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<b>Unit 1   Deliverance through Jesus</b>					
1	March 7, 2021	Jesus Proved He Is Our Deliverer	♥ Jesus is qualified to be our deliverer because He is God's Son.	John 20:31	8
2	March 14, 2021	Jesus Delivered from Death	♥ Jesus has the power to deliver us from death.	John 11:25	18
3	March 21, 2021	Jesus Offered Deliverance	♥ Jesus deserves our praise for delivering the world from sin.	Mark 11:9	27
4	March 28, 2021	Jesus Pictured Deliverance	♥ Jesus showed us that only He can deliver the world from sin.	John 13:8	35
5	April 4, 2021	Jesus Provided Deliverance	♥ Jesus died to provide deliverance from sin.	Acts 16:31	44
6	April 11, 2021	Jesus Secured Deliverance	♥ Jesus rose again to make deliverance from sin permanent.	1 Corinthians 15:4	53
7	April 18, 2021	Jesus Spread the Message of Deliverance	♥ Jesus wants us to tell others about deliverance from sin.	John 14:3	63

<b>Unit 2   Deliverance through Moses</b>					
8	April 25, 2021	God Protected Moses	🧠 God's plans can never be stopped.	Psalms 115:3	72
9	May 2, 2021	God Troubled Egypt	🧠 God is the only true God.	Exodus 15:11	82
10	May 9, 2021	God Spared His People	♥ God provided Jesus as the sacrifice for our sins. 🧠	Ephesians 1:7	92
11	May 16, 2021	God Parted the Red Sea	🌟 God leads us by His grace.	Proverbs 3:6	101
12	May 23, 2021	God Taught Israel to be Thankful	🌟 God wants us to give thanks when tempted to complain.	Numbers 11:1	111
13	May 30, 2021	God Judged Israel's Disobedience	🌟 God is gracious to us.	Ephesians 2:8	120

# 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 Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.


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 the quarter's Strong Kids for Pre-Primaries, children will learn that God sent Jesus to be our Savior from sin. They also will rejoice in God's power to deliver His people from slavery in Egypt.

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Papers\*
- One Attendance Chart and Sticker Page\*
- Teaching Picture Book
- Flannelgraph figures
- Resource CD with online download code
- Bible Story DVD
- Michael and Emily Storybook
- Posters

\*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 Purchase (Sold Separately)

- Strong Kids Music Vol. 1



## The Doctrinal Basis of Our Curriculum

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

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• The verbal, plenary inspiration of the Scriptures</li> <li>• Only one true God</li> <li>• The Trinity of the Godhead</li> <li>• The Holy Spirit and His ministry</li> <li>• The personality of Satan</li> <li>• The Genesis account of creation</li> <li>• Original sin and the fall of man</li> </ul> | <ul style="list-style-type: none"> <li>• The virgin birth of Christ</li> <li>• Salvation through faith in the shed blood of Christ</li> <li>• The bodily resurrection and priesthood of Christ</li> <li>• Grace and the new birth</li> <li>• Justification by faith</li> <li>• Sanctification of the believer</li> </ul> | <ul style="list-style-type: none"> <li>• The security of the believer</li> <li>• The church</li> <li>• The ordinances of the local church: baptism by immersion and the Lord's Supper</li> <li>• Biblical separation—ecclesiastical and personal</li> <li>• Obedience to civil government</li> <li>• The place of Israel</li> </ul> | <ul style="list-style-type: none"> <li>• The pretribulation rapture of the church</li> <li>• The premillennial return of Christ</li> <li>• The millennial reign of Christ</li> <li>• Eternal glory in Heaven for the righteous</li> <li>• Eternal torment in Hell for the wicked</li> </ul> |
|---|--|---|---|

# Do You Tell a Good Story?



**H**ave you ever heard someone tell a really good story? Maybe a grandparent or great-grandparent tells a story about the family that he remembers from the past. Or your pastor tells a humorous story from his youth. Or a missionary tells of a dramatic experience on the field. A vivid story will stay in one's memory long after the facts have faded.

Jesus was a master storyteller. He used stories from everyday Bible-time life to illustrate spiritual truth. Stories of the Good Samaritan, the good and faithful servant, the sower and the seed, the lost lamb, and others continue to inspire us today. And He didn't even have visuals!

Pre-Primaries thrive on stories. They admire heroes, enjoy action, and identify with good versus evil themes. Bible stories inherently have the makings for well-told stories. The advantage of telling Bible stories is that you are communicating truth from God's Word. Your students are learning important spiritual lessons and building Bible knowledge that will stay with them for life.

## Learning the Story

When you are preparing your lesson, read the Bible passage(s) listed in the Scripture Focus for each

lesson. Then read through the story in the teacher guide several times to familiarize yourself with the story flow and presentation of the theme through the story. Don't memorize word-for-word unless there is dialogue or Scripture quotation.

Form a mental picture in your mind of how you will describe the events, scenes, and characters. Formalize the plot in order, realizing the sequence of events. Do not embellish events or add to the Scripture account. Practice telling the story out loud while you are doing household chores or sitting in traffic. You may want to make an outline on an index card and tape it to the dashboard.

Practice with the visuals until you are comfortable with them. The teaching pictures and flannelgraph are specifically developed to draw children into the lesson. They help set the mental picture of the Bible-time people of Jesus' day. Even after they go home, children will connect what they saw with what they heard.

## Telling the Story

For some stories that have much action, it is better to stand so you can use large gestures and foot motions (Zacchaeus climbing, disciples fishing, Peter running to tomb). For less active lessons, you will want to be seated closer to students to set a more serious tone and capture attention in a different way.



Whatever manner of delivery you choose, observe these rules of storytelling.

- Make sure each child can see you and the visuals you are using. Good eye contact creates a bond between the teacher and the learner.
- Have your Bible open on your lap or beside you on a table. If you are using flannelgraph, place it in your Bible at the passage and move the figures from the Bible to the board. Inform students that this is a true story from God's Word. The presence of your Bible helps emphasize this.
- Learn to use voice inflexion to communicate the meaning and importance of the story. Use an "alive" voice to suit action. Practice other methods of enhancement, such as shouting, whispering, laughing, or crying.
- If students get too carried away with action, have a predetermined signal with the children to bring their attention back to you and the story (finger to lips, two fingers to eyes, sign language). Don't shout, snap fingers, or whistle. Try to use a silent sign.
- Avoid rushing from action to action. Start the story at a moderate pace. Then you can accelerate the pace when the story gets exciting or show down to emphasize a point. Leave enough time to bring the lesson to an unhurried conclusion. This is often where the salvation message or Bible truth is emphasized and a challenge for change is given.

## Using the Audience

Plan to let children get involved with the visuals. Distribute flannelgraph figures to several children and let them come up to place them on the board at the right time in the story. For review, choose a student to use the figures and retell the story.

Choose a student to hold the teaching picture while you talk about it. Or have another student help by pointing out people or action: "John, can you point out Peter in this picture? How does his face look?" Call on a student to tell what is happening in an application picture from the resource CD or Internet.

An expressive and active student will thrive on showing emotion or facial expression or motion to the rest of the class. Let him know ahead of time that you need his help to tell the story and that he needs to listen carefully for his time to "help" you.

As you prepare to teach the Bible lesson this week, pray that God will give you the ability to teach His Word. Remember that He wants to use you to communicate Bible truth to young children, and He will give you the skills to do it. Ask others to pray for you as you prepare your lesson and at the time you are teaching.

### The Six-Year-Old Pre-Primary

Due to the birthdays of some children, they are six years old but are in kindergarten in school. You will soon discern that they are chronologically and developmentally advanced. You might identify them with some of these traits.

#### A six-year-old—

- is eager to learn and has a longer attention span.
- asks questions.
- likes to win.
- plays well in groups.
- believes what he is told is true.
- wants to please his teacher.
- likes Bible stories with action and dialogue.
- may be ready to accept Christ as Savior.

# Basic Supplies for Pre-Primary Teachers

## Teaching Aids

Bible  
Offering container  
Flannelgraph board (26" x 36") (6063)  
CD player  
Pocket chart (8664)  
Word strips (pkg. 75) (8666)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
Card stock  
Index cards  
Self-adhesive labels  
Lunch-size paper bags  
6" and 9" paper plates  
Paper cups, napkins, plastic silverware  
Paper towels  
Tissues

## Markers

Pencils; colored pencils  
Crayons; washable paint daubers  
Black and colored felt-tip markers

## Office Supplies

Paper clips  
Brass fasteners  
Rubber bands  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (Blunt ends for students)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Role Play Items

Child-size mop, broom, etc.  
Dress-up clothes; lengths of fabric  
Plush animals  
Finger puppets  
Nonworking cell phones  
Paper towel or wrapping paper cardboard rolls  
Aluminum foil

## Bulletin Boards

Blue Scalloped Border (8537)  
Green Scalloped Border (8587)  
Blue 3" letters (8510)  
Yellow 3" letters (8513)

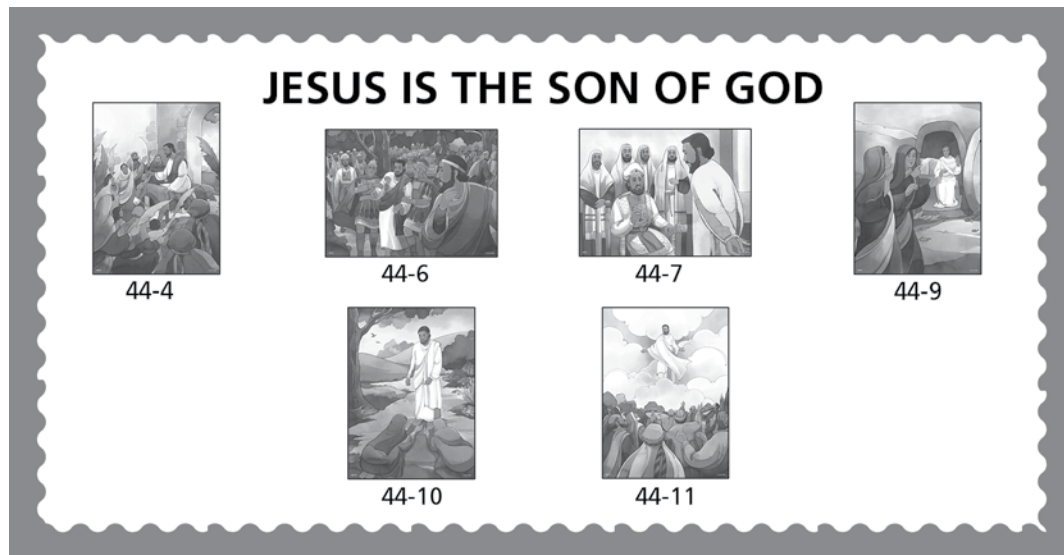
## Miscellaneous

Large blocks; other types of building sets  
Cardboard boxes (all sizes)  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloths for art or food projects  
Styrofoam  
Large plastic bags or old shirts for smocks  
Ziplock bags (sandwich- and snack-size)  
Water colors and brushes  
Yarn  
Chenille wires  
Cotton balls  
*Note: Products with an order number are available from Regular Baptist Press.*

# Unit Bulletin Boards

## Unit 1

The theme for unit 1 is deliverance through Jesus. The lessons prepare students for an understanding of the true meaning and purpose of the celebration of Easter. Choose a light background and add a scalloped green border (available from Regular Baptist Press; order no. 8587). Use 3" yellow letters to make the title: Jesus Is the Son of God (EZ letters; order no. 8513). Center the title on the board as shown. Print the following teaching pictures from the resource CD: 44-4, 44-6, 44-7, 44-9, 44-10, 44-11. Attach the pictures on the board as shown in order of the events. This presentation gives a good overview for students every time they enter the classroom.



## Unit 2

Before beginning lesson 8, remove the unit 1 bulletin board. Use the scalloped blue border (RBP; order no. 8537) and 3" blue letters (EZ letters; order no. 8510). Add the title to the side of the board as follows: God's Plans Can Never Be Stopped. Copy verse poster 44-H onto 11" x 17" paper and mount next to the verse. This poster gives good opportunities for discussion, verse review, and reminders that God uses His power to make sure His plans are not stopped by anyone or anything.



LESSON 1 | UNIT 1

# Jesus Proved He Is Our Deliverer

## Temptation of Christ

### Scripture Focus

Matthew 4:1–11

### BuildUP Theme



BELIEVE THE GOSPEL

Jesus is qualified to be our deliverer because He is God's Son.

### Measurable Response

The student will acknowledge the deity of Christ.

### Memory Verse

"Jesus is the Christ, the Son of God" (John 20:31).

## Teacher Preparation

Read the Scripture Focus, the account of Jesus' baptism and temptation in Matthew 3:13—4:11.

There are many lessons to be learned from this account: the need for obedience, the need to know and hide God's Word in one's heart, the deity of Christ, the truth of the God-Man. Those are all valid points to be made while teaching this account. However, this lesson will focus on emphasizing Christ's deity and thus His qualifications to be our Savior.

These truths can seem daunting to present to four- and five-year-old children. Keep these truths front and center during your lesson: Jesus is God's Son. Jesus is God. Jesus is perfect, holy, and without sin. Jesus alone is our Savior.

After studying the temptation in Matthew, read how the story ends in Philippians 2:5–9.

## Transition from Sunday School

### Snack Time

1. Children should use the restroom and wash hands.
2. Serve a bread item of your choice to highlight Jesus' temptation to turn stones into bread: corn bread, muffin, slice of bread with jam, etc. (For an option to Snack Time, read Option 3 in Guided Play.)
3. Choose students to help serve the bread item, napkins, and to pray.



# Guided Play

Guided Play is designed for students to explore the concepts in the Bible lesson for themselves. You may choose to use these ideas or create more of your own. You may prefer to set up stations that the students can choose from as they finish their snack, or you may conduct one of these activities as a group.

## Option 1—Memory Verse Game

### Gather

- Verse poster 44-A (John 20:31) from resource kit #1244.
- Nine paper dessert plates.
- Permanent marker.
- Nine rolls or slices of bread (large enough to cover the words on the plate).

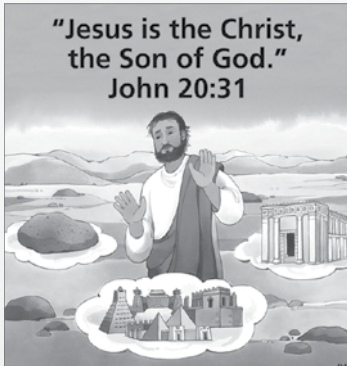
### Steps

1. Before class, prepare the game. Use a permanent marker to print each word of the verse and the reference in the center of a plate.
2. Display verse poster 44-A. Read the verse out loud as you point to the words.

**ASK:** Who is Jesus? There are TWO answers to this question! (Point to the words on the visual.) *Jesus is the Christ. Jesus is the Son of God.* Jesus is both “the Christ” and the “Son of God.”

When we say Jesus is “the Christ,” we are saying “Jesus is the promised Savior.” Jesus is also the Son of God. He is equal with God; He is fully God.

3. Display the plates across a low table. Gather your students around. Read the verse as you point to each plate. If desired, select a student to point to and read each word.
4. Choose a student to place a roll or slice of bread on top of one plate, concealing the word. That student must now point to and lead the class in reading the verse, including the concealed word.
5. Continue the process until every word is covered by bread and the verse is recited by memory.
6. If time permits, reverse the activity by removing the bread, one plate at a time. Students may also explore other ways to interact with the verse: flip one plate upside down each time, or mix up the plates and then rearrange them in verse order.



44-A

## Option 2—Stone Exploration

### Gather

- Stones of varying size, shape, color, and texture.
- A large container to store stones.

### Steps

1. Before class this week, take a walk around your neighborhood and gather several stones of various sizes, shapes, and colors. Also check gardening shops and hobby or craft shops for stone options. Wash and dry as needed and place in container or box.
2. Display box of stones on a low table or even in a designated area on the floor.
3. Let students examine the stones. Encourage them to describe the stones, using their senses. Encourage students to sort the stones into various categories by size, color, texture, etc.

**DISCUSS:** Encourage students to compare stones: Which one is largest, which is smallest, how are they alike, how are they different?

## Option 3—Make Your Own Sandwiches

### Gather

- Soft sandwich bread.
- Whipped cream cheese (kids like strawberry).
- Plastic knives.
- Cookie cutters: seasonal shapes.
- Paper plates.

### Steps

1. Give each student a paper plate, two slices of sandwich bread and a plastic knife.
2. Guide the student to spread cream cheese on one slice of bread and lay the other slice on top.
3. Let students choose a cookie cutter to press into the bread, cutting all the way through, to create a shape sandwich.
4. As you eat the sandwiches, discuss being hungry and what it would be like to not eat for forty days.



#### Teacher Tip

This activity takes the place of Snack Time.



#### Teacher Tip

Check with parents who might want to provide gluten-free options. Make adaptations as necessary or choose another activity.

# Bible Study Review

For your convenience, you will find the same Bible lesson that was taught in Sunday School printed below. Review the key points as you interact with the students. Use your open Bible as you teach and read directly from Scripture when appropriate. Encourage the students to interact with your lesson by asking questions.

*Jesus Proved He Is Our Deliverer (Matt. 4:1–11)*

## Gather

- Teaching picture 44-1 from Bible Picture Book (resource kit #1244).
- Large Post-It Notes (3" x 5").
- Resource 44-R1 ("Long Before") from resource CD #1244.

Many weeks ago, we celebrated a fun and special holiday.

**ASK:** Do you remember what holiday that was? *Christmas!*

**ASK:** Do you remember *why* we celebrate Christmas? *We celebrate Christmas because it is Jesus' birthday!*

That's right! We learned so much about Jesus and His coming to earth as a tiny baby. But we also learned that Jesus' life did not begin on Christmas. We learned that Jesus is God's Son and that He lived in Heaven with His Father, God, long before He came to earth as a tiny baby. Let's review that truth with an action rhyme from many weeks ago.

**ACTIVITY:** Read the action rhyme "Long Before" and do the actions. Encourage your students to repeat after you and do the actions.

We certainly enjoyed learning about baby Jesus. But babies grow, and Jesus grew too. He learned to read, write, throw a ball, and help His mother and father . . . just like you. Then Jesus grew to be a teenager and a young man. Jesus' earthly father was Joseph. Joseph was a carpenter. He built things with wood. Joseph probably taught Jesus how to build things too. When Jesus was a man, God told Jesus to begin showing the people Who He was: God's Son.

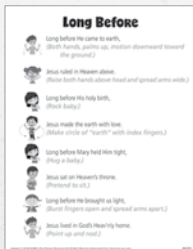
First, Jesus showed He was God's Son when He was baptized in the Jordan River. This showed Jesus' willingness to obey God and do all that His Heavenly Father wanted Him to do. God was very pleased with His Son, Jesus.

After Jesus' baptism, God led Jesus away to a quiet place where He could be alone for forty days. During those forty days, Jesus fasted and prayed. The word "fasted" means that Jesus did not eat at all for the



### Teacher Tip

Before class, cover the temptation picture clouds on 44-1 with the notes (horizontally so you can flip them up).



44-R1

forty days. He spent all His time praying to God and thinking about what God had sent Him to do on the earth.

**ASK:** If you had not eaten any food for forty days, how would you feel? Discuss being hungry.

**ACTIVITY:** Show me your hungry faces. Would you moan? What would you say to your mom?

Listen to what the Bible said about Jesus.

**READ:** Matthew 4:2.

Jesus was fully God, but He was also fully man. Yes, Jesus was holy, pure, faithful, all-knowing, all-powerful, and merciful . . . just like God. But Jesus had a human body. His body got hungry and thirsty and tired, just like ours.

Just then, Satan came along. He knew where Jesus was, and he knew that Jesus was hungry. Satan is God's enemy. Satan used to be a beautiful angel who lived in Heaven. Satan wanted to be more important than God! Satan wanted to be worshiped just like God! He was filled with pride and sin. God cast Satan out of Heaven. Satan hates God's Son, Jesus. Satan did not want Jesus to be our Savior. Satan thought he could make Jesus sin so that He could never be our Savior.

Satan tempted Jesus, "You must be very hungry. If You are the Son of God, turn these stones into bread." (Remove covering over bread.)

Jesus had the power to turn the stones into bread. But Jesus wanted something more than food: He wanted to obey God, His Heavenly Father, not Satan, Their enemy!

**READ:** Matthew 4:4.

**DISPLAY:** Teaching picture 44-1.

Jesus told Satan that listening to and obeying God's Word was more important than food! He would obey God, even if that meant not eating.

Satan tried to tempt Jesus to sin another way. He took Him to the top of the temple. (Remove covering.)

"If You are the Son of God, throw Yourself off the top of this high place. You know God will send His angels to protect You. Go ahead. Show me Your power."

Jesus knew Satan was tempting Him to do something prideful. Let's read what Jesus said.

**READ:** Matthew 4:7.

By tempting Jesus, Satan was tempting God too. Jesus told Satan what he already knew. He was not to tempt the Lord.

He tried one last time to get Jesus to sin. If Jesus sinned, He would not be holy! If Jesus sinned, He would not be able to save us from our sin! If Satan could get Jesus to sin, . . . then He could not be our Savior!

Satan tempted again, "Let me show you something." (Remove note covering cities.)

From a high place, Satan showed Jesus all the rich cities and kingdoms of the world. He saw the gold, silver, jewels, and precious stones from all over.

"Bow down and worship me," Satan commanded. "If You bow to me, I will give You power to rule over all the kingdoms of this world! You will own all of this."

Satan wanted Jesus to think that He could rule the world and not have to die on the cross. But Jesus knew He should only serve God and do what He was sent to do.

**READ:** Matthew 4:10 with force and conviction.

**ACTIVITY:** Let's say what Jesus said, "Be gone, Satan!" You try it. Hold out your hand, palm forward, as if you are saying "STOP!" Say it with me, "Be gone, Satan!"

Jesus knew God was the only One worthy of worship. Jesus knew He alone was God's Son and that someday He would be the Savior of the world. Then God would crown Him King of Kings and Lord of Lords. Jesus knew God's way was perfect.

"Be gone, Satan! Scripture says to worship the Lord your God and serve only Him. I will not obey you!" Jesus replied.

Satan failed! Jesus won! Satan gave up and left Jesus. God sent His angels to care for Jesus.

Jesus had every chance to sin, but He did not. Jesus proved that He is worthy to be our Savior because He is the sinless Son of God.

Let's thank God for Jesus. Let's thank Jesus for being the sinless, holy, Son of God and our Savior.

**PRAY:** Pray a simple prayer of thanks. If desired, invite your students to repeat after you and pray too.

# Application Story

## Gather

- *Michael and Emily Storybook* from resource kit #1244.

## Daddy's Daddy

Daddy, Mommy, Michael, and Emily sat on the sofa in the living room. They had just finished singing "Happy Birthday" to Grandpa on the phone. Daddy was making plans to meet Grandma and Grandpa for dinner. Michael and Emily listened quietly as Daddy talked.

"Okay, that sounds great. We will see you this Friday night. Love you, Dad," Daddy said and hung up.

"This Friday at six o'clock we are going to Grandpa and Grandma's house for a birthday dinner for Grandpa," Daddy informed the family.

Michael and Emily cheered. They loved Grandma and Grandpa's house. They loved birthday cake even more.

"Wait, you said, 'love you, Dad' before you hung up. Who were you talking to?" asked Michael.

"I was talking to Grandpa," he answered.

"Then who is Dad? I thought you were Daddy. Why did you say, 'love you, Dad,' to yourself?" Michael asked.

Daddy laughed. "Michael, I have a Daddy too. Grandpa *is* my dad."

Michael just stared at Daddy's face. Then his eyes lit up. "Grandpa is your Daddy! Were you a boy like me?" Michael was surprised.

"Yes!" Daddy smiled. "I was a boy just like you. Grandpa was *my* Daddy. He still *is* my Daddy. I've just grown up, and now I call him 'Dad.'"

"That's so weird. I only thought of him as my Grandpa. It is funny to think of him as a daddy too," Michael commented.

Daddy had an idea. "When we go over to Grandma and Grandpa's house on Friday, we will get out some of the old pictures of when I was a boy and Grandpa was my Daddy. Would you like that?"

"I sure would," Michael agreed.

(Show picture 44-ME1.) Grandma and Mommy and Emily worked on getting the meal ready. Daddy, Michael, and Grandpa pulled out the photo albums. Sure enough, there was Daddy as a little boy.



44-ME1

"There's your daddy and me at his very first baseball game," Grandpa pointed to a picture.

"And here is when I caught my first fish. Daddy pointed to another photo. "Wow, that was a long time ago."

"Hey, look at this one," Michael pointed. "That guy looks just like you. Is he your brother?"

"No, Michael," Daddy corrected. "That's Grandpa when he was young!"

Michael was surprised. The man in the photo looked just like Daddy!

"What's this picture?" Michael asked. It was a picture of a young father and boy who were all dressed up in suits and ties.

"Oh, your dad and I went to a father and son dinner at church," Grandpa smiled as he turned to Daddy.

Daddy laughed. "I was so proud you were my father. And that was my first tie."

"Our Sunday School teacher said that Jesus is God's Son. That means Jesus is God, right?" Michael reasoned.

"Yes. We say that God is the Father and Jesus is His Son. Jesus is fully God, just like His Heavenly Father, God. God is perfectly holy, perfectly merciful, perfectly just, and perfectly loving. Jesus is all those things too, because He is God's Son."

Michael nodded and continued looking at the pictures. "I'm glad I'm your son," Michael added. "And that you are Grandpa's son. Thanks for showing me these pictures."

"You're welcome, **son**," Daddy winked.

## Questions

1. Who was Daddy's Daddy? *Michael's grandpa and Daddy's father.*
2. What pictures did Michael see? *His daddy as a little boy with his father, at a ball game, learning to fish, dressing up to go to church.*
3. Who is God's Son? *Jesus.* Who is Jesus' Father? *God.*

# Application Craft

## Solid Rock Painted Reminder

### Gather

- Tempera paint.
- Paint brushes.
- Plastic table cover.
- Smocks (plastic bags cut out at head and arms, men's T-shirts).
- Paint trays or paper plates.
- Smooth fist-sized stones (collect or purchase smooth rocks at craft stores).
- Handwipes and damp paper towels for cleanup.
- Blow-dryer (optional).

### Steps

1. Before class, cover your work surface. Pour paint onto plates. Provide a couple of brushes for each color. Remind students not to mix brushes. In other words, the red brush is only for painting red, the blue brush is only for painting blue.
2. Give each student a smock and a stone. Explain that students may paint their rocks with letters or pictures.
3. Let students paint their rocks as desired. Discuss how Satan tried to tempt Jesus to turn stones into bread.

**ASK:** With each temptation, how did Jesus respond? *He responded by obeying God's Word.*

**ASK:** What did Jesus finally say to Satan? *Be gone, Satan!*

**ASK:** Did Jesus sin? *No. Jesus is God's sinless Son, and He alone is the Savior.*

4. Allow the stones to dry (use a blow-dryer, if necessary). Enlist students for cleanup.
5. If the stones dry completely, send them home. Or let stones finish drying and send them home next week.



# Clean Up and Say Good-bye



## Teacher Tip

If stones remain until next week, place each stone on a paper plate with the name on it so there is no mix up!



"My God Is So Great"

## Gather

- *Strong Kids at Home* take-home paper and cover wrap for each student.
- Students' crafts and student book pages (from Sunday School).
- *Strong Kids Music* CD Vol. 1.

## Steps

1. Enlist the students' help to clean up the craft area and your classroom.
2. Give each student a copy of *Strong Kids at Home* take-home paper for Pre-Primaries and the cover wrap. The take-home paper has additional activities for parents to complete with their children as a way of reinforcing the lesson and measuring spiritual growth.
3. If time allows, sing "My God Is So Great" (*Strong Kids Music* CD, track 17).
4. Close in prayer and thank each child for coming to church today.
5. Sing the "Good-bye Song" to the tune of "If You're Happy and You Know It."

### "Good-bye Song"

It's time to say good-bye to all our friends. (Wave to a friend.)

It's time to say good-bye to all our friends. (Wave to another friend.)

We have learned a lot today. (Nod yes and tap head.)

May God keep you in all ways. (Praying hands.)

Oh, it's time to say good-bye to all our friends. (Wave.)