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<b>Unit 1   God Sends His Son</b>					
1	December 2, 2018	Gabriel Told Mary about Jesus	God chose Mary to be Jesus' mother.	Luke 1:26–38	8
2	December 9, 2018	Baby Jesus Was Born	God sent Jesus because He loves us.	Luke 2:1–7	14
3	December 16, 2018	Angels Glorified God	God used angels to announce Jesus' birth.	Luke 2:6–14	19
4	December 23, 2018	Shepherds Visited Baby Jesus	God wants us to tell others about Jesus.	Luke 2:8–20	24

<b>Unit 2   David Pleases God</b>					
5	December 30, 2018	David Loved God	God wants us to love Him.	1 Samuel 16:1–13	29
6	January 6, 2019	David Cared for His Sheep	God is pleased when we are helpful.	1 Samuel 16:11, 19; 2 Samuel 7:8; Psalm 23:2	34
7	January 13, 2019	David Protected His Sheep	God is pleased when we are helpful.	1 Samuel 17:34–36	39
8	January 20, 2019	David Obeyed His Father	God is pleased when we are obedient.	1 Samuel 17:15–20	44
9	January 27, 2019	David Trusted God	God is pleased when we trust Him.	1 Samuel 17:17–30	49
10	February 3, 2019	David Defeated the Giant	God helps us obey Him.	1 Samuel 17:4–10, 31–49	54
11	February 10, 2019	David Sang to the Lord	God helps us be happy helpers.	1 Samuel 16:14–19	59
12	February 17, 2019	David Helped King Saul	God helps us help others.	1 Samuel 16:14–23	64
13	February 24, 2019	David and Jonathan Became Friends	God gives us friends to love.	1 Samuel 18:1–5	69

# 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 2s & 3s teaches Biblical truth concerning God, God's Son, God's Word, and God's world. Students learn that God is their creator and that He loves and helps them. They begin to understand what sin is and that Jesus came to earth as a baby and then grew up and died for them. This two-year curriculum prepares twos and threes to understand the gospel.


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 2s & 3s, children will realize that Jesus is God's Son. In the unit on David, they will learn that obeying and helping please God. The children will enjoy Christmas activities and will have opportunities to obey and help.

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Cards\*
- One Attendance Chart and Stickers\*
- Teaching Pictures
- Flannelgraph figures
- Resource CD with online download code
- Bible Story DVD
- Set of vinyl clings for dolls

\*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 Purchases (Sold Separately)

- 2s & 3s Music, Vol. 1
- Doll Board Set



## The Doctrinal Basis of Our Curriculum

*A more detailed statement with references is available upon request.*

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|---|--|---|---|
| <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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# Through the Eyes of a Child

How can you turn your 2s & 3s classroom into one that will make a lifetime impact for Christ? The answer may surprise you: you must see the world as a child sees it. Our society often treats children as miniature adults; however, children do not think like adults. Children have their own way of thinking and learning.

## Teacher-Centered or Student-Centered?

When communicating Bible content to their students, Sunday School teachers may take one of two approaches—teacher-centered or student-centered. In a teacher-centered approach, the teacher presents material in a prescribed manner, without adjusting the lesson to match the students' mental maturity or spiritual needs. In the student-centered approach, the teacher adapts the Bible lesson to match the students' knowledge level and stage of development.



Jesus communicated truths in a student-centered fashion. He was aware of His students' lifestyles, social positions, and levels of spiritual understanding. When communicating with the woman at the well (John 4:7–30), Jesus considered her background and lack of spiritual understanding. By

using the known (water) in teaching the unknown (living water), Jesus taught her spiritual truths.

## The Starting Point

Your RBP curriculum provides age-appropriate teaching methods and activities. You can personalize the teaching suggestions to fit your

particular group of students by asking yourself these questions:

1. What do the children already know?
2. What are they capable of learning?
3. How can I present this material in a way the children will understand?

If you are a new teacher, you may not know the answers to these questions. But as you gain teaching experience and learn more about the age characteristics of twos and threes, you can predict more accurately what the children are capable of knowing and doing. Even if you have teaching experience, your lesson may not go as planned. Twos and threes are full of surprises, even for veteran teachers!

## Best Teaching Practices

The following tips will facilitate student-centered teaching.

- **Communicate at eye level.** Stoop down to talk with the children. Show pictures and display wall hangings and bulletin boards at the students' eye level. Sit on the floor with the children.
- **Respond to the children in a loving and respectful manner.** Contrary to the saying "Sticks and stones may break my bones, but words will never hurt me," your words can leave deep wounds. Look for the positives in each child and emphasize those positives in conversation: "Thanks, Jake, for picking up those blocks. You're a good helper." "Lori, I liked the way you kept your eyes on the pictures during story time. Thank you!"
- **State requests in a positive way.** You will achieve a better response if you tell a child what to do instead of what not to do. For example, if a child is running and you say, "Don't run!" the child may hear the word "run" and will disregard the word "don't." Say instead, "Please walk!" or "We walk in the classroom, Kim."

- **Provide hands-on experiences.** Children learn by doing. They relate new ideas to what they have already done. As they engage in building, coloring, molding, pretending, or playing, talk to them about God. Whenever possible, make connections between what they are doing and the theme of the lesson.

Your RBP teacher book includes hands-on activities and conversation suggestions. Even though arranging for active participation requires effort, the children will enjoy the lesson and learn more.

- **Keep realistic expectations.** When new arrivals from the toddler nursery enter your classroom, you probably will spend more time teaching the children routines and guiding their behavior and less time doing learning activities. Realize that young children have many behavioral ups and downs. They are in the initial stage of learning how to treat their classmates and how to obey their teacher.
- **Establish routines.** Children more often respond positively when they know what's coming next. Even twos and threes are capable of learning procedures and the basic order of Sunday School or Junior Church. (They will get better at following the flow as the year progresses!) Once they learn the routine, you will spend less time giving directions and more time doing fun learning activities.
- **Adjust activities.** Children's attention spans and behavior differ from week to week. If children are in good humor and seem to be sticking with the program, try a new or more challenging activity. However, if the children are tired and short-tempered, use old favorites that do not require long attention spans.
- **Look for teachable moments.** Observing children's behavior, words, and choices is an important part of teaching. As you discover what matters to them, you'll be able to point them to God and His Word in a personalized way. The following examples turn classroom scenarios into teachable moments.

**Scene #1:** Jake loves to climb up the plastic slide in class. Your response: "Wow, Jake! You are always climbing! Isn't it great that God gave you strong legs! Let's use our strong legs to climb up the steps instead of up the slide."

**Scene #2:** Kim is pulling another girl's hair. Your response: "Kim, that hurts Sherri's head. God wants us to be kind to each other. Let's use our hands to do good things."

**Scene #3:** Andrew is using many different crayons to color a picture. Your response: "Andrew, God made beautiful colors! That's a nice picture."

As you practice linking a child's actions and words to concepts about God, you will naturally guide conversations. A child learns as much from teachable moments as from the Bible story time. And by trying to put ourselves in a child's place, we gain a sense of how to relate to that child's world. What works best with a child is not always the easiest route for us, but our efforts will yield eternal results.

### Think about Your Class

**1. Put student-centered instruction into action.** As you read the lessons in your RBP teacher book, ask yourself, What part of this lesson would work best with my group of children based upon their knowledge level and stage of development? Mark those ideas in your book. These are the "must have" components of your lesson.

**2. Turn the negative requests you make of the children into positive requests.** Think of your negative requests: don't run; don't throw; don't scream; don't hit. Then write these as positive statements, telling children what to do instead of what not to do. Make a conscious effort to use these positive directives with each child in your class.

LESSON 1 | UNIT 1

# Gabriel Told Mary about Jesus

The announcement of Jesus' birth to Mary

## Scripture Focus

Luke 1:26–38

## BuildUP Theme



LEARN DOCTRINE

God chose Mary to be Jesus' mother.

## Measurable Student Response

Each child will be able to name Mary as the mother of Jesus.

## Memory Verse

"[God] loved us, and sent his Son" (1 John 4:10).

## Teacher Preparation

Christmas is an exciting experience for a two- or three-year-old. Try to see the glory again through a child's eyes. Make the joy and love of God part of your students' Christmas experience. But remember, it must be part of your experience first.

During this week, read and meditate on this Scripture passage: Luke 1:26–56. Compare Mary's hymn of praise with Hannah's, as recorded in 1 Samuel 2:1–10.

Sometime before Sunday, decorate your classroom for Christmas. Mount the new attendance charts with the children's names on them at the children's eye level.

## Snack Time

Give each child a cookie shaped like an angel and a small half-filled cup of juice or water. Allow children to help distribute the snack and napkins as much as possible. Use different helpers each week.

Someone told Mary some good news: she would have a baby, and that baby would be Jesus! Do you know who told Mary? An angel. Our cookies today look like angels. They will help us remember the good news the angel told Mary.

## Guided Play

Choose the activity or activities that work best for the children in your class. As the children play, use the guided conversations to review the Bible story and Bible verse.

### Option 1—Books and Puzzles

#### Instructions

1. Display Christmas books and puzzles featuring babies.
2. Read the books to the children and help them do the puzzles as you introduce the concept that Mary had a baby boy, and that baby was Jesus.

#### Conversation

Daniel, can you help me find the puzzle pieces with a baby on them? Our Bible story today is good news about a baby.

### Option 2—Play-Doh

#### Instructions

1. Provide Play-Doh and cookie cutters in the shape of angels.
2. Children flatten the Play-Doh and use the cookie cutters to make the shape of angels.

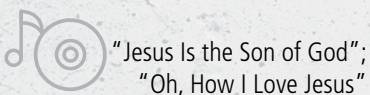
#### Conversation

Our Play-Doh shapes look like angels. They can help us remember that an angel told Mary that she would have a baby, and that baby would be God's Son, Jesus!

## Story Time

#### Sing

Sing the first stanza of "Jesus Is the Son of God" and "Oh, How I Love Jesus."



## Bible Story Review

### *Gabriel Told Mary about Jesus (Luke 1:26–38)*

Before class: Obtain a box big enough for children to stand beside and look into. The box should have a removable lid. (A printer-paper box works well.) Wrap the box to look like a gift; wrap the lid separately so you can remove it each week. Place inside the box nativity scene figures of an angel and Mary. You will use this box again in lessons 2–4.

I have a special box with me. I will show it to you each week, and each week it will have something different in it. Are you ready to see inside the special box?

*(Display the Christmas box. Remove the lid. Allow the children to come one at a time to look in the box. After all the children have had a turn, ask, What did you see in the box? Guide children to the correct answers: an angel and Mary.)*

*(Display picture 18-1.) What good news did the angel tell Mary?*

Mary was going to be the mother of God's Son, Jesus. *(Ask each child, Who would be the mother of God's Son? Help each child respond correctly: Mary.)*



18-1



"The Angel's News"

## Recite

Recite the action rhyme "The Angel's News" two or three times.

## Memory Builder

*"[God] loved us, and sent his Son" (1 John 4:10).*

Our Bible verse today says *(read from your open Bible)*, "[God] loved us, and sent his Son" (1 John 4:10). Who told Mary the good news about the birth of God's Son? That's right; the angel did! Let's do some motions to help us remember our Bible verse. *(Repeat the verse with the motions three times with the children.)*

"[God]  
*(Point up.)*

loved us,  
*(Hug self.)*

and sent his Son."  
*(Cradle arms as if rocking a baby.)*

## Sing

Let's sing a song about Mary and baby Jesus. *(Sing "Mary's Baby Boy.")*



"Mary's Baby Boy"



Use the Anthony and Molly figures and vinyl clings 18-V1 (angel cookie) and 18-V2 (picture) as indicated.

## Story

### *Anthony and Molly Practice for Christmas*

Anthony and Molly were excited! (*Show Molly and Anthony figures.*) Their church classroom was decorated with a small Christmas tree and a stable with Joseph and Mary and baby Jesus. The teacher told a Bible story about an angel who came to tell Mary that she would be the mother of God's Son, Jesus.

At snack time Molly helped give everyone an angel cookie. (*Place angel cookie cling in Molly's hand.*) She was glad to be a helper. As everyone ate the cookies, the teacher told the children that they would be in a special Christmas program to help tell the Christmas story. Today they would practice.

The children finished eating their cookies and then lined up to practice for the program. Molly stood next to Anthony. The teacher helped the class learn a Christmas song. Then the teacher chose Anthony to hold up a picture of an angel telling Mary she would be the mother of God's Son, Jesus.

When it was time for him to hold up the picture, he was so excited that at first he held the picture upside down! (*Attach picture cling upside down.*)

"Anthony, turn the picture around," Molly whispered. "I'll help you." (*Move Molly closer to Anthony, and turn picture cling right side up.*) Anthony turned the picture, and Molly helped him hold it still.

"Thank you, Molly, for helping Anthony hold the picture," the teacher said. "I think both of you should hold the picture at the Christmas program."

Molly was happy to help.

"I'm glad you're going to help me hold up the picture in the program," Anthony said to Molly. "I want to do a good job telling people about Jesus!"

## Pray

God chose Mary for something very special. Do you remember what Mary was going to do? (*Let children respond.*) Yes, Mary was going to be the mother of baby Jesus. Let's thank God for sending Jesus, His Son.

Encourage the children to fold their hands and close their eyes. Thank God that He loved us and sent His Son.

## Activity Time

### Instructions

1. Before class: Copy and cut out resource 18-P07 (Mary); each child will need one segment. (You do not need to trim the figures.) Each child will also need a box about the height and width of the segment. (If desired, cover the box in plain or patterned paper.) Complete a sample project.
2. Children color Mary and glue a piece of fabric on her robe.
3. Help each child use double-stick tape to adhere the segment to a box. Write children's names or initials on their boxes.
4. When all the children have finished, remove the angel from the Christmas box. Have the "angel" tell each child's "Mary," "You will be the mother of God's Son, Jesus."

### Conversation

What person did the angel give a special message to? That's right. The angel gave the message to Mary. The angel told Mary that she would be the mother of baby Jesus. Today you can make a figure of Mary. Next week we will make another figure.

## Closing Time

### Group Activity

Recite the action rhyme "The Angel's News." Instead of doing the motions, use the angel from the Christmas box to tell the news to the Mary figures the children just made. You will probably need to repeat the rhyme several times to get to all the "Marys."

One teacher needs to organize the children's belongings, including today's take-home card, near the door. If each child's items are together, pickup will be smoother when the parents arrive. That teacher should stay by the door and call a child from the activity when that child's parents arrive. Sending children out to their parents is less confusing than letting parents come in to get their children.

Continue the group activity even though children intermittently leave. Keep even the last child occupied until that child's parents arrive.



"The Angel's News"



### Partner with Parents

Tell parents that throughout the next three lessons, their children will be making figures of the Christmas story. Today the children made a figure of Mary, the mother of Jesus. By lesson 4, the children will have a whole set of figures to play with at home.

LESSON 2 | UNIT 1

# Baby Jesus Was Born

Jesus' birth

## Scripture Focus

Luke 2:1–7

## BuildUP Theme



BELIEVE THE GOSPEL

God sent Jesus because He loves us.

## Measurable Student Response

Each child will say or do motions for the Bible verse.

## Memory Verse

"[God] loved us, and sent his Son" (1 John 4:10).

## Teacher Preparation

News is generally a report of either what may happen or what has happened. Isaiah gave a prophecy of what would happen: "Therefore the Lord himself shall give you a sign; behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel" (Isa. 7:14). In Luke we read the account of what did happen. Thank God that you can share this true good news with little children!

During this week, read and meditate on these Scripture passages: Isaiah 7:14; 9:6; Galatians 4:4; Luke 2:1–7

## Snack Time

Before class: Prepare manger cookies according to the recipe below.

Serve the cookies along with small half-filled cups of juice or water. You may need to break the cookies into small pieces so the children can eat them easier.

Our cookies today look like the hay in the manger where baby Jesus slept. Before we eat, let's pray.

If desired, play a recording of "Away in a Manger" while the children eat. A good recording of this song is on the CD *Our Daily Bread for Kids: Christmas*, available at [RBPstore.org](http://RBPstore.org).

### Manger Cookies

- 12 oz. package butterscotch chips
- 6 to 7 cups chow mein noodles
- 24 pink jelly beans

Place waxed paper on a cookie sheet. Melt butterscotch chips in a large bowl in the microwave, about 4 minutes at medium power. (Or melt in a double boiler.) Stir chow mein noodles into the melted chips. Drop spoonfuls of the mixture onto the waxed paper. Make a small indentation in the center of each cookie. (Cookies will resemble bird nests.) Press a jelly bean into the center of each cookie. Refrigerate until cookies are set. Makes 20 to 24 cookies.

# Guided Play

Choose the activity or activities that work best for the children in your class. As the children play, use the guided conversations to review the Bible story and Bible verse.

## Option 1—Books and Puzzles

### Instructions

1. Provide books and puzzles about the birth of Jesus, including the puzzle “Baby Jesus Is Born,” available at [RBPstore.org](http://RBPstore.org).
1. As the children do the puzzles and look at the books, remind children that the angel told Mary she would be the mother of God’s Son, Jesus.

### Conversation

Can you point to Mary in the picture? Who told her she would have a baby? (*An angel.*) Her baby was God’s Son, Jesus. Point to baby Jesus. This is Joseph. Joseph loved Mary. Joseph helped Mary care for her special baby.

## Option 2—Play-Doh

### Instructions

1. Provide Play-Doh and cookie cutters in the shape of stars and angels.
2. Children flatten the Play-Doh and use the cookie cutters to make the shapes of stars and angels.

### Conversation

Our Play-Doh shapes can help us remember the Bible stories about Jesus being born. An angel told Mary that she would have a baby. That baby would be God’s Son, Jesus! Jesus was born at nighttime, when stars were in the sky.

# Story Time

### Sing

Sing “Baby Jesus” and “Mary’s Baby Boy.”



“Baby Jesus”; “Mary’s  
Baby Boy”

## Bible Story Review

### *Baby Jesus Was Born (Luke 2:1–7)*



18-2

Here is a picture of today's Bible story. (*Show picture 18-2.*) Lisa, can you point to Mary? Josh, can you point to Joseph? Eric, you may point to baby Jesus for us. (*Repeat with three more children.*)

Do you remember how Mary and Joseph got to Bethlehem? That's right; Joseph walked, and Mary probably rode on a donkey. Let's imagine we're Mary and Joseph going to Bethlehem. As we walk, I want the boys to say, "Step, step" and the girls to say, "Clip, clop." (*Begin leading the children around the room.*) Boys, knock on the inn door. (*Do so.*) Oh no! There's no room. We'll have to go to the barn. (*Point.*) That's okay. God will take care of us there. (*Walk to "barn."*) We are really sleepy. (*Rest head on hands.*) Now it's time for God's Son to be born. Girls, pretend you are Mary and rock your baby. (*Do so.*) Now let's all say the Bible verse: "[God] loved us, and sent his Son."

## Recite

Recite the action rhyme "Glad Christmas Day" to review the story.

## Memory Builder

*"[God] loved us, and sent his Son" (1 John 4:10).*

God loves us. The Bible tells us so. Let's say the verse about God's love. (*Read from your open your Bible.*) "[God] loved us, and sent his Son." All of you can help me do the motions, and maybe you can say the words too!

"[God]  
(*Point up.*)

loved us,  
(*Hug self.*)

and sent his Son."  
(*Cradle arms as if rocking a baby.*)

## Pray

Let's thank God for loving us and sending His Son, Jesus. Would one or two of you like to pray? You can say the words after me. "Dear God, Thank You for sending Your Son, Jesus. Amen."



"Glad Christmas Day"