the Promised Land was in those books. When the kids grew up, they were supposed to teach their kids about God too.

ASK: What have your parents taught you about God?

The first generation in the Promised Land must not have taught their kids about God. Their kids, the second generation, didn't know God (Judg. 2:10). That means they didn't see the miracles God performed for Israel, and they didn't recognize the Lord's authority.

B. Second generation rebellion (2:11—3:5)

The second generation in the Promised Land did not serve the Lord. They rebelled against God and served fake gods instead.

READ: Judges 2:11–13.

DISPLAY: Teaching picture 95-1. The ruins in the picture are from a temple of Baal to the north of Israel. The ruins were recently destroyed. In fact, no one serves Baal in or around Israel today, a testimony to the fact that Baal was never real and was never worth serving.



95-1

Why would Israel forsake the living God for lifeless idols? Because Baal and Ashtaroth worship seemed to work. Baal was the male god of fertility and rain. Ashtaroth was the female companion of Baal. The Canaanites believed Baal and Ashtaroth caused their land to bring forth abundant crops. The second generation of Israelites concluded that Baal must be the reason for their rich land. Not wanting the bumper crops and wealth to stop, the Israelites substituted Baal worship for their worship of Jehovah.

READ: Judges 2:14, 15.

ASK: What did the second generation get instead of abundant crops and wealth? *Poverty, slavery, and great troubles.*

Despite His righteous anger toward Israel, God remained loyal to His covenant promises to them (2:16–19). God had compassion on Israel when they groaned (2:18) and raised up judges to deliver them out of the hand of those who plundered them (2:16). But after the judges delivered Israel, the nation went right back to idol worship (2:17, 19). So, God left the enemy nations in the land to discipline Israel and expose their rebellion against Him (2:20—3:5).

C. Third generation rejection (3:6)

Israel's rebellion against God reached a new low when the third generation intermarried with the enemy nations left in the Promised Land (3:6).

READ: Judges 3:6.

Intermarriage with Canaanites was a troublesome step for Israel to take in their rebellion against God. Marriage is a bond of love and commitment. Israel's intermarrying showed they had given their hearts to the pagan people and to false gods instead of to the one true God.

God often called Israel His bride. Unfaithful Israel left God for another "husband" even though God had been lovingly and perfectly faithful to her.

Memory Builder

Gather

- Poster 95-P2.
- Sharpie markers (variety of colors).

Steps

1. Display memory verse poster 95-P2. Read the verse together as a class.
2. Explain the verse.

God's words and works are always faithful to His holy, sinless character. He cannot say or do anything wrong. That means we could never accuse God of being unfaithful.

Psalm 36:5 says that God's faithfulness reaches to the clouds. That statement is a figure of speech. It means God's actions over all the earth are faithful to His holiness.

3. Students review the verse.
4. Students use the Sharpie markers to write on the poster ways that God has been faithful to them. Have them write on the piece of paper pictured on the poster. Students can write on the sky if they run out of room.

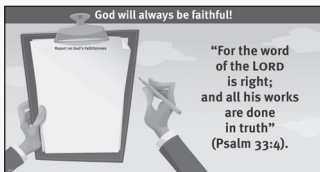
Session Application

Gather

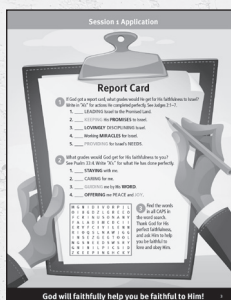
- Student book page 3.

Steps

1. Distribute a copy of student book page 3 to each student.



95-P2



Student Book Page 3

- Students record God's grades based on His faithfulness to Israel (section 1). God gets all A's. He was perfectly faithful to Israel in every way.
- Students note God's grades based on His faithfulness to them (section 2). Again, God gets straight A's.
- Students work on the word search as you discuss God's faithfulness (section 3).

ASK: When, if ever, have you felt like God wasn't being faithful to you?

ASK: Could God ever stop being faithful to you? *No. God is perfect in every way. It is impossible for Him to be unfaithful.*

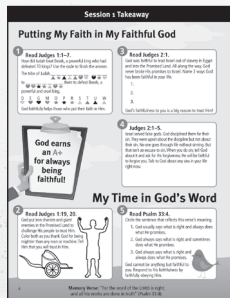
When life gets difficult, we need to turn to God for help instead of blaming God. He will give us grace to remain faithful to Him.

- Give students an opportunity to thank God for being faithful to them and to ask God for help in being faithful to Him.

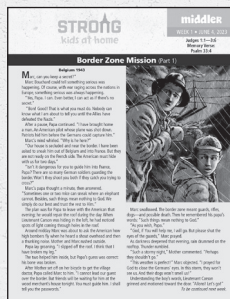
Session Takeaways

PERSONAL FOCUS

Before dismissing the students, draw their attention to the My Time in God's Word activity on page 4 of their student books. Instruct them to complete the activity at home as a guide for interacting with God's Word in the coming week. The activity reviews the Bible account and encourages the students to be faithful to their faithful God.



Student Book Page 4



Week 1 Take-home Paper

PARENT CONNECT

Distribute the Strong Kids at Home sheet for lesson 1. Point out the Measuring Growth section on the back of the take-home paper. This is an opportunity for the students' parents to get a snapshot of the lesson and to consider what applying the lesson should look like in their child's life.

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 summary page is also on the resource CD. Feel free to deliver it to your students' parents electronically.

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