

# God Is Worth Following



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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.



Look for the BuildUP icons in the table of contents and on the first page of each lesson.

### 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 Juniors grounds students in their faith before they move into their teen years. The overall track is through the Bible, but with different emphases than in the Primary and Middler age groups. For instance, students spend more time on the Ten Commandments, David's writings in Psalms, Solomon's wisdom in Proverbs, spiritual life applications from the Epistles, and end-time events from Revelation.

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.

### 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
- 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 Juniors, the students will cover highlights from Job's life, focusing on lessons he learned about God's trustworthiness. The students will also cover Abraham and Joseph. God's faithfulness and sovereignty are the focuses of those units. Overall, the students will learn how God's character and abilities make God worth following.



## 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  
Poster board  
4" x 6" index cards  
Self-adhesive labels  
Sentence strips

## Markers

Pencils  
Crayons  
Colored pencils  
Permanent markers  
Washable markers

## Office Supplies

Cellophane tape  
Double-stick tape  
Masking tape  
Post-it Notes  
Stapler  
Scissors

## Adhesives

Glue sticks  
Craft glue  
Plasti Tack

## Miscellaneous

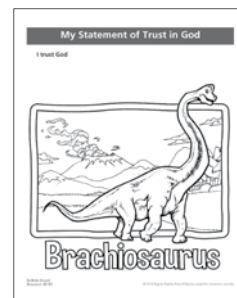
Play-Doh  
World map or globe  
Craft sticks (regular and jumbo size)  
Premoistened towels  
Hand sanitizer  
Paper towels  
Ziplock bags  
Yarn  
Chenille wires  
Cotton balls

Every lesson has a verse poster. If you have a bulletin board available in your classroom, consider hanging the verse posters there. Otherwise, the following are additional ways to use your bulletin board throughout the quarter.

## Unit 1—Job: God’s Trustworthiness

Cover the bulletin board with light blue backing and add the green scalloped border around the sides. Using black EZ Letters, put the following title across the top of the bulletin board: God Is Way Bigger than Dinosaurs! Across the bottom of the board put the following: I Will Trust My Big God!

Print copies of resources 48-R9 through 48-R14. Give students an opportunity to color one of the dinosaurs on the resources. Make sure they include a personal statement about their trust in God before you post their pictures on the bulletin board. Students can do the coloring as time permits before and after class.



48-R9 through 48-R14

## Units 2 & 3—Abraham: God’s Faithfulness; Joseph: God’s Sovereignty

Back the bulletin board with white paper. Using black EZ letters, put the following across the top of the board: God’s Faithfulness Is No Laughing Matter! Put teaching picture 48-4 in the middle of the board. Have students use markers to write their favorite jokes across the bulletin board backing. Then have them add personal statements about God’s faithfulness.



48-4

# Knowing Your Junior Students

## Physical and Social Development

- I DIFFER widely from my peers. Some of us have experienced the onset of puberty and its accompanying growth spurt, and some have not.
- I MAY feel insecure about my physical changes and focus on my appearance and how I compare with my peers.
- I SOMETIMES feel inadequate due to changes in my body and comparison to others.
- I AM more self-focused than I used to be and worry about what others think.
- I HAVE developed a view of impending adulthood, and sometimes it is unsettling.
- I WANT to have a best friend with whom I can share activities. Girls my age often have complicated, changeable relationships. Boys tend to be competitive and more focused on the activity than the other people involved.
- I ENJOY humor and silly jokes, but sometimes I use humor to be sarcastic and put down someone else.

## Cognitive (Learning) Development

- I CAN gather information and form well-thought-out opinions.
- I CAN start to see the bigger picture in an issue; I can reason and work things out and understand how things relate to one another.
- I AM beginning to develop my own values and understanding of the world.
- I AM just beginning to think abstractly, but I am not always able to do so.
- I CAN understand similes and metaphors.
- I CAN concentrate for longer periods of time, which allows me to be focused on a task to the point of building a skill.

## Effective Responses

- Use God's Word to reassure students that each person is specially created by God.
- Remind students that God looks on the heart and values inner character.
- Give verbal praise to help students feel valued.
- Be sensitive to students' feelings. Emphasize the Scriptural principle of encouraging and building up each other.
- Encourage students to treat each other with respect. Vigilantly discourage belittling talk or behavior.
- Laugh at students' silly jokes, but correct students who use sarcasm to put down someone else.
- Be an example of a Christian adult, portraying adulthood in a positive manner and talking about events and privileges students can look forward to as they mature.

## Effective Instructional Methods

- Provide lessons that challenge students' thinking. Help students understand how Bible passages and principles are related and how God's truths build on one another.
- Encourage volunteers to read and explain Bible passages. Provide guided instruction where clarification is needed. Encourage participation, but don't embarrass students by calling on them to do something they are not comfortable doing.
- Encourage discussion by asking questions that require students to think analytically, to compare and contrast, and to build on previous knowledge.
- Facilitate opportunities for students to express their opinions and ideas about lesson topics.
- Divide students into equal groups rather than allowing them to self-select groups for activities.

SESSION 1 | UNIT 1

# Job's Good God

Job experiences great loss

## Scripture Focus

Job 1:1—2:10

## BuildUP Theme



DEVELOP LIFE SKILLS

God is always good no matter our circumstances.

## Measurable Response

The students will praise God for His unchanging goodness.

## Memory Verse

“Naked I came from my mother’s womb, And naked shall I return there. The LORD gave, and the LORD has taken away; Blessed be the name of the LORD” (Job 1:21). NKJV

“Naked I came from my mother’s womb, and naked shall I return. The LORD gave, and the LORD has taken away; blessed be the name of the LORD” (Job 1:21). ESV

## Teacher Preparation

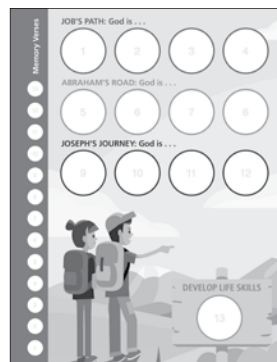
- God is good. That truth lays the foundation for understanding God. But there is nothing basic about accepting that God is good all the time. Sometimes we feel a strong temptation to doubt God’s goodness.
- Job 1:21 records Job’s response to loss. What connection did Job make between his circumstances and God’s blessedness?
- Have you ever questioned God’s goodness during a bad experience? What were the circumstances?
- Trusting God after a bad day or bad news is not easy. But trusting God is always the right choice. Praise God for giving you grace to endure hardships and to trust Him fully. Keep track of your responses to hardships this week. Purpose to trust that God is good and loving. Thank Him for His grace.

## Recognition Charts

This quarter focuses on the fifth BuildUP aim: Develop Life Skills. (See page 2.) God’s Word helps us face life’s challenges in ways that glorify God. Job, Abraham, and Joseph illustrate the challenges of trusting God during the ups and downs of life. Their lives show the power and sufficiency of God’s grace.

Give each student an attendance and verse chart from page 29 of their student books. The chart covers the thirteen lessons for this quarter. The stickers for the chart complete three statements that summarize the three units. As you teach, emphasize that God is trustworthy, faithful, and sovereign.

Give each student sticker 1 for attendance. Next week, allow them an opportunity to earn the smaller Bible sticker by saying this week’s memory verse. Collect the charts or hang them on a wall. Give the students an opportunity to earn the final Bible sticker on their fall charts by quoting 2 Corinthians 4:4, last week’s memory verse.



Week 1



# Session Starters

## Option 1—A Really Bad Day

### Gather

- Resource 48-R1.

### Steps

1. Distribute a copy of resource 48-R1 to each pair of students.
2. One student in each pair asks his partner for words to fill in the blanks on the mad lib.
3. Each pair reads their mad lib to the class. If you have a large class, have the students form smaller groups for reading their mad libs.
4. Ask the following questions.

**ASK:** When have you had a really bad day?

**ASK:** How did you react to the circumstances?

5. Transition to the Bible lesson.

When God blesses us, it is easy to rejoice in Him. But when we experience a bad day, rejoicing in God does not seem to fit. This session is about Job. He experienced terrible loss and yet trusted God's goodness. Job showed that God's goodness is defined by God's character rather than by anyone's particular circumstances.



48-R1

## Option 2—Treat Take Back

### Gather

- Treats (one per student with two extras).

### Steps

1. Give each student a treat and instruct them not to eat it until you give them permission to do so.

**ASK:** What do you think of the treat I gave to you?

**ASK:** What word would you use to describe me right now?

2. Take back the treats from two of the students, smash the treats, and throw them in the trash.
3. Give permission to the other students to eat their treats.

**ASK:** What do think about what I just did?

**ASK:** What word would you use to describe me now?

**ASK:** When have you had something taken away from you? Perhaps you had a bike stolen, your dog died, or your best friend moved away.

**ASK:** How did you feel about God when you were experiencing your loss?

4. Give new treats to the students whose treats you smashed.
5. Transition to the Bible lesson.

God is always good, but sometimes He allows circumstances in our lives that might cause us to question His goodness. Yet we must not define His goodness by our circumstances. This session is about Job. He experienced terrible loss and yet trusted God's goodness. Job showed that God's goodness is defined by God's character rather than by anyone's circumstances.

## Bible Study

### Gather

- Teaching picture 48-1.

### I. Job Lived Uprightly and Well (Job 1:1-5)

#### A. Job's character (1:1)

Job lived in the land of Uz at perhaps the time of Abraham.

**READ:** Job 1:1.

**ASK:** How does this verse describe Job? *Job was an honest man with pure motives. He feared God and turned from evil.*

In reading verse 1, we might conclude Job was perfect. But we know that can't be true since no one is perfect except God. The verse simply relates that Job was a person of integrity. That means he lived rightly before God and did so with pure motives. In other words, he wasn't just acting like a godly person—he was a godly person.

Job also respected God and sought to please Him. In doing so, he turned away from doing evil and from living to please himself.

#### B. Job's family and wealth (1:2-5)

Both Job's place in history and Uz's location remain mysteries. Both mysteries, however, make Job's account timeless.



**READ:** Job 1:2.

Job's family was very close. They enjoyed each other's company and made a point to spend time together.

**READ:** Job 1:3.

Job's three thousand camels were the clearest sign of his wealth. Camels were prestigious animals and owned only by the wealthy. Job used his camels for transporting goods to and from distant lands. In that sense, they were like a fleet of trucks.

Job's adult sons lived in their own houses. They regularly held feasts with each other and their sisters. Their feasts lasted a week and were a sign that they, like their father, were wealthy.

**READ:** Job 1:4, 5.

Job wanted to make sure that his children were right before God. So acting as his family's priest, he offered sacrifices to God on behalf of his children for any sins they might have committed in their hearts. Job took God very seriously even though his life was going well. His example should cause us to consider how seriously we take God when things are "going our way."

## **II. Job Lost Family and Wealth (Job 1:6–19)**

### **A. Satan accused Job (1:6–11)**

The book of Job presents Satan in a unique way. He plays an important part in the storyline of the book. We will cover his interaction with God in more detail next week. For this lesson, we need to know that Satan doubted Job's godliness and accused God of not fully knowing Job's heart.

**READ:** Job 1:6, 7.

God asked Satan if he had thought about Job. God then went on to describe Job as a person who was godly and who feared Him more than anyone else on earth.

**READ:** Job 1:8–11.

**ASK:** What was Satan's explanation for Job's good behavior?  
*Satan believed Job was pretending to be good so God would keep blessing him.*

Satan believed God was protecting Job and keeping anything bad from happening to him. Satan challenged God to take away Job's possessions to test Job's faith. Satan was sure that Job would stop living for God and would curse Him instead.

## **B. Satan troubled Job (1:12–19)**

God spoke with confidence as He gave Satan permission to touch Job's possessions and family. He knew Job's heart and did not doubt that Job would remain true to Him.

**READ:** Job 1:12.

Job was about to have a bad day that would rank as one of the worst of all times.

**READ:** Job 1:13–17.

**ASK:** What did Job lose? *His oxen, donkeys, sheep, camels, and servants.*

Losing a bunch of animals and servants may not seem like a big loss to us, but it was the equivalent of Job losing his livelihood and his life savings. His oxen and donkeys were work animals. The oxen worked the fields so Job would have grain to sell and trade for other goods. The sheep were important for food and clothing. As mentioned above, the camels were important for Job's trade with other people and countries. Losing them meant he was isolated from distant lands.

No doubt the greatness of Job's loss flooded his mind as he tried to comprehend just how much his life changed. But his bad day was not over yet. The last messenger to approach Job ran because he had an important message to bring. Once he arrived, however, he didn't want to share it.

**READ:** Job 1:18, 19.

**ASK:** What word would you use to describe Job's loss as reported by the final messenger?

Nothing hurts a person more than the loss of a child. To lose all one's children in one day is an overwhelming loss. Yet, Job did not lose all that he had. He still had his wife, his house, and his health. And most importantly, Job still had a relationship with God. God remained true, loving, good, and kind despite Job's loss.

The biggest tragedy Job could have faced was for God to abandon Him. Those observing Job's life might have concluded that is exactly what God did, but God would never abandon His own. And God didn't stop being good when He allowed Satan to touch Job's life.

## **III. Job Responded to God (Job 1:20–22)**

A flood of bad news is too much to understand and sort through. Job's head was probably spinning as he tried to grasp all that had happened.

**READ:** Job 1:20.

Job's shaved head and torn robe were outward signs of his humility before God. He humbly turned to God for help and worshiped Him. Satan was undoubtedly watching. He must have turned away in anger and disgust as Job remained true to God.

**READ:** Job 1:21.

**ASK:** What did Job conclude about God after God had blessed him so richly and then had allowed him to lose so much? *God's name was still blessed, or worthy of praise.*

God's "name" is a reference to God's total character. Job saw nothing in God's character that was not worthy of praise. He praised God regardless of what God allowed him to have.

**READ:** Job 1:22.

**ASK:** What wrong conclusions could Job have made about God? *That God doesn't care, that He is unfaithful, and that what He allowed was wrong.*

Job wasn't superhuman. He felt tremendous pain and sadness, especially from losing his children. Yet Job didn't conclude that God was wrong in allowing him to have a very bad day. God's goodness is never defined by our view of our circumstances.

#### **IV. Job Lost His Health (Job 2:1–10)**

##### **A. Satan accused Job again (2:1–6)**

**READ:** Job 2:1, 2.

When Satan appeared again before God, he knew his plan to oppose Job as a fake had failed. Satan doesn't like losing. So he planned to attack Job's body, believing Job would finally curse God.

**READ:** Job 2:3.

**ASK:** Compare God's descriptions of Job in 2:3 with His words about him in 1:8. What do you notice? *There is no difference.*

Though Job's world had been turned upside down, Job's trust in God remained unchanged. He still lived as a man of integrity who served and praised God honestly from his heart. Job's faith in God's goodness was unshakable.

Satan still wasn't convinced that Job was for real. He believed that if God made Job sick, then Job would curse God. Illness, he thought, would be Job's final straw.

**READ:** Job 2:4, 5.

**ASK:** When have you been so sick that you would have given away anything to feel better?

Satan's hatred for Job is the same hatred he has for all believers. He desires for believers to lose their effectiveness by turning their backs on God in tough times. He is dedicated to destroying as many believers as he can. Job was proving to be tougher than Satan thought, but Satan wasn't going to back down.

God, again confident in Job's faith, gave Satan permission to trouble Job.

**READ:** Job 2:6.

**ASK:** What limit did God put on Satan? *Satan couldn't take Job's life.*

Satan always thinks he knows better than God. Perhaps he left God's presence with an evil laugh. What fun he would have as he afflicted Job. He had permission to cause Job pain and suffering until Job was in agony.

## **B. Satan afflicted Job (2:7–10)**

**READ:** Job 2:7, 8.

Satan made Job miserable, impacting Job's entire body with constant affliction. Job suffered from painful itching (2:8), disfigurement (2:12), sleeplessness (7:4), oozing sores infected with worms (7:5), bad breath (19:17), extreme weight loss (19:20), fever (21:6), excruciating pain (30:17), diarrhea (30:27), and shriveling skin (30:30).

**DISPLAY:** Teaching picture 48-1.

Job was once the greatest man in the east. A string of tragedies reduced him to sitting on a pile of ashes and scraping himself with broken pieces of pottery.

Job still had his wife, but she didn't prove to be helpful. She wondered why Job continued to trust God.

**READ:** Job 2:9.

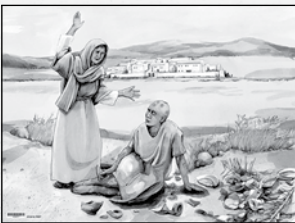
**ASK:** Describe how Job's wife viewed God? *As unloving and untrustworthy.*

Job didn't give in to his wife. He recognized her lack of faith and the stupidity of her suggestion. He called her foolish.

**READ:** Job 2:10.

Job's wife foolishly believed she could direct Job's life better than God could. She had rejected God.

Though Job's wife was still alive and healthy, Job had lost her too. She became a hindrance to him by tempting him to give in to his desires to



48-1

lash out at God. She abandoned him at his deepest, darkest hour of need.

Job questioned his wife (2:10) to point out that she should trust God for Who He is, not for what she gets from Him. Job, unlike his wife, accepted his illness with a deep trust in God. Job expressed submission to God regardless of his circumstances.

We must praise God for His goodness and thank Him for His leading in our lives, even when things don't seem to be going our way. Turn to God during disappointments. He is your greatest source of strength, comfort, and enabling grace.

## Memory Builder

### Gather

- Poster 48-P1.
- Objects from daily life (e.g., phone, banana, money, granola bar, tool, sock).

### Steps

1. Hold up poster 48-P1 and read it as a class.

**ASK:** What do you think was the hardest for Job to lose?

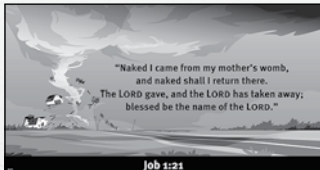
**ASK:** What could Job never lose? *God's love, presence, and the promise of eternal life.*

Job's initial response to trouble was to trust God's character. Job stated that God is always worthy of worship and praise no matter the circumstances God brought his way.

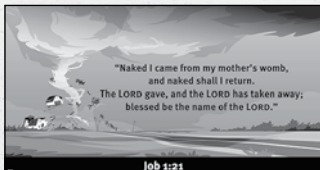
**ASK:** Why was it significant that Job's children were killed by a storm? *God controls the weather. He could have easily turned the storm away from where they were all gathered.*

Job knew God could have prevented the deaths of his children. But he also knew that God is always good. He trusted God when he had a strong reason not to. Nothing that could ever happen to you or someone you love would give you an excuse to turn your back on God.

2. Lay the poster on the table. Review the verse again with the students.
3. Students take turns covering up a word or two on the poster with one of the daily life items you brought to class. While doing so,



48-P1 NKJV



48-P1 ESV

students share one way in which God is always good. Review the verse after each student lays a daily life item over part of the poster.

## Session Application

### Gather

- Student book page 3.
- Colored pencils.

### Steps

1. Distribute a copy of student book page 3 to each student.
2. Draw the students' attention to the tornado ripping through the farm.

Job lost his children when a great wind destroyed the home they were staying in. Perhaps the great wind was something like a tornado. Most likely Job eventually visited the destroyed home where his children perished. Both he and his wife must have felt tremendous pain and loss.

3. Students draw a picture of or describe a time when it was hard for them to trust God's goodness (section 1). Encourage them to share their experiences and especially any struggle they had trusting God. Remind them that no one can face troubling times in his or her own strength. It takes trust in and dependence on God for grace to endure and grow from such times.
4. Students record how God has proven His goodness according to John 3:16 (section 2).
5. Students record a prayer for a loved one in need, ending their prayer by praising God for His goodness (section 2).
6. Have any volunteers share their prayers they wrote.

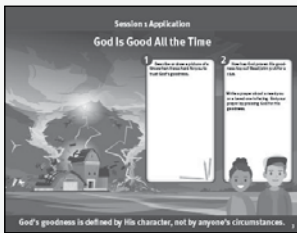
## Session Takeaways

### PERSONAL FOCUS

Before dismissing the students, draw their attention to the first My Time in God's Word on page 4 of their student books. Instruct them to complete the activity at home. The activity will reinforce the lesson and give them an opportunity to explore God's goodness.

### PARENT CONNECT

Distribute the Strong Kids at Home sheet for session 1. Point out the students' opportunity to interact with their parents on the back page.



Student Book Page 3



Student Book Page 4



Take-home Paper Week 1

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. For your convenience, the overview page is also available for download. The access code is on the download card in the kit.

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