

# Creation and Promises



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## Regular Baptist Press

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# 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 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
- Card with online download code
- Bible Story DVD
- Posters

\*Order one book or set for each child.

## Ordering Information

All materials are available from Regular Baptist Press.

- Web: [www.StrongCurriculum.com](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.

In this quarter's Strong Kids for Middlers, the students will cover Genesis to learn important lessons about God's creation, His grace, and His plan to save the world. They will be challenged to trust God for salvation and to trust God with their lives.



## 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> |
|---|--|---|---|

# Basic Classroom Supplies

# Unit Bulletin Board Ideas

## Paper Products

Construction paper  
White copy paper  
Butcher paper  
Poster board  
Post-it Notes  
4" x 6" index cards  
Self-adhesive labels  
Sentence strips  
Cardstock

## 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

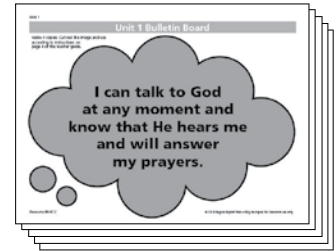
Play-Doh  
World map or globe  
Craft sticks (regular and jumbo size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloth  
Paper towels  
Ziploc bags  
Yarn  
Chenille wires  
Cotton balls

Consider the following ways to use your bulletin board.

### Units 1 & 2—God Creates the World; God Shows Grace and Mercy

Back the bulletin board with a light grey or white backing. Use Green Scalloped Boarder (RBP8587) around the edges. Using blue EZ Letters (RBP8510), put the following title across the top of the bulletin board: CREATED IN GOD'S IMAGE.

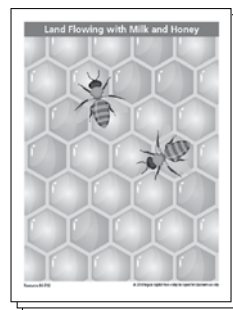
Print resources 86-R9 through 86-R17 in color. Cut out the images and word strips. Put the three children and the monkey (86-R9, 86-R10, 86-R11, and 86-R15) across the bottom of the bulletin board. Put the thought bubbles (86-R12, 86-R13, 86-R14, and 86-R16) above the children and monkey. Note that the thought bubbles match the children's shirts. Add the word strips (86-R17) below the three children. The colors on the word strips match the children's shirts and thought bubbles. Leave this bulletin board up through the first six lessons.



86-R9 to 86-R17

### Unit 3—God Begins His Plan of Salvation

Cover the bulletin board with dark blue or black backing. Add small silver or gold stars across the background. Using blue EZ Letters, put the following title across the top of the bulletin board: GOD'S PROMISES TO ABRAM. Print resources 86-R18 through 86-R21. Put resources 86-R18, 86-R19, and 86-R20 spaced evenly across the middle of the board. Add the word strips (86-R21) across the bottom. Make cardstock, markers, and star stickers available to your students. Allow them to write thank you cards to God for planning salvation. Post their cards on the board.



86-R18 to 86-R21

# Knowing Your Middler 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.

SESSION 1 | UNIT 1

# God Gave Us His Word

Timothy and Peter write about God's Word

## Scripture Focus

Ps. 119:9; John 3:16; 2 Tim. 3:15–17; James 1:22–25; 2 Pet. 1:20, 21

## BuildUP Theme



LEARN DOCTRINE

God's Word tells us about God, His world, and our lives.

## Measurable Response

The students will demonstrate their belief in the inspiration of the Bible by reading it this week.

## Memory Verse

"All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness" (2 Timothy 3:16). NKJV

"All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness" (2 Timothy 3:16). ESV

## Teacher Preparation

- Name a strong belief you have regarding personal nutrition. How has your belief affected your diet?
- Read 2 Timothy 3:16 and 17. How should your life be impacted by believing the Bible is God's Word?
- Believing the Bible is God's Word should affect our personal intake of it. But sometimes we act as if we aren't sure the Bible is beneficial. Demonstrate this week that you believe the Bible is God's Word and that it is worth studying.

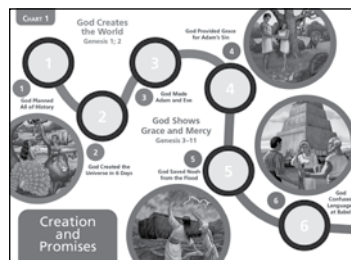
## Recognition Charts

Give each student an attendance and verse chart from page 29 of their student books. The chart covers the first six lessons of the quarter. The chart on page 31 covers the last seven lessons. Note that the chart is a Bible timeline. Notice also that the timeline runs from page 29 to page 31 and that the pages align when laid next to each other. Next quarter's timeline charts will fit next to the timeline chart from this quarter. When the two-year cycle is over, your students will have a 16-page timeline.

Give the students 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.

Poster 86-P1 is also a timeline. There are six major events recorded on the poster. Each quarter will add another poster to the timeline. There will be forty-eight events on the timeline when the two-year cycle is complete.

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.



Sticker Chart



Recognition Stickers

Week 1



Timeline Poster 86-P1

# Session Starters

## Option 1—Mirror Messages

### Gather

- Hand mirrors, locker mirrors, or craft mirrors, or access to windows.
- Paper towel.
- Glass cleaner.

### Steps

1. Before class, clean the mirrors so they are free of fingerprints.
2. Give each student a mirror or access to a window.
3. Show the students how to breathe onto their mirrors or windows to create condensation. Explain that the vapor on the mirror is tiny water droplets from their breath.
4. Students breathe onto their mirrors or windows and write words with their fingers in the water vapor before the vapor disappears. Once the vapor evaporates, the students breathe onto their mirrors or windows again to see the words they wrote.
5. Clean the mirrors or windows with the glass cleaner and paper towels and have the students do the exercise again, this time writing “Jesus wept”(John 11:35).

**ASK:** How would you like to write an entire book this way?

**ASK:** How long do you think you would last before you gave up?

6. Have the students use hand sanitizer and transition to the Bible lesson.

God passed the Bible along to us with His “breath,” but He didn’t use a mirror or His finger. He breathed His words into the minds of writers who wrote His words as if they were thinking of them and writing them themselves. In our lesson we will learn God’s special word that describes how He gave us the Bible.

## Option 2—The Bible’s Books

### Gather

- Directory or phonebook, poetry book, almanac, history book, storybook, songbook, driver’s education manual or rulebook.

## Steps

1. Display the books for the students to look through. Give a brief explanation of each book. Note that the almanac gives predictions concerning the weather. After a few minutes ask the students some questions about the books.

**ASK:** Which of these books would you like to read and spend more time looking through?

**ASK:** Which of these books are similar? *None of them are very similar. All of them are quite different.*

**ASK:** What might you say all the books have in common?

2. Stack the books.

All these books have one major thing in common: all of them represent a different part of the Bible. The Bible gives historical accounts like those found in the history book. The Bible also has over one hundred fifty songs and lots of poetry. God's Word contains rules or laws like those in the driver's manual. The Bible has lots of predictions like the almanac, except all the Bible's predictions have or will come true. And God's Word includes stories that Jesus and other characters told to make a point.

3. Set the books aside and transition to the Bible lesson.

In our lesson we will learn more about the types of writing that make up the Bible. We will also learn that the entire Bible came from God. The Bible is the Word of God, and we can trust that it is absolutely true.

## Bible Study

### Gather

- Posters 86-P2 and 86-P3.
- Resource 86-R1.
- Globe or world map.

### I. What Is the Bible?

God is the Bible's only author. All the ideas, songs, poems, predictions, and accounts in the Bible came from Him. He used people, however, to write down His words exactly as He wanted them written. But how did He do that? Did He whisper His words in their ears? Did He grab their hands as they were writing so they could not write anything but His words? Did He send them a Bible from Heaven to copy? Not exactly.



**ACTIVITY:** Organize the students into pairs. Have one person in each pair think of a word while the other person writes down what he thinks the word is. Have the students reverse roles and then reveal whether their partners correctly guessed their words. Most likely none of the students' guesses will be right.

**ASK:** Why can't we know for sure what another person is thinking?  
*We can't read the person's mind.*

Imagine trying to guess what God was thinking. That is even more impossible! Obviously, the Bible's writers weren't guessing God's words. They didn't have to guess because God was telling them His words as if His words were their own thoughts. When Moses sat down to write the first words of Genesis, he wrote as if the words came from his own brain, but God put the words in Moses' head and made it impossible for Moses to write anything but God's words.

The process God used to put His words in Moses' brain is called "inspiration."

**DISPLAY:** Poster 86-P2.

**ASK:** What parts of Scripture are given by God's inspiration? *All.*

"Inspiration" means "God-breathed." Every word in Scripture is inspired by God.

**ACTIVITY:** Put your hand close to your lips and say the word "pepper."

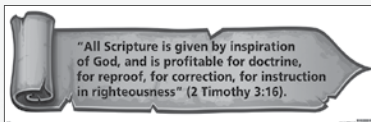
**ASK:** What did you feel? *You should have felt your breath on your hand.*

When we talk, air passes over our vocal cords (or vocal folds) in our throats to create a vibration. We hear the vibrations as words and feel the air used to make those vibrations. The Bible is "inspired," or "God-breathed," in that the words came from God as if He was using air and vocal cords to speak the words. God doesn't have vocal cords because He is a spirit. He doesn't have a body like we do. But imagining God speaking with vocal cords helps us remember that the Bible came directly from God.

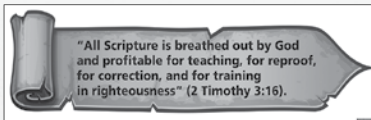
**READ:** 2 Peter 1:20, 21.

**ASK:** "Prophecy" is another name for the Bible. How many of the Bible writers privately, or personally, added words to the Bible?  
*None of them.*

The Bible's writers didn't decide on their own what to write down. They wrote only what the Holy Spirit guided them to write. But they weren't robots simply writing what the Holy Spirit spoke. They still formed ideas



86-P2 NKJV



86-P2 ESV

in their minds and thought about how to put those ideas into words. Then when they wrote, they wrote the exact words God wanted in the Bible. That is amazing!

**ASK:** What, then, is the Bible? *The Bible is God's exact words communicated to writers by the Holy Spirit.*

The Bible is a very special book. No other book is like the Bible because no other book is inspired by God. We should respect the Bible and want to learn what it says. It is God's exact words to us!

## II. What Is the Bible's Message?

The Bible teaches many things, but it has one main message: God created Adam and Eve sinless but with the ability to choose sin. Both soon sinned. All descendants of Adam and Eve are born sinners and are therefore under God's wrath. To bring us back to Himself, God sent Jesus, His perfect Son, to die on the cross to pay the penalty for our sins. When we trust in Jesus as the perfect payment for our sins, God saves us from the penalty for our sins and guarantees us a home with Him in Heaven forever.

**READ:** John 3:16.

Nothing is as important as knowing how to be saved from our sins. Praise God that He told us how in the Bible!

The Bible also reveals everything we need to know about God.

**READ:** Review 2 Timothy 3:16.

The Bible includes "doctrine" that reveals truths about God. Every truth we need to know about God, beginning with the truth that He is our creator, is written in the Bible. No truths are missing. We will learn more about God's creative work over the next couple of weeks.

**READ:** 2 Timothy 3:17.

The Bible also tells us how to know God and grow to become like Jesus. Our Sunday School lessons will help us grow in our relationship with God. We will close each lesson with activities that will help us remember God's Word and consider how we can apply it to our lives so we might be equipped, or ready, to serve God.

## III. How Is the Bible Organized?

To learn more about salvation, God, and our relationship with Him, we need to know a little bit about how the Bible is organized.

**RESOURCE:** Give a copy of resource 86-R1 to each student.



86-R1

Each book on the bookshelf on your handout represents a book of the Bible. There are 66 total books in the Bible. Each book is part of either the Old Testament or the New Testament, the two main divisions of the Bible.

**ASK:** How many books of the Bible are part of the Old Testament? (Have the students count them.) 39.

**ASK:** How many books are part of the New Testament? 27.

The Old Testament records a lot of history, beginning with creation and continuing with the accounts of God's people, Israel. It also records songs and poetry about many different topics, but especially about God. The Old Testament also tells us God's plan to provide salvation. The books of prophecy predicted that God's Son would come to die for the sins of the world.

The New Testament tells us God's plan of salvation, starting with Jesus' birth, life, death, and resurrection as recorded in the Gospels. Acts tells us about the spread of the good news of salvation around the world. Twenty-one books, called epistles (letters), give us instructions on how to live for God today. The book of Revelation, the last book in the Bible, describes events that are still future.

We will learn more about the Bible, its books, and its purpose as we continue to study it. For now, it would be good for you to begin to memorize the order of the books of the Bible so you can find verses during our Sunday School lessons or when our pastor is preaching.

**ACTIVITY:** Have the students read the names of the Bible books with you. Point out the divisions within both testaments.

**ACTIVITY:** Let's practice looking up some verses right now. Open your Bible to the middle and find the book of Psalms, the Bible's songbook. Notice that the psalms are numbered in order. Find Psalm 119. Now notice that the verses are all numbered too. Find verse 9.

**READ:** Psalm 119:9.

**ASK:** What does this verse tell us to do with God's Word? *Heed, or do, what it says.*

**READ:** 2 Timothy 3:15. (Help students locate the book, chapter, and verse.)

**ASK:** What can the Scriptures do? *Help us understand salvation through faith in Christ.*

A Bible reference is kind of like an address for locating a verse in the Bible. You first turn to the book, then to the chapter, and finally to the verse.

## IV. Where Did the Bible Accounts Take Place?

The events recorded in the Bible took place over thousands of years but in a rather small area of the world.

**DISPLAY:** Display a world map, a globe, or Google Maps online. Use the satellite view in Google Maps to zoom out to show the earth from space. Have the students locate the United States (or the country you are currently in). Show them approximately where your church is on the map or globe or exactly where it is on Google Maps. Direct the students to Israel. From there, point out Rome, Greece, Turkey, Egypt, and the land east of Israel to the Persian Gulf (Jordan, Saudi Arabia, Iraq). Most of the Bible takes place in this land area with Israel being the central and most important strip of land.

**DISPLAY:** Display the Old Testament places poster (86-P3).

We will refer to Bible maps as we study through the Bible. The maps will help you understand where the Bible characters were living and traveling so you can get a better picture of the Old Testament's story.

Our journey through the Bible will be an adventure. We will learn amazing truths about God's character and ways. Those truths will help you get to know God and build a relationship with Him.

**PRAY:** Pray that God would help your students understand the Bible as they diligently apply themselves to learn it. Pray that they would be faithful to apply and live out God's Word in their lives.



86-P3

## Memory Builder

### Gather

- Hand mirrors or craft mirrors.
- Paper towel.
- Glass cleaner.
- Bold marker.
- Word strips.
- Poster 86-P2.

### Steps

1. Before class, write the words of 2 Timothy 3:16 in sections on word strips. Put key words such as "God," "Scripture," and "profitable" on their own word strips. Lay the word strips out in order and read the verse together as a class.
2. Explain the second half of the memory verse.

The word “profitable” means that the Bible will help us obey God. It will change our lives. How does it change our lives? First, it teaches us “doctrine,” or truths about God and His ways. Second, the Bible reproves us by showing us what is wrong or sinful in our lives. Third, the Bible corrects us by telling us what we need to become or do. And fourth, it tells us how to stay right with God by giving us “instruction in righteousness.”

**READ:** 2 Timothy 3:17.

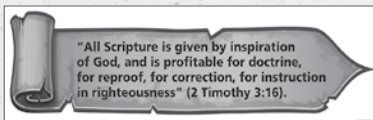
The Bible is kind of like a mirror. When we “look into” (read) God’s Word, it reflects back to us what we are really like. It shows us which of our attitudes or actions need to change and then gives us the tools to change them. It also challenges us to do good works and then equips us to do those good works as part of our service for God.

3. Give a mirror to each student. Assign a key word from the verse to each student. Students breathe condensation onto their mirrors and write their key words in the condensation with their fingers. The longer words might take a few breaths to complete.
4. Students breathe condensation onto their mirrors again, read their revealed words, and lay their mirrors over the corresponding word strips.
5. Read the verse again as a class, filling in the key words covered by the mirrors.
6. As time allows, continue the exercise, turning over some of the word strips without key words written on them.
7. Give the students an opportunity to say the memory verse on their own.
8. Post the memory verse poster (86-P2) in your classroom as a reminder of the value of God’s inspired Word. See note in margin for using the poster as a review tool.

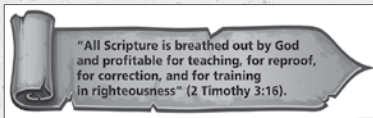


#### Teacher Tip

If you don’t have time to do the exercise with the mirrors, consider laying verse poster 86-P2 out on a table. Review the verse and then roll up the poster from left to right, covering a small section of the verse at first. Gradually cover more of the verse until the “scroll” is mostly rolled up. Use paper clips or clothespins to hold the scroll in place.



86-P2 NKJV



86-P2 ESV

## Session Application

### Gather

- Student book page 3.
- Dry erase marker.
- Wet paper towel.

### Steps

1. While the students are busy picking up the materials from the memory



### Teacher Tip

If you would rather not make a mark on your face with a marker, then write the word “sin” on a piece of paper and discreetly tape it to your forehead.

verse activity, discreetly make a mark on your face with a dry erase marker. Wait for the students to point out the mark on your face.

2. After being alerted to the mark on your face, look into a mirror and gasp. Quickly turn the mirror over and lay it face down on the table.

I don't want to see myself in the mirror. It shows me that I have a mark on my face. I don't like seeing it, so I won't look in the mirror.

**ASK:** What do you think of my decision? *It's silly.*

**ASK:** Did my decision make the mark go away? *No.*

**ASK:** What should I do instead? *Look into the mirror and wash off the mark.*

3. While looking into the mirror, use the wet paper towel to wash the mark off your face. Open your Bible to James 1:22–25 and place the mirror over your Bible.

Sometimes we look into God's Word and see that we have sin in our lives. But refusing to look into God's Word does not make the sin go away. We must continue in God's Word and allow God to use it to help us stop sinning and start obeying Him.

**READ:** James 1:22–25.

4. God inspired His Word to tell us how to be saved and to encourage us to live for Him. If we truly believe that God's Word is inspired, then we should be running to it daily to see what it says about God, His world, and our lives. When we read God's Word and follow what it says with God's help, God will bless our lives. He will change our sinful hearts and fill us with His love, joy, and peace. And He will use us to help others grow in Him too.

5. Distribute a copy of student book page 3 to each student. Go over the directions and have them complete the exercise in class.

**PRAY:** Ask God to impress on your students' hearts the high value of His inspired Word. Pray they will be as excited about God's Word as they are about anything else in their lives.



Student book page 3



Student book page 4

## Session Takeaways

### PERSONAL FOCUS

Before dismissing the students, draw their attention to the activity on the back of their student book pages. Instruct them to complete the activity at home as a guide for interacting with God's Word in the coming week. The activity will reinforce the lesson and challenge them to move forward in their personal walk with God.

## PARENT CONNECT

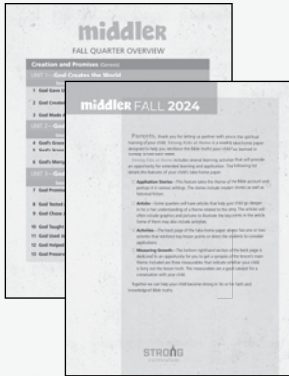
Distribute the Strong Kids at Home take-home paper for session 1. Point out the Measuring Growth section on the back of the take-home paper. This is an opportunity for the students' parents to get a snapshot of the lesson and to consider what applying the lesson should look like in their child's life.

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 available for download. The access code is on the download card in the kit. 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 yet. They provide a valuable connection between your classroom and the home.



Take-home Paper week 1



Quarter Overview