

# God Helps Us Serve Him



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Session	Date	Title	Theme	Passage	Page
<b>Unit 1   Peter Served God</b>					
1	June 7, 2020	Peter Followed Jesus	God wants us to love Jesus.	John 21:1–17	8
2	June 14, 2020	Peter Preached about Jesus	God wants children to talk about Him.	Acts 2:14–40; 5:40–42	13
3	June 21, 2020	Peter Healed in Jesus’ Name	God has amazing power.	Acts 3:1–11	18
4	June 28, 2020	A Healed Man Praised God	God loves to hear us praise Him.	Acts 3:1–11	23
5	July 5, 2020	Dorcas Helped People	God uses people to help us serve.	Acts 9:36–42	28
6	July 12, 2020	People Prayed for Peter	God wants us to talk to Him in prayer.	Acts 12:1–6	33
7	July 19, 2020	God Answered Prayers for Peter	God answers our prayers.	Acts 12:5–17	38
8	July 26, 2020	Peter Wrote God’s Word	God told people what to write in the Bible.	1 Peter 1:1; 5:7; 2 Peter 1:1, 21	43
<b>Unit 2   Paul Served God</b>					
9	August 2, 2020	Paul Followed Jesus	God wants us to serve Him.	Acts 9:1–22	48
10	August 9, 2020	Timothy Learned God’s Word	God wants us to learn God’s Word.	2 Timothy 1:5; 3:15	53
11	August 16, 2020	Paul and Timothy Served God	God gives us teachers to explain God’s Word.	Acts 16:1–5; 2 Timothy 1:5	58
12	August 23, 2020	God Kept Paul Safe	God wants us to trust Him always.	Acts 27:17–37	63
13	August 30, 2020	God Cared for Paul	God always cares for us.	Acts 28:1–6	68



## 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 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.

### 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.

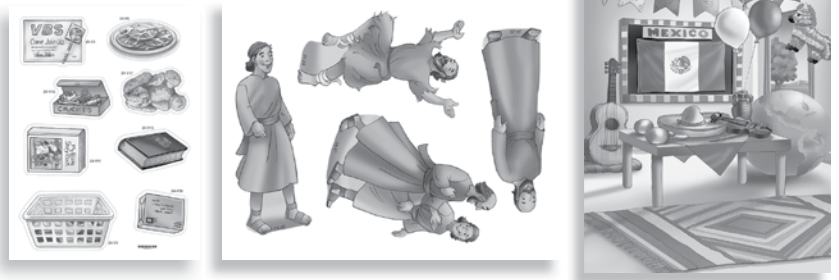
# STRONG<sup>®</sup>

## curriculum

The love that Peter and Paul showed for Jesus is the major emphasis of this quarter's Strong Kids for 2s & 3s. Children will experience what it means to love Jesus and will know how and why to love Him.

### 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.*

- |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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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# Basic Supplies for 2s & 3s Teachers

## Teaching Aids

*2s & 3s Music*, vol. 2 (20996)  
Peter Follows Jesus puzzle (5616)  
Flannelgraph board (6063)  
Bible  
Offering container  
CD player

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
4" x 6" index cards  
Self-adhesive labels  
Clear Con-Tact paper

## Writing Utensils

Large crayons  
Black and colored washable markers  
Permanent marker (for teachers)

## Office Supplies

Paper clips  
Paper punch  
Brass fasteners  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (for teachers)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Homelife Equipment

Dolls, doll clothes, doll furniture  
Toy dishes  
Play food  
Table, chairs  
Child-size mop, broom

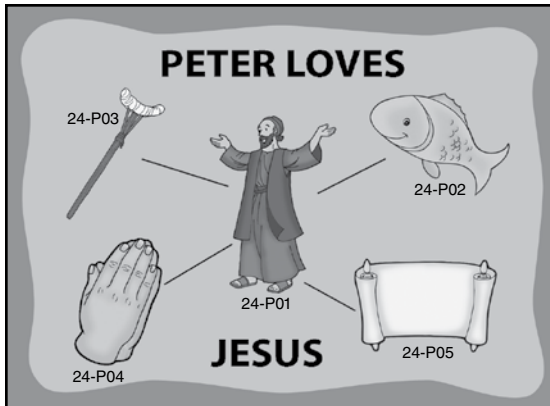
## Bulletin Boards

Scalloped yellow bulletin board border (8539)  
Blue letters (8510)

## Miscellaneous

Large blocks  
Play-Doh  
Craft sticks (regular and jumbo size)  
Lunch-size paper bags  
6" and 9" paper plates  
Wet wipes for cleaning hands  
Hand sanitizer  
Old plastic tablecloth for art projects  
Clean plastic tablecloth for food projects  
Paper cups, napkins, plastic silverware  
Ziplock bags  
Plastic tub at least 2' x 3' for sand

# Unit Bulletin Boards

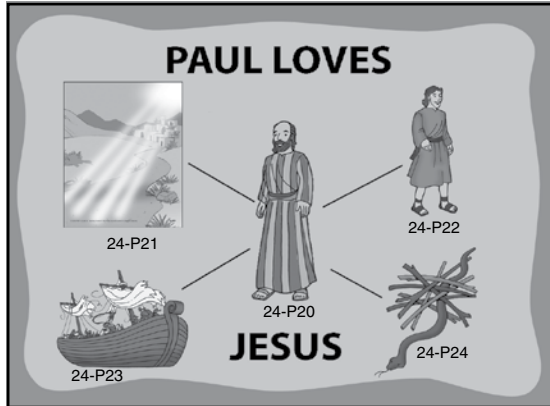


## Unit 1

Attach a light blue bulletin board background and the yellow border. Use blue letters to create the title "Peter Loves Jesus." (For border and letters, see page 4.)

Print resource 24-P01 (Peter), enlarging the image and printing it on 11" x 17" paper if possible. Mount the image in the center of the board. To give the board a 3-D effect, attach a piece of foam or sponge behind the figure so it stands out.

Print and cut out resources 24-P02 (fish), 24-P03 (crutch), 24-P04 (praying hands), and 24-P05 (scroll). Mount the fish image near the top right corner of the board. Add a length of ribbon from the fish to Peter. You will add resources 24-P03—24-P05 as indicated in lessons 3, 6, and 8.



## Unit 2

Keep the light blue bulletin board background and the yellow border. Use blue letters to change the title from "Peter Loves Jesus" to "Paul Loves Jesus." (For border and letters, see page 4.)

Print resource 24-P20 (Paul), enlarging the image and printing it on 11" x 17" paper if possible. Mount the image in the center of the board. To give the board a 3-D effect, attach a piece of foam or sponge behind the figure so it stands out.

Print and cut out resources 24-P21 (light), 24-P22 (young Timothy), 24-P23 (ship), and 24-P24 (wood and snake). Mount the image of the light near the top left corner of the board. Add a length of ribbon from the image to Paul. You will add resources 24-P22—24-P24 as indicated in lessons 11–13.

# Using Physical Activity to Teach God's Word

Sunday School is an important part of preschool children's spiritual development. Children's spiritual development is not an isolated learning process; rather, it's closely tied to mental, emotional, and physical development. For example, young children often use motor skills as a learning tool in conjunction with developing verbal and listening skills.

Since twos and threes are always on the go, incorporating physical activity in your classroom will benefit your students not only physically but spiritually.

The Regular Baptist Press 2s & 3s curriculum is specifically designed to incorporate large and small motor skills as

**Young children learn through play, so don't be afraid to use physical activity to teach God's Word.**

the children begin to learn about God and His Word. Young children learn through play, so don't be afraid to use physical activity to teach God's Word.

## Activities as Teaching Tools

### Guided Play

As you look through your teacher book, notice specific activities that involve movement or coordination. In the Guided Play section is usually a creative activity that involves small motor skills, as well as an activity that uses large motor skills. For example, lesson 1 of this quarter emphasizes fishing activities: building a boat, using a fishing pole, and pretending to cook a meal that includes fish.

### Verses, Songs, and Rhymes

Some of the memory verses, songs, and rhymes in the teacher book use actions as teaching tools. Print the rhymes and song sheets from the resource

CD and practice the motions. Then be confident in front of the children as you do the motions.

If songs do not have motions included, take the time to make up motions. Just be sure to use the same motions every time you sing the song. For instance, the song "I'll Be a Helper" lends itself to children pointing to their hands, feet, and mouths; holding their hands low to indicate "small"; spreading their arms out wide to indicate "all"; and pointing up to indicate "the Lord."

### Playacting

Three-year-olds will particularly enjoy playacting the Bible story with the teacher or along with the teacher's narration.

If you do not think children can playact an entire story, call on individual children to playact a small portion of the story. "Rob, can you show us what the healed man did when he found out he could walk?" Or have everyone be the healed man: the children sit on the floor, then stand, then walk in place, then jump as you talk about how he praised God that he could walk.

### Realistic Expectations

As you study each lesson, determine which activities are geared to the abilities of the majority of your students. Adapt an activity, if necessary, instead of hoping the children will catch on. They will become frustrated if they cannot do what you want them to do.

You may also need to adapt an activity by reciting an action rhyme or singing a song slowly at first and then increasing the tempo as the children learn the words and actions. You may also need to shorten an activity's length of time.

Keep in mind that when you are teaching with movement, children are trying to multitask with you. They are watching you do the actions, listening to you talk or sing, and trying to copy your motions while they sing along or recite the rhyme.

## Four Things to Remember

1. Every child has a unique developmental timetable. Children will show different motor, social, and mental characteristics at half-year increments as they grow.
2. Learn your age group's developmental characteristics. Be flexible and patient. If a child does not want to join in an activity right away, don't force participation. That child might try next time.
3. Children will be more apt to participate in a physical activity if you follow these guidelines:
  - Develop a classroom routine and stick to it.
  - Let children observe others first.
  - Give clear and simple instructions.
  - Repeat the activity to give children a chance to participate.
4. Plan resting or quiet activities in between active ones. Plan a physical activity (such as a rhyme or song with motions) just before the Bible story to prepare students for a listening time.

## Incorporating Large Motor Skills

To give children a chance to use large motor skills, try incorporating some of these ideas.

- Navigating obstacle courses
- Playing balancing games
- Chasing bubbles
- Pretending to be animals
- Doing stretching and bending activities
- Climbing in and through things, like cardboard boxes and Hula-Hoops
- Jumping over small objects

## Incorporating Small Motor Skills

To give children a chance to use small motor skills, try incorporating some of these ideas.

- Using rhythm instruments
- Playing with Play-Doh
- Stacking blocks
- Putting together puzzles (8 to 15 pieces)
- Tracing in sand or shaving cream



LESSON 1 | UNIT 1

# Peter Followed Jesus

Service

## Scripture Focus

John 21:1–17

## BuildUP Theme



INTERNALIZE GODLINESS

God wants us to love Jesus.

## Measurable Student Response

Each child will realize that he is not too young to serve the Lord.

## Memory Verse

“Serve the living God” (Hebrews 9:14, NKJV, ESV).

## Teacher Preparation

If you and I had been choosing Jesus’ disciples, we probably wouldn’t have chosen a fisherman like Peter, whom the world would describe as “uneducated and untrained” (Acts 4:13, NKJV). But Jesus knew what Peter could become and what the Holy Spirit could do with him. Be encouraged as you teach today!

During this week, read about Peter’s early calls to service in Matthew 4:18–20 and Luke 5:1–11 and his final call in John 21:1–17.

## Attendance

Give your full attention to each child who arrives. Stoop down to the children’s level to greet them. Show them their new attendance charts, and help children place today’s sticker over the 1. If children have brought offering money, let them put it in the offering container. Then direct children to the play areas.

Week 1 Sticker



Attendance Chart



Attendance Stickers



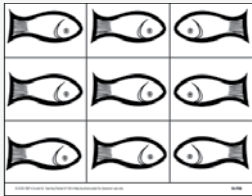


# Guided Play

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—Game

### Instructions



24-P06

1. Before class: Print copies of resource 24-P06 (fish) on various colors of construction paper. Cut out three or four fish for each child. Put a large paper clip on each fish's mouth. Make a fishing pole for each child by tying string to a 24" dowel and tying a magnet to the loose end of the string. Put the fish in a plastic swimming pool or on a blue tarp.
2. Show the children how to "fish" by moving the pole until the magnet connects with a paper clip.
3. Set aside two fish per child for Bible Time.

### Conversation

Our Bible stories for the next few weeks are about Peter. Peter was a fisherman before Jesus asked Peter to follow Him. We'll pretend we are fishermen today.

## Option 2—Homelife

### Instructions

1. Provide a toy kitchen, toy cooking supplies, toy food, and dolls.
2. Children pretend to cook a meal that includes fish and serve the meal to dolls.

### Conversation

Sometimes a fisherman catches fish and brings them home to eat. Have you ever eaten fish? Maybe you've eaten a tuna sandwich. Tuna is a great big fish that people catch. Or maybe you've eaten fish sticks. Fish is a good food for us to eat.

## Option 3—Blocks

### Instructions

1. Provide blocks, blue construction paper, and toy people representing various ages.
2. Children use the blocks to build small boats on top of blue paper, representing water, and arrange toy people on the boats.

### Conversation

Our Bible story today is about a fisherman named Peter. Sometimes people sit in a boat to fish. Let's make a pretend boat with the blocks. We can set some toy people on top like they're fishing or going for a ride in the boat.

### Transition

1. About five minutes before Bible Time, sing "Will You Put the Toys Away?" to alert the children to complete their activities and straighten each area.
2. The teacher who will conduct Bible Time should be in the story area when the first child arrives.

## Bible Time

### Sing

I'm so glad you're here today. (*Sing "I Am Glad You're Here Today," greeting each child and worker by name. Then sing "Jesus Loves Me."*)

### Recite

Recite the action rhyme "My Bible" to prepare the children for listening to the Bible story. Recite it twice—once so the children can watch you do the motions and a second time so they can participate.



"Will You Put the Toys  
Away?"



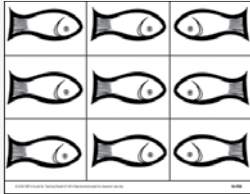
"I Am Glad You're Here  
Today"; "Jesus Loves  
Me"



"My Bible"

 **Teacher Tip**

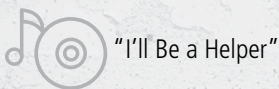
Tell the story from your open Bible. Use picture 24-1, resource 24-P06 (fish), and a fishing net as indicated.



24-P06



24-1



"I'll Be a Helper"

## BIBLE STORY

### *Peter Followed Jesus (John 21:1–17)*

Before class: Each child will need two paper fish, either set aside from Guided Play or printed from resource 24-P06. Also provide a fishing net to show the children.

Peter was a fisherman. All day long—and sometimes at night—Peter and his brother Andrew fished. They sat in their little boat and put the net over the side. (*Show the fishing net.*)

I will give each of you some fish to hold. (*Give each child two paper fish.*) When my net goes by you, throw your fish into the net. (*Let each child toss the fish into the net.*)

Peter and Andrew put all their fish in the boat. (*Set aside the fishing net.*) When they had lots of fish, they rowed back to shore.

When Peter and Andrew arrived at the shore, they sold the fish. That's the work they did for their families.

One day Jesus saw Peter and Andrew on the shore. They were cleaning their nets in the water. "Follow Me," Jesus said. "From now on, I want you to help Me." Peter and Andrew obeyed right away. They went with Jesus and learned how to be His helpers.

Just before Jesus went back to Heaven, Peter and some of his friends went fishing again. They met Jesus on the shore. Jesus talked to Peter alone. (*Show picture 24-1.*) "Peter," Jesus asked, "do you love Me?"

"Oh yes, Lord. I do," Peter said.

Jesus asked the same question two more times. Then Jesus said, "Peter, do My work."

Jesus had a special job for Peter to do after Jesus went back to Heaven. Next week we will learn what Peter did.

(*Point to the fish on the bulletin board.*) The fish on our bulletin board reminds us that Peter was a fisherman before he helped Jesus.

## Sing

Peter was a fisherman. But later he was a helper for Jesus. We can be helpers too every day. (*Sing "I'll Be a Helper."*)

## Memory Builder

*“Serve the living God” (Heb. 9:14, NKJV, ESV).*

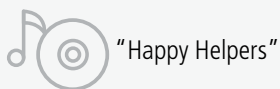
Listen quietly while I read our Bible verse. (*Read Hebrews 9:14 from your open Bible.*) The word “serve” means “help.” Do you think only grown-ups can serve God? You can serve Him too! You can use your helping hands to serve. Hold out your helping hands while we say the verse two times. (*Recite the verse twice.*)

### Sing

Let’s sing another song about helping. (*Sing “Happy Helpers” twice.*) Can you tell me some ways you use your hands to be a helper? (*Let children respond; repeat the Bible verse after each response.*)

### Pray

Now let’s talk to God. Show me how you get ready to pray. (*Pray briefly, asking God to help the children be happy helpers.*)



## Student Book Time

Distribute the lesson 1 student book sheet. Show your completed sheet.

Here’s a picture of Jesus and Peter. Jesus talked to Peter just before Jesus went back to Heaven. He asked Peter if he loved Him. Peter said he did. Jesus asked Peter to serve Him in a special way.

As the children color the picture, remind them that children can love and serve Jesus too. Give each child the boat sticker to place over the X in the water.

## Cleanup Time

Ask the children to help you put away the student book materials. Take children to the restroom, making sure they wash their hands before returning to class.

Cleanup should bridge the gap between Sunday School and Junior Church. Some children may go home at this time. Be sure they have their student book sheets and take-home cards. Other children may arrive for Junior Church only. Help them feel like they’re part of the group. Make any personnel changes quietly and efficiently.