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Session	Date	Title	Theme	Passage	Page
<b>Unit 1   Jesus Was Born</b>					
1	December 1, 2019	Mary and Joseph Went to Bethlehem	God planned Jesus' birth in Bethlehem.	Luke 2:1–6	6
2	December 8, 2019	Baby Jesus Was Born	Jesus, God's Son, became a baby.	Luke 2:1–7	11
3	December 15, 2019	Angels Celebrated Jesus' Birth	Jesus came to save the world.	Luke 2:7–14	16
4	December 22, 2019	Shepherds Visited Baby Jesus	Jesus deserves our praise.	Luke 2:7–20	20
<b>Unit 2   Jesus Grew Up</b>					
5	December 29, 2019	Wise Men Followed a Star	God led wise men to little Jesus.	Matt. 2:1–11	25
6	January 5, 2020	Wise Men Visited Jesus	God led wise men to worship Jesus.	Matt. 2:1–12	30
7	January 12, 2020	Jesus Went to the Temple	God wants us to learn about Him.	Luke 2:41–47	35
8	January 19, 2020	Jesus in the Temple	God gives us a church for learning about Him.	Luke 2:41–47	40
<b>Unit 3   Jesus Helped People</b>					
9	January 26, 2020	Jesus Listened to a Father	Jesus can heal because He is God's Son.	John 4:46–54	45
10	February 2, 2020	Jesus Made a Boy Well	Jesus can heal because He is God's Son.	John 4:46–54	50
11	February 9, 2020	Jesus Listened to His Disciples	Jesus can help us when we are afraid.	Matt. 8:23–27; Mark 4:35–41	55
12	February 16, 2020	Jesus Stopped a Storm	Jesus wants us to ask for help when we are afraid.	Matt. 8:23–27; Mark 4:35–41	60
13	February 23, 2020	Jesus, the Son of God	Jesus grew up just like we grow up.	Matt. 2:1–11; Luke 2:1–20, 41–47; John 4:46–54	65

# 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, twos and threes will learn about the birth of Jesus, His growth from a baby to a man, and His miracles. Children will be encouraged to love the wonderful Son of God because He loved them first.

### Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Cards\*
- One Attendance Chart with 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. 2
- 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> |
|---|--|---|---|



# Seven Things I Never Knew about Teaching Twos and Threes . . .

## Until I Taught Them, That Is

1. I never knew that the process of creating crafts and completing student book sheets is more important than the product. Twos and threes are not concerned about taking home an artistic masterpiece—or even a sheet that looks somewhat like mine. They may enjoy scribbling the entire page in one color, or they may draw a single swirl and consider their work finished.
2. I never knew that the words “let’s sing” really mean “now I will sing for you.” Some children will occasionally sing, but rarely does the entire group sing the same song at the same time (especially if the class is singing on the church platform for a program!).
3. I never knew that doing an action rhyme means I will probably do most of the actions and, for sure, say all the words by myself. Little children find it hard to do two things at once. Be glad when you can get them to do some of the major actions with you. The children’s lack of participation does not mean they do not like action rhymes; it simply means it takes lots of skills—that they are still learning—to do several things at once.
4. I never knew that if I let one child do something, every child will want to do it. But that’s okay; it’s a great technique for review. Let each child point to a character in the teaching picture. Let each child put a flannelgraph figure on the board. Letting each child take a turn requires more time, but children learn by repetition. Just think how many times you are able to repeat the basic facts of a story.
5. I never knew that a class session could go entirely different than I had planned and yet turn out to be a good learning experience. Twos and threes are unpredictable. Sometimes nothing goes as you planned, but you may look back on the situation and decide that you accomplished more than you realized.
6. I never knew that some children will not say a word in a class but will say or do lots of things at home that indicate they really do know what’s going on. One child I taught seemed totally unresponsive, but I learned from his parents that he refused to eat at home until someone had prayed—exactly the routine we followed in the classroom.
7. I never knew that teaching twos and threes could be such a richly rewarding experience! I have the wonderful opportunity of introducing boys and girls to God, Who loves them and Who sent His Son for them and Who has given us His Word to help us know Him. I lay a foundation upon which their future church education will be built. What a privilege!



## Teaching the Bible to Twos and Threes

The Bible is God's inspired Word and is the only standard for our faith (our belief) and our practice (our behavior). What we say about the Bible and how we handle it should communicate to students that the Bible is important in our lives. Let's consider some ways to teach the Bible so twos and threes will make it important in their lives too.

### **Tell the Bible story from your open Bible.**

When you tell the Bible story, hold your Bible open on your lap, in your hand, or on a table near you. An open Bible is a visual way of emphasizing that the story you are telling comes from the Bible. Keep your teacher book to the side or under your Bible so you can refer to it.

### **Read the memory verse from your open Bible.**

Read the memory verse from your open Bible—even though you might know the verse from memory. By using an open Bible, you are emphasizing that the verse comes from the Bible.

Allow children to hold your Bible when they repeat the verse with you or by themselves. Hold a child's "pointing finger" and help that child point to the verse while repeating it.

All these techniques help children understand that the words they are hearing and learning come from the Word of God.

### **Use Bible truths in informal conversations.**

Tell the children Bible truths as often as possible throughout class. For example, as you separate

two children who are arguing over a toy, say, "God's Word says to be kind to each another." As you look at a picture of, for example, water, say, "The Bible tells us that God made water." As you distribute a snack, say, "The Bible tells us that God gives us food. Let's thank God for our food."

By making a conscious effort to refer to God's Word, you will find plenty of opportunities to do so.

### **Help children use their own Bibles.**

Some children may bring Bibles to class. Help children handle their Bibles carefully. It is not uncommon for little children to chew the cover of a book, tear the pages, or put stickers on the pages. Remind children that the Bible is a special book, so we should treat it carefully.

Show children where the Bible story is in their own Bibles; bookmark the story so children can look at the pages again at home. If a particular Bible story is not in a child's Bible, point out that that Bible is a Bible story book. You might say, "Your Bible story book has only some of the Bible's stories, not all of them like in my big Bible."

\* \* \*

The goal is not for children to love the Bible for itself; rather, the goal is for children to know and love God, Whom the Bible teaches us about.

Paul said Timothy had known the Scriptures from his childhood (2 Tim. 3:15). Pray that the children you teach will learn to love and trust the Savior, Whom the Scriptures present.

LESSON 1 | UNIT 1

# Mary and Joseph Went to Bethlehem

Jesus' birth

## Scripture Focus

Luke 2:1–6

## BuildUP Theme



LEARN DOCTRINE

God planned Jesus' birth in Bethlehem.

## Measurable Student Response

Each child will name Bethlehem as the place Jesus was born.

## Memory Verse

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

## Teacher Preparation

This quarter you will be teaching about Jesus, the Son of God. He was the Son of God before birth, as a baby, as a child, and as an adult. He is now the Son of God in Heaven, preparing a place for us. Jesus' birth was like any other delivery, and He was a little baby, just like any baby today. He was like us, but He is the Son of God.

This week, read and meditate on these Scripture passages: Luke 1:26–38; 2:1–7.

## Snack Time

Reduce resource 22-P03 (donkey) to fit on the outside of a ziplock bag. Print and cut out a small donkey for each child. Tape a donkey onto a ziplock bag for each child. Put a handful of crackers in each bag.

Our snack today is a bag of crackers. The animal on the bag looks like a horse, but it's a different animal. Do you know what animal this is? Yes, it's a donkey. If we were taking a long trip in Bible times, a donkey would carry our food for us.

Thank God for the food. Give each child a small half-filled cup of juice or water.



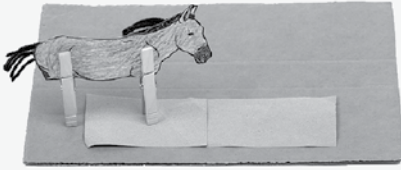
# Guided Play



## Teacher Tip

Lessons 2–4 and 8 use the following classroom supplies from Regular Baptist Press (rbpStore.org):

- Baby Jesus Is Born puzzle (5601)
- Jesus in God's House puzzle (5617)
- Nativity Bible Story Builders stickers (8057)
- Plush Nativity Set (6683)



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—Craft

### Instructions

1. Before class: For each child, print and cut out a donkey from resource 22-P04 (donkey half), cut corrugated cardboard into an 11" x 17" piece, and cut sandpaper into a 4" x 12" piece.
2. Give each child a paper donkey, a piece of corrugated cardboard, a piece of sandpaper, and two clothespins. Write children's names on the back of their cardboard and donkeys.
3. Help children glue the sandpaper along one long side of the cardboard.
4. Children color their donkeys and attach two clothespins to the bottom as legs.
5. Children move their donkeys up and down the path. Children will add to this project during Activity Time.

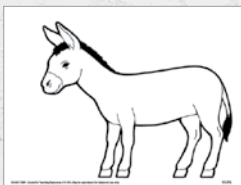
### Conversation

Our Bible story today is about a long trip that two people took. Feel the sandpaper. It's rough. This is what most of the roads felt like in Bible times. People in Bible times rode on animals, like this donkey, instead of riding in cars to get from place to place.

## Option 2—Puzzles

### Instructions

1. Before class: Print resource 22-P03 (donkey) on card stock. Cut around the donkey rather than cutting it out exactly on the lines. Cut the donkey into four or five pieces. Make a few more donkey puzzles for children to use. Store each puzzle in a resealable plastic bag with a copy of the donkey taped to the outside of the bag.
2. Help children do the donkey puzzle.

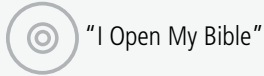


22-P03

## Conversation

We will learn in today's Bible story about a family who had to go to a faraway town. They rode a donkey to get there.

## Story Time



"I Open My Bible"



22-1

## Recite

It's time for our Bible story. Let's say a rhyme that helps us get ready to listen. (*Recite the action rhyme "I Open My Bible."*)

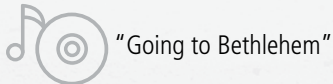
## Bible Story Review

### *Mary and Joseph Went to Bethlehem (Luke 2:1-6)*

(*Show picture 22-1.*) Look at this picture. This is Mary and Joseph. They are going on a very important trip to Bethlehem. Let's say that together. (*Repeat "Bethlehem" three times.*) Do you know Who would be born in Bethlehem? Yes, Jesus. (*Briefly tell the Bible story and ask the questions on the back of picture 22-1.*)

## Sing

Let's sing about Mary and Joseph's trip to Bethlehem. While we sing, we can pretend to be Mary and Joseph. (*Sing "Going to Bethlehem," leading the children in pretending to ride a donkey in verse 1 and walk beside a donkey in verse 2.*)



"Going to Bethlehem"

## Memory Builder

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

The Bible says, (*read 1 John 4:10 from your open Bible*). Some motions will help us remember the verse. Do what I do. (*Recite the verse with the motions three times. Remind children that "us" means every one of us and that "Son" means Jesus.*)

*"[God] (Point up.)*

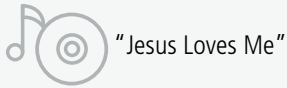
*loved us, (Cross arms in front of you, hugging yourself.)*

*and sent his Son." (Pretend to rock a baby in your arms.)*

## Pray

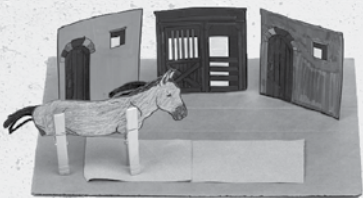
Let's thank God for sending His Son, Jesus. (*Pray briefly.*)





"Jesus Loves Me"

Use the Molly figure, vinyl clings 22-V1 (booties) and 22-V2 (rattle) as indicated.



## Sing

One of our songs tells us that Jesus loves each one of us. (*Sing "Jesus Loves Me."*)

## Story

### *Baby Emma*

It's almost Christmas. Our story friend Molly and her mommy just took the mail from the mailbox.

"Look at all the mail we got today," said Mommy. "It's fun to look at all the Christmas cards that come."

(*Show the Molly figure.*) Molly saw a little yellow envelope. "What's this, Mommy?" asked Molly.

Mommy opened the envelope. "This is a birth announcement for Aunt Sharon and Uncle Jim's baby girl," Mommy said.

Mommy showed the card to Molly. It had a picture of a baby rattle on the front. Inside there was a photo of a baby. "Who is that?" Molly asked.

"That's the baby," Mommy explained. "Her name is Emma Grace."

Later that day Mommy and Molly went to the store. They picked out some little blue booties with pink bows and a pink rattle for baby Emma. (*Place booties and rattle clings on Molly's hands.*)

When they got home, Molly helped Mommy wrap the gift. Molly held her finger on the ribbon while Mommy tied the bow. The package looked so pretty. (*Remove clings.*)

"I'm thinking of another baby," said Mommy. "But He wasn't born in a hospital, like Emma. He was born in a stable. Do you know His name, Molly?" asked Mommy.

"Yes!" exclaimed Molly. "That's baby Jesus. He was born in Bethlehem."

"That's right," Mommy said. "God loves us so much that He sent us His Son, Jesus."

## Activity Time

### Instructions

1. Before class: Print and cut out resources 22-P05 (stables) and 22-P06 (buildings); each child will need one stable and two buildings. For



each child, use two clothespins to make Mary and Joseph: Draw eyes and a mouth near the top of two clothespins. Wrap a 4" x 2½" piece of fabric around each clothespin, from below the face to the bottom of the clothespin. Wrap a 6" length of yarn around each character's waist and knot the yarn in the front. Glue one long edge of a 4" x 2½" piece of fabric to the top of Mary's head and the left and right sides of her head, and let the fabric hang down her sides and back.

2. Children each color one stable and two buildings.
3. Help children glue the stable and each building to an empty juice box or a minibox of cereal. Write children's names or initials on the bottom of their stables and buildings.
4. Show children how to set their stable and buildings on the cardboard bases from Guided Play. Give each child a clothespin Mary and Joseph and two flattened lumps of Play-Doh. Stick Mary and Joseph in the Play-Doh to make the characters stand easily. Children playact the story of Mary and Joseph's trip to Bethlehem.
5. Store the projects in your classroom to use again next week. Prior to next Sunday, make extra cardboard towns for visitors or for children who were absent today.

### Conversation

We are going to make the town of Bethlehem. (*Say "Bethlehem" with the children.*) God planned for Jesus to be born in Bethlehem. Mary and Joseph walked and rode a donkey to get there.

## Closing Time

### Group Activity

One of our rhymes tells us about Mary and Joseph traveling to Bethlehem. Do the motions with me. (*Recite the action rhyme "Glad Christmas Day" two or three times.*)

One teacher should gather the children's belongings near the door. As parents arrive, the teacher should quietly get their children from the group activity and give them their take-home items, including today's take-home card. Tell the children that you look forward to seeing them next Sunday.



"Glad Christmas Day"



### Partner with Parents

Show parents the back of the student book sheet, and encourage them to use the suggestions for reinforcing the Biblical truths about Christmas.