

# Commands and Promises



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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<sup>®</sup> curriculum

## Kit Contents

- Teacher Guide
- Student Book\*
- Set of Take-Home Papers\*
- One sheet of Recognition Stickers\*
- Teaching Pictures
- 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, students will continue the Bible timeline, covering the Exodus through Israel's spying out the Promised Land. They will join the Israelites in learning that God is promise keeper, redeemer, wise leader, provider, instructor, and gracious giver. The students will be challenged to humbly respond to God.



## 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 way to use your bulletin board.

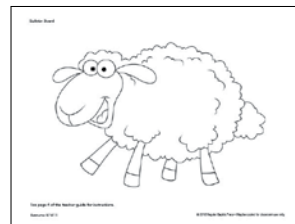
## Units 1 & 2—God Delivers His People; God Teaches His People

In the lessons for this quarter, God introduces Himself to Israel. They are very much like sheep getting to know their Shepherd. Your students have a lot to learn about the Lord their Shepherd too. Use the bulletin board this quarter to track the lessons they learn.

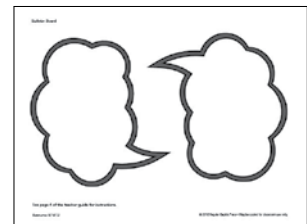
Cover the bulletin board with light blue backing across the top and green backing for grass across the bottom. Use Blue Scalloped Border (RBP8537) around the edges. Add cotton batting clouds to the sky. Using black EZ Letters (RBP8512), put the following title across the top of the bulletin board: THE LORD IS MY SHEPHERD.

Print one copy of resource 87-R11 (sheep) for each student. Each student personalizes his or her sheep by adding objects or designs to it with crayons, markers, or colored pencils. Each student adds his or her name to the sheep. Cut around the sheep and add them to the bulletin board.

Print several copies of resource 87-R12 (conversation bubbles). Students will record in the conversation bubbles truths they learn throughout the quarter. Students staple their completed conversation bubbles above their sheep on the board. Allow the students to add conversation bubbles throughout the quarter. Students may also want to make trees, rocks, a sun, or other objects out of construction paper to add to the bulletin board. Let them make it their own.



87-R11



87-R12

# 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.

SESSION 1 | UNIT 1

# God Is Sovereign Over All

God causes Israel's population to grow

### Scripture Focus

Exod. 1—2:22

### BuildUP Theme



LEARN DOCTRINE

God fulfills His plan no matter who tries to stop Him.

### Measurable Response

The student will pray with confidence in God because God is sovereign over all.

### Memory Verse

“That bringeth the princes to nothing; he [God] maketh the judges of the earth as vanity” (Isaiah 40:23).

## Teacher Preparation

- Read Isaiah 40:23. God’s control over the earth’s rulers is called His sovereignty. As Isaiah wrote, neither prince nor judge could overpower or overrule God.
- This lesson introduces God as the sovereign over all. Pharaoh tried to crush God’s plan by putting impossible demands on the Israelites and by having their baby boys killed. Moses then seemed to derail God’s plan by murdering an Egyptian. Yet God remained sovereign. His plan could not be denied.
- Encourage your students to trust God’s ability to do His will.

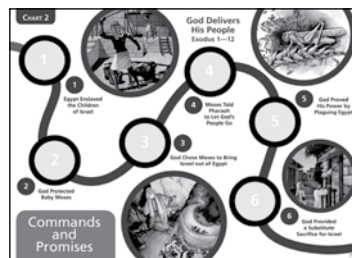
## Recognition Charts

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 timeline runs from page 29 to page 31 and that the pages align when laid next to each other. Last 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 16 pages of a continuous, illustrated Bible timeline.

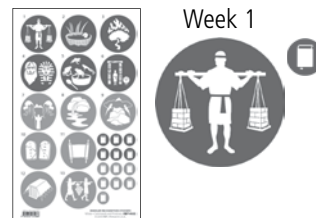
Give the students sticker 1 to put in place for attendance. Allow them to earn the smaller Bible sticker for week 13 of the fall quarter by quoting Genesis 50:20. Give the students their fall quarter charts. Have students put their names on their winter charts and post them on the wall.

Poster 87-P1 is also a timeline. There are six major events recorded on the poster. Each quarter will add another poster to the timeline.

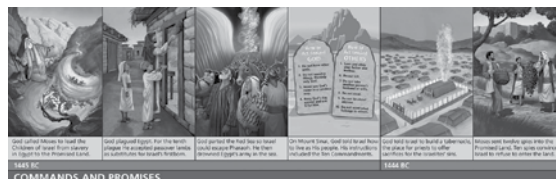
The timeline cards that came in your packet reflect the events on the timeline poster. There will be additional timeline cards added each quarter. Use the cards as instructed in the coming lessons. Note that for this course you will need the timeline cards from the fall quarter.



Sticker Chart



Recognition Stickers



Timeline Poster 87-P1

# Session Starters

## Option 1—Target Toss Game

### Gather

- Poster 87-P2.
- Masking tape.
- Cotton balls or Q-tips.

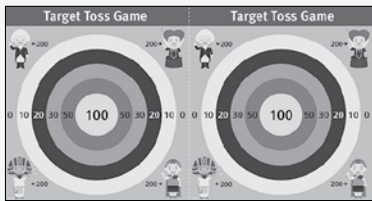
### Steps

1. Cut apart the targets on poster 87-P2 and lay them on a table or on the floor about two feet apart. Put a strip of masking tape on the ground three or four feet from the targets.
2. Organize your students into two teams. If you have a large class, use four teams with two teams sharing each target.
3. Each team lines up behind the masking tape. Give the first person for each team two cotton balls (or Q-tips). Each student tosses the cotton balls at his or her team's target to score as many points as possible for the team. Keep track of the running totals.
4. The rules for scoring are as follows.
  - A cotton ball (or Q-tip) must be touching a ring or historical character to score points.
  - Cotton balls touching an historical character score 200 points.
  - If a cotton ball is touching more than one ring or a character and a ring, only the highest score counts.
5. Let every student have at least one turn. If you have uneven teams, have a student on the team with fewer members go twice.
6. Discuss the activity.

To have full control over something is to be sovereign over it.

**ASK:** Who thinks they had sovereign control over where their cotton balls landed? What factors were out of your control? *Air currents and how the cotton ball bounced.*

The people pictured on the targets are political leaders from history. They are president George Washington of the United States, Queen Elizabeth I of England, Ramses II of Egypt, and Julius Caesar of Rome. Some people call such leaders “sovereigns,” but none of them ever rose to a place of complete control over their nations or kingdoms. And none of them ever had control over God.



87-P2

7. Transition to the Bible lesson.

Today's lesson is about an Egyptian pharaoh. Even though he held God's people as slaves, he was never sovereign over their lives. God caused His people to increase in number despite Pharaoh's attempts to stop their growth as a nation. We will learn that God did as He pleased because He is sovereign over all the earth's kings and rulers.

## Option 2—Cotton Ball Toss

### Gather

- Cotton balls.

### Steps

1. Organize the students into pairs. Give each pair a cotton ball.
2. Students with the cotton balls form a line down the middle of the room standing shoulder to shoulder and facing out. The rest of the students line up facing their partners. Both partners take a step back so they are about three feet away from each other.
3. On your mark, the students toss their cotton ball to their partners. Pairs that drop their cotton ball are out. Students who caught their cotton ball take a step back before tossing it back to their partners. Repeat until there is only one pair left.
4. Transition to the Bible lesson.

To be sovereign means to have power and control over all.

**ASK:** Who or what were you not sovereign over in our game? *Themselves, the cotton ball, their partners, the other partners, any environmental issues in the room.*

God is sovereign over all people and all things. We will learn in our lesson today that He is even sovereign over kings and rulers. He carried out His plan even though an Egyptian pharaoh tried to stop Him.

## Bible Study

### Gather

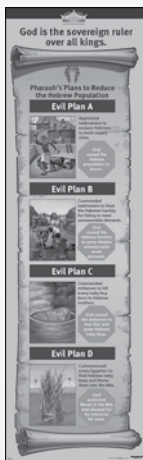
- Teaching picture 87-1.
- Posters 87-P3 and 87-P4.
- Paper clips.
- Flannelgraph figures 87-15 through 87-26.



## I. Pharaoh Tried to Stop God's Plan (Exod. 1)

### A. Pharaoh's plan A (1:1-12)

Last week we learned that Jacob moved to Egypt with seventy members of his family. After over three hundred years in Egypt, Jacob's descendants, called Hebrews, began to multiply greatly (Exod. 1:1-7). At the same time, a pharaoh who knew nothing about Joseph came to power (1:8). To him the exploding Hebrew population was a power threat (1:9, 10). He was concerned that the Hebrews might rebel if an enemy nation attacked Egypt. Yet he couldn't just kill the Hebrews. He needed them to complete his building projects. So he came up with four plans for stopping the Hebrew population explosion. Pharaoh, however, could not stop God from growing and then delivering the Hebrew nation.



87-P3



87-1

**DISPLAY:** Roll up poster 87-P3 from the bottom up. Unroll the poster to reveal Pharaoh's plans and God's responses as you discuss them. Use paper clips to keep the poster rolled. God's responses are in "green go signs" to show He can do as He pleases.

**READ:** Exodus 1:8-11.

**ASK:** What was Pharaoh's plan A for slowing down the Hebrew population growth? *He told the Egyptians to make the Hebrews work hard and to punish them if they didn't.*

**DISPLAY:** Teaching picture 87-1 to show an Egyptian punishing a Hebrew slave.

Pharaoh made the Hebrews build two cities where the Egyptian army could keep weapons and supplies to use against any invading armies. The supply cities made Egypt safer from their human enemies, but they were still no match for God. God continued to do His will in Egypt.

**READ:** Exodus 1:12.

**ASK:** What became of Pharaoh's plan to slow down the Hebrew population growth? *Pharaoh's plan didn't work. The Israelites continued to grow in number.*

The larger the Hebrew population grew, the more worried Pharaoh became.

### B. Pharaoh's plan B (1:13, 14)

**READ:** Exodus 1:13, 14.

Pharaoh responded to Israel's increase in strength and number by making them work even harder. He made Israel work with rigor, meaning the Egyptians drove them to work beyond reason (1:13, 14). He wanted the Hebrews to become so overwhelmed with work and so discouraged that

they would stop having children to avoid having them grow up as poorly treated slaves.

**ASK:** Do you think treating the Hebrews harshly kept them from wanting to have children? Why?

Pharaoh's plan B didn't work. The Israelites continued to grow in number. Being treated terribly didn't change their desire to have children. Of course, God was also working to bless the Hebrew families with lots of kids.

### **C. Pharaoh's plan C (1:15–21)**

Pharaoh came up with a plan C to deal with the Hebrew population explosion. He commanded the midwives to kill the Hebrew male babies as soon as they were born. Midwives helped deliver babies like nurses in a hospital do today. Pharaoh wanted to destroy the future Hebrew soldiers before they grew up and fought against him. But again, Pharaoh failed to consider that God, not the Hebrew people, was his biggest enemy.

**READ:** Exodus 1:15–17.

**ASK:** What kept the midwives from killing the Hebrew children? *They feared, or respected, God.*

We don't know whether the midwives were Hebrew or Egyptian. Either way, they spared the babies' lives because they respected God.

Pharaoh soon realized that his plan C was not working. He called the midwives and asked them why they weren't obeying him. The midwives made up an excuse that the Hebrew women gave birth so quickly that they weren't even present to kill the baby boys. The midwives lied to Pharaoh and hid their respect for God. Though God would never tell the midwives it was okay to lie, He did bless them for respecting Him and refusing to kill the children.

### **D. Pharaoh's plan D (1:22)**

Pharaoh became increasingly frustrated and desperate. So he enlisted all the Egyptians to help him carry out his cruel plan D. He empowered every Egyptian to act as an executioner on his behalf. When the Egyptians saw a Hebrew baby boy, they were to execute, or kill, the boy by throwing him into the Nile River to drown.

**READ:** Exodus 1:22.

**ASK:** Describe what life would have been like for Hebrew families with Pharaoh's executioners all around? *It would have been terrifying for families expecting a baby. Trying to save their boys would have been nearly impossible. Losing them so cruelly would have been unbearable.*

Exodus chapter 1 ends with Pharaoh's new plan to keep the Hebrew population from growing. It appeared Pharaoh had finally come up with a plan to keep Israel in Egypt. No doubt many Hebrew boys were indeed drowned in the Nile. Pharaoh, however, did not win over God. What God did next showed that He is sovereign over Pharaoh. Remember that to be sovereign means to have control and power over everything and everyone.

## II. God Carried out His Plan (Exod. 2:1–22)

### A. God protected Moses (2:1–10)

Perhaps Pharaoh thought that a death sentence for all Hebrew baby boys would keep the Hebrews from wanting to have children. But that was not the case. Amram and Jochebed, a couple from the tribe of Levi, married and had children. Their firstborn boy was Aaron (cf. 6:20) and their daughter was Miriam.

(Display flannelgraph figures 87-15 through 87-18.)

Amram and Jochebed had a second boy who was later named Moses. Fearing Pharaoh's executioners, Moses' parents hid him for three months until it became impossible to do so safely (2:1, 2).

**ASK:** How many of you have a baby brother or sister? Does the baby ever cry? How would you like to try to keep your baby brother quiet for three months?

Jochebed made a basket of bulrushes out of long strips of tough grass. She covered it with tar to make it watertight. Jochebed put Moses in the basket and nestled it in the reeds by the bank of the Nile. Moses' sister Miriam stood afar off to see what would become of her brother (2:3, 4).

(Add flannelgraph figures 87-19 and 87-20. Remove figures 87-15 and 87-16. Move figure 87-17 to the far right side.)

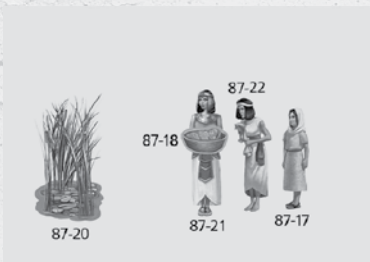
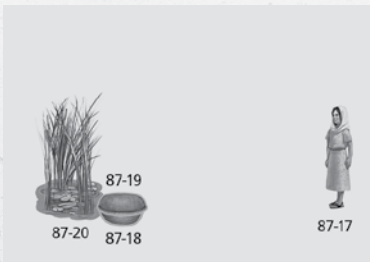
Miriam, the baby boy's sister, watched from a distance as Pharaoh's daughter, a princess, came down to bathe in the river.

(Add flannelgraph figures 87-21 and 87-22.)

When the princess spotted the basket floating among the reeds near the shore, she told her servant girl to get it. When the princess opened the lid, she was surprised to see a baby crying inside.

(Remove figure 87-19 and move figures 87-17, 87-18, and 87-22 as shown.)

"Oh, this is a Hebrew child," said the princess, feeling compassion for the baby.



Then Miriam bravely asked the princess, "Should I go find one of the Hebrew women to nurse the baby for you?"

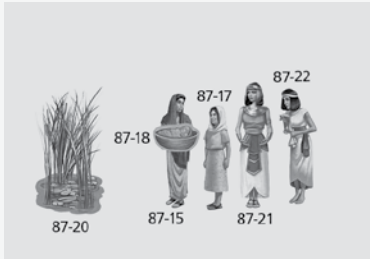
Pharaoh's daughter nodded and said, "Go." Miriam ran home and brought back her mother. The princess was probably not aware that Jochebed was the baby's actual mother.

(Add figure 87-15 and move figures 87-17 and 87-18 as shown.)

"Take this child and nurse him for me. I'll pay you," said the princess.

Can you imagine how happy Jochebed must have been? Jochebed took care of her baby boy and taught him about the one true God. When Moses was old enough to live in Pharaoh's house, the princess took him as her own son and gave him the name "Moses."

(Remove all flannelgraph figures.)



## B. God prepared Moses (2:11–22)

Though Moses grew up in Pharaoh's household with the best education, the best food, and the best clothes, he often felt bad about the Egyptians' mistreatment of the Hebrews. He never forgot that he was a Hebrew. He even protected a Hebrew slave from a mean Egyptian master.

**READ:** Exodus 2:11, 12.

The day after protecting the Hebrew by killing the Egyptian master, Moses saw two Hebrew men fighting.

"Why are you hitting your brother?" he said to one of them.

The man looked at Moses and said with a scowl, "Who made you a prince and a judge over us? Are you going to kill me, too, like you killed the Egyptian?"

"Oh no!" thought Moses. "Everyone knows what I did!"

**READ:** Exodus 2:15.

Moses was no longer welcome in Egypt. He fled for his life to Midian.

**DISPLAY:** Poster 87-P4. Show Midian in relation to Egypt.

In Midian, Moses helped a group of seven sisters by chasing away some mean shepherds. The sisters introduced Moses to their father. He in turn gave Moses one of his daughters as a bride. Moses had no plans to return to Egypt. In fact, he lived in Midian for the next forty years!

(Display flannelgraph figures 87-23 through 87-26.)

Moses was eighty years old and caring for someone else's sheep in the wilderness. Perhaps he thought that his life would end as a lowly



87-P4



shepherd living in Midian. God, though, was not done with Moses. Being in the wilderness with sheep for forty years, spending nearly forty years in Pharaoh's house, and spending the first several years with his mom and dad were all part of God's plan for Moses.

Next week we will learn that God appeared to Moses near the same wilderness mountain to give Moses a very important, life-changing job to do.

## Memory Builder

### Gather

- Poster 87-P5.
- Cotton balls or Q-tips.

### Steps

1. Display memory verse poster 87-P5. Give the historical background about the characters pictured on the poster.

The rulers on the poster are Ramses II of Egypt and Alexander the Great of Greece. Ramses II came to power about 200 years after Moses was born. No doubt he heard about Moses and the Hebrews. Alexander the Great conquered a large portion of the world's population in the years between the end of the Old Testament and the coming of Jesus (336–322 BC). About 200 years earlier, the prophet Daniel prophesied that Alexander would overthrow the kingdom of Persia (Dan. 8:5–8). Amazingly, Alexander visited Jerusalem on his way to conquer Persia. There the Israelite priests showed Daniel's prophecy to Alexander. He correctly believed he was God's man to conquer Persia.

Daniel's prophecy about Alexander the Great shows God controls rulers. Isaiah 40:23 says God makes judges (rulers) of the earth worthless. They believe they control their own destiny, but God is sovereign over them. Daniel 8:8 is a prophecy of Alexander's untimely death. He indeed died before he could return from his conquests.

2. Lay the memory verse poster on the floor. Line up two teams and have them toss their cotton balls at the leaders on the poster. They receive one point for their team if their cotton ball lands on a leader and one point for each line of the verse they can say from memory.



87-P5

# Session Application

## Gather

- Student book page 3.
- Straightedges.

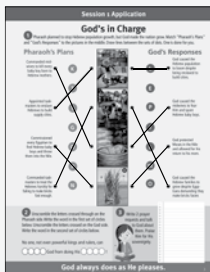
## Steps

1. Distribute a copy of student book page 3 to each student. Help the students match Pharaoh's plans and God's responses to the pictures down the middle of the page. Give them a piece of paper or a straightedge for lining up the dots and drawing their lines. The student page in the margin shows the answers.
2. In section 2, students unscramble the letters the lines crossed in section 1. The scrambled words are STOP and WILL. The complete sentence is, "No one, not even powerful kings and rulers, can STOP God from doing His WILL!"
3. In section 3, students enter two prayer requests to talk to their sovereign God about.

Remember that to be sovereign means to have control and power over everything and everyone.

**ASK:** How should God's sovereignty affect your prayers? *We should pray with confidence that God can answer our prayers.*

4. Pray for some of the students' requests, stating your confidence in God's sovereignty. Ask volunteers to pray too.



Student Book page 3



Student Book page 4



Take-home paper week 1

# 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 will reinforce the lesson and challenge them to move forward in their personal walk with God.

## PARENT CONNECT

Distribute the Strong Kids at Home sheet for week 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.



Quarter Overview

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 to download. Feel free to deliver it to your students' parents electronically. The access code is on the download card in the kit.