



# God Triumphs



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**Unlock Your Extra Sunday**

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

# STRONG<sup>®</sup>

## 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 Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.


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<sup>®</sup> curriculum

In this quarter's Strong Kids for Pre-Primaries, children will study the victories of the Israelites as they fought to take the land God promised them. Unit 1 follows Joshua as he leads Israel by God's grace. Unit 2 highlights the book of Judges as Israel seeks God's mercy, and He supplies victory in amazing ways with unlikely leaders.

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Papers\*
- One Attendance Chart and Sticker Page\*
- Teaching Picture Book
- Flannelgraph figures
- Card with online download code
- Bible Story DVD
- Michael and Emily Storybook
- Posters

\*Order additional copies for classroom use.



## Ordering Information

All materials are available from Regular Baptist Press.

- Web: [www.StrongCurriculum.com](http://www.StrongCurriculum.com)
- E-mail: [orders@rbpstore.org](mailto: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.*

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

One of the dominant characteristics of a pre-primary child is the literalness with which he thinks. When he hears a word, he relates it to the only thing he knows that word to mean. He does not give the word another meaning or an alternate meaning. He cannot think of the word in the context of the sentence yet.

Consider the pre-primary girl who heard her parents talking about “the new kitchen.” (Meaning the remodeling of the existing kitchen.) Finally, she asked, “Where will we build the new kitchen? I like the old kitchen.” The word “new” meant just that to her, not remodeling the old.

We must be careful of the words we use in presenting spiritual truth to young children as well. One of the areas where we must exercise caution is in explaining salvation. Phrases such as, “Give your heart to Jesus”; “Ask Jesus into your heart”; “Your heart is black”; and “Jesus can make your heart white” are difficult for a literal-minded child to comprehend. One child who heard about an organ transplant in her family thought she had to die before she could give her heart to Jesus.

Homonyms are other words we need to be aware of when telling a Bible story. These are words that sound the same but are spelled differently and mean different things. Children will picture what they have the most experience or familiarity with. One teacher told the story of Elisha throwing flour in the spoiled stew to make it good. Her pre-primary class thought Elisha threw flowers in the stew pot. A simple demonstration of spooning flour into a soup pot would have avoided the confusion.

When mental pictures are translated to drawn pictures, other confusions can be revealed. At Christmas a teacher asked her class to draw a picture of Mary, Joseph, and baby Jesus on their “flight” to Egypt to escape King Herod. Of course, someone drew a picture of the three on an airplane! And then there was the boy who drew a picture of Adam and Eve being driven out of the Garden by the angel. Yes, the angel was driving a car with Adam and Eve in the backseat.

Remember that you are the facilitator of the most important Book in the world. Listen to yourself and make sure you choose your words and phrases carefully when you are teaching God’s Word. Utilize whatever you think you need to communicate clearly (even throwing corn flour in a soup pot).

Use the recommended crafts, activities, resource sheets, and especially the flannelgraph and teaching pictures that accompany this material. They have been included to help you make the message clear and memorable.



# 18 Tips to Avoid Teacher Burnout

## 1. Attend a teaching conference.

Learn how to be a more effective teacher and “ignite your passion” for ministry.

## 2. Balance your priorities (Eccles. 3:1).

Choose the best way to tackle your lesson preparation every week. Try this method: Begin by reading the Scripture passages listed in your teacher’s book. Then read the lesson on three different days at the beginning of the week. With the story and desired response fixed in your mind, prepare any visuals or student resources during the middle of the week. Finally, at the end of the week decide how you will personalize the sections of the lesson for your students’ needs.

## 3. Connect with a friend.

It’s important to connect with others for fellowship and encouragement. This is a great opportunity to share prayer requests and God’s work in your life.

## 4. Count your blessings (1 Thess. 5:18).

Take time to see what God has done. How is God working in your life and in the lives of your students?

**5. Divide large projects into smaller projects.** Make a list of each step involved in a large project and cross out the steps one by one as you complete them.

**6. Explore a new hobby.** A new hobby can be a fun way to relax and take your mind off teaching.

**7. Focus on Christ (Phil. 3:10).** He is the reason you are teaching!

**8. Host a get-together for teachers.** Sharing stories, teaching tips, and prayer requests with your fellow teachers will help you renew your sense of purpose for teaching.

**9. Identify time wasters.** Learn to say no, avoid procrastination, and stay organized. If you’re doing too much, it’s easy to wait until

Saturday night to prepare your lesson. This isn’t the best way to get ready for Sunday, and you may find you’re missing necessary supplies.

**10. Keep a merry heart (Prov. 17:22).** A merry heart strengthens your well-being.

**11. Nourish your spiritual growth (John 6:35).** When you feel depleted by teaching, turn to God and His Word to strengthen you.

**12. Organize your materials (1 Cor. 14:40).** If you take the time to organize your materials at the beginning of the quarter, the quarter will progress much more smoothly.

**13. Pray for your students (John 17:9).** God has given you those students for a purpose. Praying for your students will revive your soul as you think about their needs.

**14. Schedule time to relax and refresh (Mark 6:30, 31).** Christ knew the importance of taking time for rest, and we need to follow His example.

**15. Seek advice from other teachers.** When you feel in a rut, seek other teachers’ advice for new ideas and approaches. Then share your ideas.

**16. Take care of your body with sleep and exercise.** We function better and have more energy when we properly maintain our body with sleep and exercise.

**17. Team teach.** Team teaching allows you to share strengths with other teachers, gives the children more attention, and diminishes your preparation time.

**18. Uplift others (Phil. 2:2, 3).** When we uplift others, we usually find ourselves uplifted. If you feel burned out, you will benefit by uplifting someone else who may be feeling the same way.

# Basic Supplies for Pre-Primary Teachers

## Teaching Aids

Bible  
Offering container  
Flannelgraph board (26" x 36") (6063)  
CD player  
Pocket chart (8664)  
Word strips (pkg. 75) (8666)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
Card stock  
Index cards  
Self-adhesive labels  
Lunch-size paper bags  
6" and 9" paper plates  
Paper cups, napkins, plastic silverware  
Paper towels  
Tissues

## Markers

Pencils; colored pencils  
Crayons; washable paint daubers  
Black and colored felt-tip markers

## Office Supplies

Paper clips  
Brass fasteners  
Rubber bands  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (sharp points for teachers; blunt ends  
for students)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Role Play Items

Child-size mop, broom, etc.  
Dress-up clothes; lengths of fabric  
Plush animals  
Finger puppets  
Nonworking cell phones  
Paper towel or wrapping paper cardboard rolls  
Aluminum foil

## Bulletin Boards

Blue Scalloped Border (8537)  
Yellow Scalloped Border (8539)  
Blue Ready Letters (8510)  
Yellow Ready Letters (8513)

## Miscellaneous

Large blocks; other types of building sets  
Cardboard boxes (all sizes)  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloths for art or food projects  
Styrofoam  
Large plastic bags or old shirts for smocks  
Ziplock bags (sandwich- and snack-size)  
Water colors and brushes  
Yarn  
Chenille wires  
Cotton balls  
*Note: Products with an order number are avail-  
able from Regular Baptist Press.*

# Unit Bulletin Boards

## Unit 1

The theme of this unit is God Triumphs. Have the bulletin board in place before the first Sunday of the quarter. Place a blue bulletin board backing and use the yellow scalloped border (RBP8539). Use yellow letters to spell the word VICTORY in the center of the board (RBP8513). From the download resources or using a color copier, make copies of flannelgraph figures Joshua and soldiers. Under the title, place figure 45-20 (Joshua) and figure 45-21 (soldier group) as shown. From the download resources, copy the following teaching pictures: 45-3 (Lord appears to Joshua), 45-4 (Jericho victory), 45-5 (hail attack), 45-6 (the long day).



## Unit 2

Remove the unit 1 bulletin board. Replace with a yellow or light backing. Use the blue scalloped border (8537) and blue letters (8510) to spell VICTORY, placing it on the board as shown. Copy flannelgraph figures of Samson (45-30 and 45-34). Cut out the figures and attach them to construction paper. Place as shown under the title. From the download resources, copy pictures 45-7, 45-8, 45-13, and 45-14. Place these reminder pictures of people who were victorious for God.



LESSON 1 | UNIT 1

# Israel Found a Friend

Rahab chooses to follow God

## Scripture Focus

Joshua 1; 2

## BuildUP Theme



DEVELOP LIFE SKILLS

God is true and worthy of our faith.

## Measurable Response

The students will acknowledge God as the only One Who is worthy of their trust.

## Memory Verse

“For the LORD your God, he is God in heaven above, and in earth beneath” (Joshua 2:11).

## Teacher Preparation

Read Joshua chapters 1 and 2. Imagine yourself in Joshua’s position, taking over the leadership of millions of God’s people. I’m sure Joshua thought much about Moses. Would he be able to fill Moses’ shoes?

Think about times when God clearly demonstrated His power and faithfulness to you. How has He shown that He is able? How has He shown His power? How has He provided?

It is good to review God’s goodness, power, and faithfulness. For in so doing, we take courage for what lies ahead. God does not change. Hallelujah! If He was powerful and able to help Joshua lead Israel, then He is powerful and able to help you.

The idea of faith is a familiar concept to you, but faith is a new concept to your students. In fact, it may be quite abstract to them. Emphasize faith as “trusting God so much that we obey Him.”

## Transition from Sunday School

### Snack Time

1. Children should use the restroom and wash hands.
2. Serve two people-shaped cookies and juice to each student. Talk about what spies do.
3. Choose a student volunteer to help distribute two cookies and a napkin to other students. Choose another volunteer to pray, thanking God for the snack.



# Guided Play

Guided Play is designed for students to explore the concepts in the Bible lesson for themselves. You may choose to use these ideas or create your own. Set up stations the students can choose from as they finish their snack, or conduct one of these activities as a group.

## Option 1—Building Homes

### Gather

- Sets of building blocks (Lego, Duplo, wood blocks, Lincoln Logs).
- Red yarn.

### Steps

1. Provide sets of blocks at different stations. Keep block styles together.
2. Challenge students to build Rahab's house in the wall. Or they may build a tall wall or a double wall.
3. They should make the house tall and narrow and include Rahab's window.
4. Give each group a length of yarn to hang in the window.

## Option 2—Rahab and Spies Role Play

### Gather

- Costumes for Rahab: silky, bright head scarf; bracelets; necklaces.
- Costumes for spies: robes; lengths of fabric for head pieces.
- Costumes for guards: play shields and swords (can be made from cardboard).
- A length of red rope, cording, or yarn.
- Light-colored sheets or blankets for "flax."

### Steps

1. Props and costumes are optional, but children enjoy dressing up and props help set the tone. Use what you have at home or on hand in your dress-up box.
2. Let the students volunteer to portray Rahab, two spies, and any number of guards.
3. Guide the students in a role play of today's story. Let the students use their own words, but stick closely to the Scripture. You can also be the narrator as they act out scenes.



#### Teacher Tip

Consider having a couple of Bible-time robes and scarves for headpieces in your set. Items like swords, shields, baby dolls, blankets, and fabric lengths are used often during role play.

4. Lead the role play or ask questions to help the students recall the story.
5. Rotate actors. Make sure every student has a chance to be a character. Girls especially will want to have a turn being Rahab.

### Option 3—Hide the Spies

#### Gather

- 5 or 6 shoe boxes. These are pretend houses.
- Shredded paper from paper shredder.
- 2 action figures or homemade clothespin people (spies) dressed to look like Bible-time people. You could also mount the flannelgraph figures on sturdy card stock.
- A variety of other “people” figures to hide who are obviously not spies (small baby dolls, unbreakable figurines, unbreakable Christmas ornaments like Santa, elves, angel, framed picture of teacher).

#### Steps

1. Fill each shoe box with shredded paper.
2. Before class: hide 2 “spies” in one box. Hide other “people” in different boxes. Hide the box “houses” around the room. If in the same room, hide them during snack or bathroom break.
3. Instruct students to search each “home” for the “spies.” Whoever finds the “spies” first, gets to hide them in the next round of the activity.
4. Talk about the hard job the soldiers had to search the city and find the Israelite spies. Discuss how God protected them.

## Bible Study Review

### Israel Found a Friend (Josh. 2)

The same Bible lesson that was taught in Sunday School is included below. Review the key points as you interact with the students.

#### Gather

- Flannelgraph figures 45-15 through 45-18.
- Long, red cord (red plastic tablecloth tied together with red yarn at close intervals).
- Dress-up clothes to portray Rahab (long scarf or piece of rich-looking cloth, several bracelets, sandals).

**ASK:** Do you like to pretend? Do you like to play dress up? Who do you like to dress up as?



#### Teacher Tip

Today's lesson will be told through Rahab's eyes. Speak in first person as you tell the story. Use accessories to portray Rahab.

**ASK:** What dress-up clothes do you wear?

Today I am pretending to be a woman named Rahab from the Bible. I will tell you a true story of God's faithfulness and how one woman put her faith in the one true God.

I am so glad you came to hear my true story today. My name is Rahab. I lived in the great and mighty city of Jericho. It was a large and wealthy city. Around our city, we had the thickest, tallest, strongest walls you have ever seen! In fact, we had two walls, an outer wall and an inner wall. The walls were so strong that my home was built between the walls. From my window, I could look straight down the wall. It was high! Not even the greatest armies could get through our walls, at least that's what we thought.

(Pause, look worried and serious.) One day we heard news that scared us. The Israelites were camped just outside our walls, across the river!

**ASK:** What do you know about the Israelites? *They are the nation of Israel. They came from Egypt and have been wandering in the wilderness for forty years. They are God's Chosen People.*

The people of Jericho did not know anything of the one true God until we heard about the nation of Israel. We worshiped idols. News traveled quickly throughout Jericho that an enemy was nearby.

(Bend forward, place hand near mouth and whisper.) "Did you hear? The God of the Israelites piled up the water of the Red Sea and led His people through on dry ground! Not only that, their God drowned the Egyptian army in the Red Sea! Their God fights for them! He has given them victory over great kings!"

**ACTIVITY:** Invite students to pretend to be the people of Jericho. Guide students to respond with shock and turn to their neighbors to pass along the news.

(Rahab continues.) Now, all this time, I thought, "Who is this God Who does such wondrous acts? Who is this God Who fights for His people and defeats kings and armies? Who is this God Who leads His people with a pillar of cloud and fire? I want to know this God!"

**ACTIVITY:** Knock on the door or wall as if in a hurry to be let in.

Then one evening, I heard pounding on my door. (Place figures 45-15 and 45-16 on the flannelboard.)

I rushed to the door and opened it. (Pantomime.) There stood two men. Immediately I knew these two men were not from Jericho. They were Israelites. They worshiped the great God Who did fearful and wonderful miracles. I knew they had to be spies. How did they get through the gates? I was afraid and nervous. What could they want from me?



"Quick, we are men of Israel. We need a place to hide!" they pleaded.

So I let them in. Sh-h-h-h-h, tiptoe with me. We don't want any of the king's guards or soldiers to hear us.

**ACTIVITY:** Tiptoe in place.

I led them to my rooftop. "Here, hide under this flax," I said. (Remove 45-15 and 16. Place figure 45-17.) Flax is a long, thin plant used to make rope. But just before I left the men in hiding, I spoke to them.

"Our city is greatly afraid of your God. We know the Israelites will attack Jericho. We are afraid of what your mighty God will do. But I believe in your God, the God of Israel, the one true God. Since I have been kind to you, I want you to do something for me."

**READ:** Joshua 2:13.

**ASK:** What did I ask the men to do for me? *Spare my life and my family's life when Israel attacks Jericho.*

The spies agreed. "We promise not to hurt you or any members of your family if you promise to keep us hidden," they said. (Remove 45-17. Place figures 45-15 and 45-18.)

Just then, there was another loud pounding at my door. Soldiers! I was afraid, but I went to my door. I told the king's men that the spies had been there, but they had left. I said if they hurried, they might catch them.

The king's men never did find the spies that night. (Remove 45-18.) I took the spies to my window in the wall. The city gates were bolted shut, and there were guards everywhere. (Show "cord." Attach to back of chair and throw down or drape over coat hanger and hang from door.) I attached a long red cord and let the spies down to the ground outside the wall.

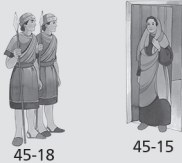
As they left, I said, "Please, remember your promise."

The spies repeated their promise to me. "Tie this red cord in your window and leave it there. Gather all your family into your home. When Israel attacks Jericho, we promise to not harm you or your family."

Down, down, down the red cord the spies carefully lowered themselves and ran away into the hills.

That night, I renewed my trust in the one true God. I believed that He alone is God in heaven and earth. He alone is the true God, and He alone is worthy of my trust. I tied that cord in my window, just as the spies had said, to show that I believed God could rescue me from the coming attack.

God and the nation of Israel *did* keep their promise. On the day that Israel attacked Jericho, my family and I were spared in an incredible way. You will learn the rest of my story in a few weeks. But today, I want you



to know that God is the true God and worthy of our trust. (Turn around and remove your costume accessories. Remove figure 45-15.)

## Application Story

### Gather

- Michael and Emily Storybook.

### Michael Learns to Jump

Michael and Emily loved summer. Summer meant going barefoot, picnics, and SWIMMING!

Emily loved the water. She could stay in the pool all day long. Mommy called Emily “her little fish.” Emily especially loved swimming lessons. Michael liked the water and playing in the pool with his friends, but he did not like swimming lessons. And most of all, Michael disliked the diving board. It was too high, and the water was too deep. Even though the other boys liked to jump off the diving board, Michael didn’t.

Emily had just learned how to do a back stroke with her swim class. That meant swimming backwards. She loved it. When she got out of the pool, she saw Michael’s class was walking to the diving board.

“Uh-oh,” Emily muttered to herself. She looked over at Mommy who was sitting in a lounge chair. Mommy and Emily both looked worried. “Oh dear, will Michael jump?” they both thought.

The boys in Michael’s class lined up by the ladder steps. Michael watched his teacher demonstrate and listened carefully. “Curl your toes around the end of the board, place your hands above your head, bend the knees, tuck, and jump!” he said. SPLASH! The instructor jumped in. He made it look easy.

Michael moved closer and closer to the ladder as the line of boys climbed the steps and each one took his turn to dive. He watched each boy curl his toes, raise his hands, bend his knees, and jump off the end of the board. The instructor waited in the pool by the diving board to make sure each boy safely swam to the edge of the pool. He had a float in case someone needed help.

Next it would be Michael’s turn. “I can’t. I can’t,” he thought. Then a word popped right into Michael’s mind. FAITH! Michael had learned about faith. Faith isn’t just hoping. Faith is believing God can help you do something. Rahab had faith. She believed God was the one true God. She was willing to risk her life to hide the spies. She believed Israel’s God was trustworthy, and she took dangerous action.

Michael looked at the instructor in the water. Michael knew it would be perfectly safe to dive off that board. He knew God was with him and helping him. Michael decided to put his faith into action.

"Michael, it's your turn," the instructor called from the water.

Michael took a deep breath. He climbed up the ladder and walked to the end of the board. The board seemed high. The instructor seemed far away. He knew Mommy and Emily were watching. He was sure Mommy was praying for him.

"Faith, faith, I have faith," he whispered.

"Curl toes, arms up, tuck knees, JUMP!" Michael jumped off the board.

**DISPLAY:** Picture 45-ME1.



45-ME1

He hit the water with a splash. The instructor was right there to help him to the edge of the pool.

Emily cheered, "Way to go, Michael!" Mommy cheered, "Great job, Michael. Perfect!"

The instructor gave Michael a high-five as he climbed out of the pool. "That was the best!" he said.

Michael smiled from ear to ear. He did it! Michael believed God helps and protects him. That is why he could do a hard thing even though he was afraid.

## Questions

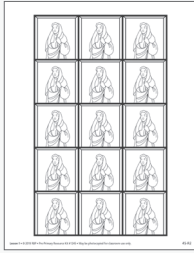
1. What were Michael and Emily doing? *Taking swimming lessons.*
2. Why was Michael afraid? *He did not want to jump off the diving board.*
3. What word did he remember? *Faith.*
4. What is faith? *Believing God can help you do a hard thing.*

## Application Craft

### Rahab's Home

#### Gather

- Paper towel tube for each student. (Two for the teacher.)
- Crayons or fine-tip markers. Extra black crayons or markers.
- Resource 45-R2.
- Red yarn or red rickrack; glue; scissors.



45-R2



## Steps

1. Before class, make a sample of the craft. Draw bricks all around the paper towel tube with felt-tip pen or crayon. They can be large. Also have a plain tube to demonstrate how to draw the bricks. Copy resource 45-R2 and cut apart the windows, one per child. Precut the yarn or rickrack for each student. (Rickrack is easier to glue for small fingers.)
2. Show your completed sample. Give each student a paper towel tube and a black marker or crayon. Demonstrate how to draw connecting bricks to make a wall. They can be uneven.
3. Distribute a Rahab (resource 45-R2) to each student to color.
4. Students glue the window near the top of the tube.
5. Give each student a length of red yarn (rickrack) to glue at the bottom of Rahab's window.
6. Print the students' names on their projects.

## Clean Up and Say Good-bye

### Gather

- Strong Kids at Home take-home paper and outer wrap.
- Students' crafts and student book pages (from Sunday School).
- Strong Kids Music CD, vol. 1.

### Steps

1. Enlist the students' help to clean up your classroom.
2. Give each student a copy of *Strong Kids at Home* for Pre-Primaries and the outer wrap. The take-home paper has additional activities for parents to complete with their children as a way of reinforcing the lesson and measuring spiritual growth.
3. If time allows, sing "My God Is So Great" (track 17).
4. Close in prayer and thank each child for coming to church today.
5. Sing the "Good-bye Song" to the tune "If You're Happy and You Know It."

It's time to say good-bye to all our friends. *(Wave to a friend.)*

It's time to say good-bye to all our friends. *(Wave to another friend.)*


We have learned a lot today. *(Nod yes and tap head.)*

May God keep you in all ways. *(Praying hands.)*

Oh, it's time to say good-bye to all our friends. *(Wave.)*



### Motions

 "My God Is So Great"

1. Point up.
2. Make muscle with right arm, then left.
3. Shake head no.
4. Hold fingers together like peaks.
5. Wave hands like water.
6. "Twinkle" fingers above head.