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2	March 10, 2019	God Kept Moses Safe	God gives us mothers to protect us.	Exod. 2:1–4	11
3	March 17, 2019	God Provided for Moses	God cares for little children.	Exod. 2:1–10	16
4	March 24, 2019	God Promised to Be with Moses	God promises to be with us.	Exod. 3:7–12; 12:37–39; 13:19–22	21
<b>Unit 2   God Provided</b>					
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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 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

## 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.

In this quarter's Strong Kids for 2s & 3s, God's care for Moses is a major emphasis, along with five lessons on Jesus' love (Easter). Twos and threes will thank God for His care and for Jesus.



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

# Managing Children's Behavior

Welcome to the world of twos and threes—a world of small energetic bodies doing wonderful and not-so-wonderful things! As young children discover their power to influence others, they begin to exert their will. Whining, throwing tantrums, dawdling, bossing, and talking back are methods they use to get what they want.

How can a Sunday School teacher manage those negative behaviors? The first step is to pray. When you seek the Lord's guidance, He gives wisdom, patience, and joy as you interact with the children.

## When a Child Whines

Nobody likes a whiner! However, your twos and threes may resort to whining as a way of expressing frustration and anger when they don't get what they want.

### How to manage

- Establish a "no whining" rule.
- As soon as a child begins to whine, interrupt and say, "You're whining. Please talk to me in a regular voice." If the child continues, repeat your request.
- Once a child changes his or her tone, praise the child, saying, "I like the way you are using your regular voice to talk to me."

### How to prevent

- Tell the children you enjoy hearing them speak when they use a regular voice. Demonstrate the difference between using a regular voice and a whining voice. Tell them that you do not like to hear a whining voice.
- Let the children know you are listening to them when they speak. Praise them when they use strong and clear voices.

## When a Child Throws a Tantrum

The dreaded tantrum—some children turn tantrum throwing into an art form! Your twos and threes may express their displeasure by screaming, throwing their bodies onto the floor, beating their

fists, or kicking their feet. When a tantrum occurs, an adult helper is an indispensable asset.

### How to manage

- Respond quickly and calmly; avoid reacting with alarm or anger.
- Isolate the child by taking him or her to another area or, if possible, the hallway. You will protect the child's dignity and remove the opportunity for that child to gain attention from classmates.
- Do not give in to the child's demand. To signal the need to become calm, the adult helper attending the child should focus his or her own attention elsewhere. When the child calms down, the helper should direct attention to the child.
- Ask the child, "How can I help you feel better?" The child may respond, "I want to see my mom!"
- Redirect the child to a positive activity once the negative behavior has stopped. "I'm going to get a drink of water. Would you like a drink too?"
- Reflect upon the situation. What happened right before the tantrum? Was the child's demand within reason? Did you overreact? Was the child tired, hungry, or overwhelmed by a difficult task?

### How to prevent

- Avoid situations that may trigger a tantrum. If the child does not like to color, don't insist that he or she do so. Provide an alternative activity.
- Use age-appropriate activities. Don't frustrate the children by asking them to do something beyond their abilities.

## When a Child Dawdles

Is this scenario familiar? It's Bible story time; you've asked the children to put away their toys and to come to the story area, but children continue to play, acting as if they haven't heard you. Twos and threes view time differently than adults. Children relate the concept of time to activities, such as Bible story time or snack time, instead of to minutes on a clock. When children are engrossed in an activity, they sense no urgency to conform to your schedule.

### How to manage

- Establish a classroom routine and keep it. Children will anticipate what's coming next.
- Sing a particular song whenever you change activities, such as cleaning up the table or coming to story time.
- Motivate the children to keep up the momentum by letting them know what's going to happen next. For example, say, "After you put away the puzzles, we will do our action rhymes."
- Make a game out of the activity change. For example, say, "Let's see if you can put all the toys away before I count to ten" or "Let's take great big giant steps all the way to the story circle."
- If a child refuses to switch activities, gently guide that child by the hand. If the child won't comply, begin the activity with the other children.

### How to prevent

- Don't wait for dawdlers. Waiting puts attention on them, which may be what they want.
- Be organized; have materials ready for each activity. Don't give children a reason to dawdle.

### When a Child Talks Back

Do you ever hear these words coming out of your students' mouths? "I don't want to!" or "No!"



Young children test authority at times by talking back. It's their way of communicating that they're tired of taking orders and they want to be in charge.

### How to manage

- Tell the child, "It does not please Jesus when you speak to me that way. If you want to do something different, please ask me nicely, 'Please, may I . . . ?'"
- Tell the child what will happen the next time he or she speaks rudely to you: "If you speak that way to me again, you will not play the game."

- Be consistent in your expectations. Explain what is acceptable. Don't waver in your penalty when the child talks rudely.

### How to prevent

- Give the child your full attention when he or she is polite. Praise the child for speaking politely.
- Children mimic adults. Use kindness in your own speech. Guard against using sarcasm or making negative remarks.

### When a Child Is Bossy

In a classroom of twos and threes, it doesn't take long to notice which children are self-appointed bosses. You may see them grab toys, push their way to be first, or give orders to other children. Bossy behavior is children's way of saying, "I'm important, and this is what I want—now!"

### How to manage

- Set limits and consistently enforce them. Be specific about what the children can and can't decide.
- Don't cave in if the bossy child becomes even more demanding when you place limits on his or her direction giving.
- Let the child make decisions sometimes: "Rosa may choose the first song to sing today." "Luke, choose two friends to play the bells with you."
- Tell the child that when he or she is bossy, the other children will not want to play with him or her.
- Send consistent messages. Don't reprimand the child for bossy behavior and then laugh at the child's "in-charge" demeanor another time.

### How to prevent

- Model gracious behavior. Children will mimic your actions and words.
- Praise good behavior. Whenever the bossy child is cooperative or helpful, let him or her know that you appreciate the effort.

Twos and threes are beginning to learn about God and form their impressions of being in God's house. What a great opportunity you have to impact their lives spiritually! Don't let their behavior distract you from showing them the joy of knowing Jesus.

LESSON 1 | UNIT 1

# God Protected Moses

Families

## Scripture Focus

Exodus 1:8—2:2

## BuildUP Theme



UPLIFT OTHERS

God gives us families to help us.

## Measurable Student Response

Each child will begin to realize that God gives him his family.

## Memory Verse

“Love one another” (1 John 4:7, NKJV, ESV).

## Teacher Preparation

Sometimes we think this is the hardest time of all to rear a godly family. But consider the challenges Amram and Jocebed faced in pagan, hostile Egypt! It was unlawful to even have a newborn son, but in that ungodly atmosphere Amram and Jocebed raised God-fearing children. Pray for the parents of the children you teach. Parents have a big job ahead of them!

During this week, read and meditate on these Scripture passages: Exodus 1:8—2:2; Hebrews 11:23.

## Snack Time

Little babies don't have teeth like you have; they can't chew yet. Let's eat some applesauce today to remind us of baby Moses.

Let children help you distribute napkins, plastic spoons, and cups of applesauce. When everyone is served, thank God for the food. Offer children a small half-filled cup of juice or water.

# 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 homes and families. Screen books carefully to make sure they present a Biblical view of marriage and families.
2. Read the books to the children and help them do the puzzles while talking about who is in each child's family.

### Conversation

Let's read this book about a family. Who are the people in your family? Grandmothers and grandfathers and aunts and uncles are part of our families too!

## Option 2—Play-Doh

### Instructions

1. Provide Play-Doh and of various sizes of cookie cutters in the shape of people or gingerbread men.
2. Children flatten the Play-Doh and use the cookie cutters to make the shapes of people in their family.

### Conversation

God planned for mommies and daddies to love and care for their children. Our families love us and take care of us and keep us safe. Who is in your family, Anne? (*Brother, sister, mom, dad, etc.*) Today we are learning about Moses. His family loved him very much. They took care of him and kept him safe. He had a sister named Miriam and a brother named Aaron.



### Teacher Tip

Prepare for upcoming lessons by ordering the following classroom supplies from Regular Baptist Press: Baby Moses Bible Story Builders stickers (8059); God Cares for Baby Moses puzzle (5602); Jesus Lives! puzzle (5603); God Helps a Poor Lady puzzle (5607).

# Story Time



"God Is So Good";  
"Oh, How I Love Jesus"



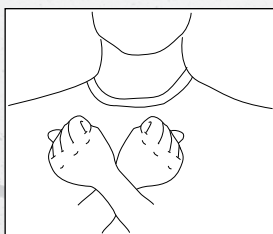
"Mothers"



"Baby Moses"



19-1



love

Use the Molly figure and vinyl cling  
19-V1 (rattle).

## Sing

We like to sing about Jesus' love for us. (*Sing "God Is So Good."*) We can also tell God that we love Him. (*Sing "Oh, How I Love Jesus."*)

## Recite

God loves us and gives us our families. I know a rhyme about mothers. After I say it once, you can help me do the actions. (*Recite the action rhyme "Mothers" two or three times.*)

## Bible Story Review

### *God Protected Moses (Exod. 1:8—2:2)*

Here's a picture of a loving family. (*Show picture 19-1.*) Who remembers the name of the baby in our story? Good, Michael. The baby's name is Moses. Tell me about his family, Scott. Yes; Moses had a sister, Miriam, and a brother, Aaron. This family loved one another very much. The bad king didn't want families to have baby boys, so Moses' family worked hard to make sure no one could hear him make any noise. Let's sing about baby Moses. (*Sing stanzas 1 and 2 of "Baby Moses."*)

## Memory Builder

*"Love one another" (1 John 4:7, NKJV, ESV).*

God is pleased when we love each other at home and in our church room. Listen to what the Bible says. (*Read from your open Bible.*) "Love one another" (1 John 4:7).

Let's do two motions for our verse. Here's the sign for "love" (*demonstrate*). Now point to the other children for "one another." (*Repeat the verse and motions two times.*)

## Story

### *Caring for a Baby*

Today Molly is a happy helper. Are you ready to listen to our story?

"Molly, put your shoes on please," Mommy said. "We're going to your aunt's house. She's sick and needs to go to the doctor's office. We'll take care of baby Carrie for a little while." (*Show Molly figure.*)

Molly was excited to see baby Carrie again.



Molly and her mommy arrived at the house, and Mommy talked to Molly's aunt. Then Molly's aunt drove away.

"I'm always glad when we can help others," Mommy said to Molly. "Helping people shows how much we love them. And God is pleased when we're helpers."

Mommy laid baby Carrie on a blanket, and Molly watched as Mommy showed baby Carrie a bright-colored toy. Baby Carrie reached her hand up to try to hold it. Then Mommy showed baby Carrie another toy. This one made music.

"I see a rattle in the toy basket," Mommy said. "Why don't you see if baby Carrie likes it."

*(Place rattle cling in Molly's hand.)* Molly held the rattle so baby Carrie could see it, then Molly gently shook the rattle so it made noise. Baby Carrie smiled. Then Molly played peekaboo with the baby, and baby Carrie giggled.

Molly thought it was fun to play with the baby. But pretty soon baby Carrie started to cry. "I think she's hungry," Mommy said.

Mommy picked up baby Carrie and held her while feeding her a bottle. By the time all the milk was gone in the bottle, baby Carrie was sound asleep.

Molly was glad she could help take care of baby Carrie.

The next day was church day. In her church class Molly learned how a girl named Miriam had helped take care of her baby brother, Moses. Molly said to her teacher, "I was a helper just like Miriam! I helped my mommy take care of baby Carrie!"

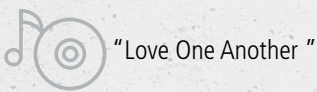
"That's wonderful!" said Molly's teacher. "God is pleased when we're happy helpers."

### **Sing**

Sing "Love One Another."

### **Pray**

Help children prepare for prayer. Then briefly pray, thanking God for our families.



# Activity Time

## Instructions



1. Before class: Copy resource 19-P02 (house) for each child. Turn the page landscape, and staple a sheet of white paper behind the house along the top of the page. Cut out pictures from magazines or catalogs to represent family members.
2. Place the magazine or catalog pictures on the table. Help children choose pictures to represent their family members. Show children how to lift up the picture of the house and glue the family members on the white paper. Write the name of each family member below the picture. Be sensitive to children of divorced parents and blended families. They may want to make two houses.
3. Let children choose flower stickers to add by the door.

## Conversation

Who are the people in your family, Laura? Family members love one another. How do the people in your family show that they love you? How do you show that you love the people in your family?

# Closing Time

## Group Activity

Recite the action rhyme “Mothers” two or three times. Act out things mothers do for us and let the children guess what you are doing. (You may use the actions in the rhyme as well as other things you think of, such as tying shoes, giving a hug, and setting the table.) Remind children to thank God for each family member.

The children have several things to take home today, including today’s take-home card. Carefully put each item into a paper lunch bag to make things easier to carry.



“Mothers”



### Partner with Parents

Tell parents that you are praying for them as they train their children.