

God Helps

STRONG kids






Strong Kids Introduction	2
Pre-Primary Resources	3
Tips for Teaching Children with Disabilities	4
Basic Supplies	6
Unit Bulletin Boards	7

Session	Date	Title	Theme	Verse	Page
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Unit 1 | Elisha: God Is Caring

1	March 3, 2024	God Cared for a Widow	  God loves and cares for the needy.	Galatians 6:10	8
2	March 10, 2024	God Cared for a Family	  God gave life to show He cares for people.	1 Peter 5:7	15
3	March 17, 2024	God Cared for His Prophets	  God takes care of those who serve Him.	Psalms 37:3	22
4	March 24, 2024	God Cared for an Enemy	 God's love extends to all people, even enemies.	John 3:16	29

Unit 2 | Daniel: God Is Close By

5	March 31, 2024	The Friend on the Cross	 Jesus, our Friend, died for us on the cross.	John 15:13	36
6	April 7, 2024	The Friend in Captivity	 Jesus, our Friend, helps us obey even when it's hard.	Acts 5:29	43
7	April 14, 2024	The Friend in the Fire	 Jesus, our Friend, is with us all the time.	Psalms 56:3	50
8	April 21, 2024	The Friend in Heaven	 Jesus, our Friend, hears our prayers.	Proverbs 15:29	57
9	April 28, 2024	The Friend in the Den	 Jesus, our Friend, answers our prayers.	Jeremiah 33:3	64

Unit 3 | Esther: God Is in Control

10	May 5, 2024	God Directed His People	 God sets up and takes down kings and queens.	Romans 13:1	71
11	May 12, 2024	God Encouraged His People	  God gives us courage to stand for Him.	Psalms 46:1	78
12	May 19, 2024	God Honored His People	  God honors those who honor Him.	Proverbs 21:21	85
13	May 26, 2024	God Protected His People	 God's plan cannot be stopped by anyone.	Proverbs 21:1	92



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STRONG[®]

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[®] curriculum

Strong Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ. In this quarter's Strong Kids for Pre-Primaries, children will learn that God desires to help us. Through lessons on Elisha, Daniel, and Esther, students will realize that God controls everything and everyone. On Easter Sunday, week 5, the emphasis is on Jesus' love for us in giving His life and the truth that He is alive.

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
- E-mail: 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. 2



The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

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

Tips for Teaching Children with Disabilities

Ultimately the goal for every child in your classroom is to know that God loves him and cares about him. For a child with a disability, this is very important. How you include impaired and disabled children in your classroom may be a learning experience for you. However, most impaired children are included in school classrooms, so your students may be more comfortable with the situation than you think.

Many of the student workbook lessons, application stories, and suggested role play activities in the Strong Church curriculum encourage young children to find ways to help and show care to others. Children are usually eager to help. When you see this happening spontaneously, thank the child who is helping. "Thank you for picking up Evan's crayon, Carolyn." NOTE: Avoid targeting the disability: "Thank you for picking up Evan's crayon, Carolyn. He can't see it."

The suggestions that follow may help you improve some of your teaching methods, not only for impaired children but for general classroom teaching. Highlight ideas that you feel will improve the way you share God's Word.

Hearing-impaired Students

- Use more visuals and hands-on teaching methods. Don't use talking as the only teaching method. Especially avoid reading the Bible story out of the teacher book.
- Make directions as simple as possible and always make a sample handwork sheet or craft. Everyone understands better if the finished product is displayed.
- Speak face-to-face so students can see your lips (some read lips at this age) and recognize sounds if they have partial hearing.
- Make intentional facial expressions to better communicate fear, sadness, excitement, or



joy as you tell the Bible story.

- Avoid slowing down or leaving gaps in your speech pattern. It may be more difficult to track the flow of your sentences.
- Many verses, songs, and rhymes include motions or sign language. Plan to use these teaching tools.

Vision-impaired Students



- Orient the child to the room. Don't change the room arrangement unless it is necessary, and then be sure to orient the child to the new situation.
- Incorporate other senses in your learning activities: touch, sound, smell, taste.
- Practice using voice inflections. Look for punctuation in the story account that indicates emphasis on a word or sentence.
- Use music in every teaching session, either to sing along or to listen to a music CD.
- Give clear instructions. Wait until everyone is quiet before you speak. This helps everyone.

Suggestions for the student with functional, but limited, sight.

- Seat the child away from windows that might have glare.
- Make sure that child is seated close to you when you show visuals.
- Use large pictures. Application or discussion pictures should be bright with minimal

background details and bold outlines. Enlarge on a copier and outline key figures with a black marker.

- Recognize when the student is getting too frustrated with a project and ask if you can help or if he would like another child volunteer to help him do something.

Physically-impaired Students



- Modify your room and furniture if needed.
- Physically impaired does not mean mentally deficient. Let the student do as much as he can.
- Ask the parents what kinds of adaptive materials the child might need (e.g., pencils and crayons with grips, lapboards, cups for snack time).
- Allow extra time for activities, especially if motor skills of hands are an issue.
- Let other students learn to help.

Students with Speech Problems

- Listen to what they are saying, not how they are saying it.
- Don't rush them; give them time to communicate.
- Don't pressure them to answer questions or speak if they don't want to. Ask questions that only require a one-word answer.
- Let students use optional ways to communicate, like hand signals or pointing.
- Recite verses as a group.

Students with Attention Difficulties

- Have them sit near you for the story and during handwork.
- Avoid sugary snacks. Ask parents about other food restrictions.
- Keep the same routine and stay on schedule.
- Avoid overstimulation: competitive games; loud music; a lot of hanging, waving objects attached to the ceiling.
- Provide opportunities to move and help. Letting this child distribute paper, crayons, or cookies gives a sense of worth. If motion is called for in the story, let children take a few minutes to do so.

Even though you may not presently have a child with a disability in your classroom, all students can benefit from some of the ideas presented in this article. As you gain experience in working with children who have disabilities, you may decide to alter some of your teaching methods for all children.



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 (sharp points for teachers; 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

Scalloped Blue Border (8537)
Scalloped Yellow Border (8539)
Blue 3" letters (8510)
Yellow 3" letters (8513)

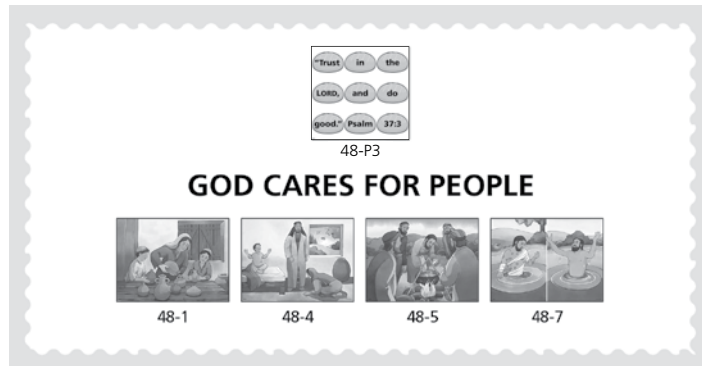
Miscellaneous

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)
Watercolor paints and brushes
Yarn
Chenille wires
Cotton balls
Note: Products with an order number are available from Regular Baptist Press.

Unit Bulletin Boards

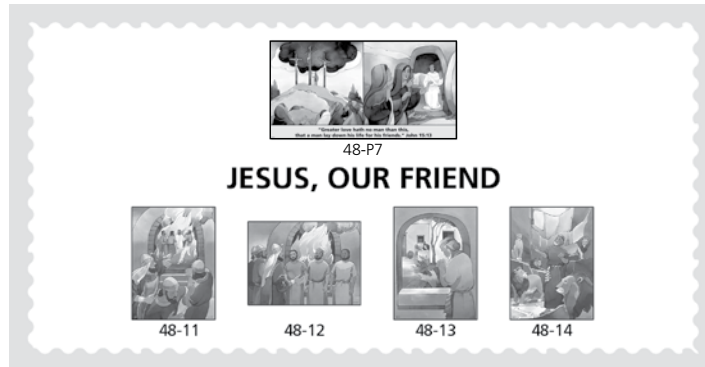
Unit 1

Prepare the bulletin board before the first Sunday of the quarter. Use a yellow border (8539) and yellow EZ letters (8513). Print poster 48-P3 and the following teaching pictures from the resource CD: 48-1, 48-4, 48-5, 48-7. Use the board as a review at the end of unit 1.



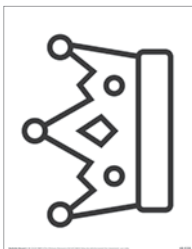
Unit 2

Prepare the bulletin board before unit 2. Use a yellow border (8539) and blue EZ letters (8510). Copy poster 48-P7 and the following teaching pictures from the resource CD: 48-11, 48-12, 48-13, 48-14.

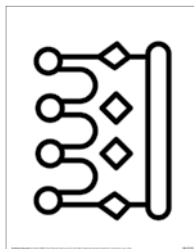


Unit 3

Prepare the bulletin board before unit 3. Use a yellow border (8539) and blue EZ letters (8510). Make several copies of the crowns on resources 48-R38 and 48-R39. Provide coloring and art supplies for your students to decorate the crowns. Arrange the crowns on the bulletin board and add the following title: GOD IS IN CONTROL.



48-R38



48-R39

LESSON 1 | UNIT 1

God Cared for a Widow

God provides for a poor widow

Scripture Focus

2 Kings 4:1–7

BuildUP Theme



LEARN DOCTRINE



UPLIFT OTHERS

God loves and cares for the needy.

Measurable Response

The students will identify ways they can show God's love to others.

Memory Verse

"Let us do good to all"
(Galatians 6:10). NKJV

"Let us do good to everyone"
(Galatians 6:10). ESV

Teacher Preparation

Read 1 Kings 19:15–21 and 2 Kings 2:1–15, the call of Elisha as God's prophet to succeed Elijah in Israel.

These were dark days for Israel. Elijah claimed that "he alone" was the only one left to serve God, but the Lord revealed that there were 7,000 Israelites who had not succumbed to idolatry. The young widow of 2 Kings 4 was one of those. Her husband was in the school of the prophets.

Read 2 Kings 4:1–7. Why didn't Elisha meet the needs of the widow himself? Why didn't he ask the Lord for the money to pay her debts? Why didn't God kill the creditor or give him a heart of compassion? God often asks us to step out and do something in faith and obedience so He can show Himself personally faithful on our behalf. God showed Himself to the widow and her sons as they obeyed. They collected the jars, poured the oil, and sold the oil. In her case, God's provision was not a temporary solution; it gave her and her sons a debt-free future.

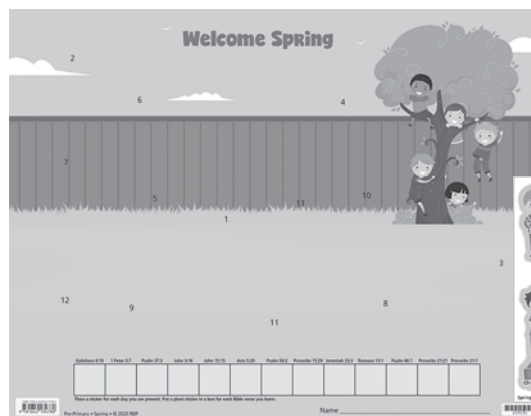
Attendance and Verse

Distribute an attendance and verse chart (22923) to each student. Briefly introduce the gardening theme. Have students write their names on their charts. Today students will place the wooden planter box sticker over the 1. Mount the charts on a wall or bulletin board at the students' eye level. Next week, students will add a plant sticker to their charts for saying Galatians 6:10, today's memory verse.

Week 1 Sticker



Attendance Chart



Attendance Stickers



Session Starters

Option 1—Exploring Volume

Gather

- A pitcher of water.
- A variety of small containers of varying sizes (baby food jar, measuring cups, sippy cup).
- A variety of larger containers of varying sizes (large soup cans, vases, large coffee mugs).
- A bottle of vegetable oil.
- Paper.
- Towels; plastic table covering.

Steps

1. Before class, cover the table with a plastic tablecloth. Fill a pitcher with water and set out all the containers. Keep small ones together and large ones together.
2. As students come to class, let them take turns pouring the water from the pitcher into various small containers first.
3. When the water runs out, direct the students to count how many containers they were able to fill.

ASK: Why couldn't we fill any more containers? *We ran out of water.*

4. If time allows, pour the water back into the big pitcher and fill the larger containers. Count how many you can fill.
5. Compare and discuss.

ASK: What happened when we filled big containers? *We filled fewer containers with the water.*

ASK: What happened when we filled small containers? *We filled more small containers with the water.*

ASK: Is there more water? Does the amount of water change? *No. The amount of water has not changed. We still have one full pitcher of water. The only thing that changed was the size of the containers we filled.*

6. Show a bottle of vegetable oil and transition to the Bible lesson.

ASK: What happened when we ran out of water? *We could not fill any more containers, large or small.*



Teacher Tip

If desired, reduce the risk of a mess by using a pitcher of rice or dry beans. The basic principle of volume is still the same, but spills are easier to clean up.



Teacher Tip

For a larger class, set up several stations, each with its own water pitcher and containers. Assign a helper to each station.

We had a limited amount of water. It was fun to see how many containers we could fill with the water. But the original amount of water didn't change. No matter what we did, we still had the same amount of water. We didn't make more water simply by pouring into tiny containers. We still had one pitcher of water to start with.

In our lesson today, God is going to provide for a family that needs help right away. The mother has a jar of oil just like this one. Your mom probably has a bottle of oil too. But the lady in our Bible story has a jar of oil that never got empty. It poured out more and more and more. Let's go to Bible time and learn about this wonderful work that only God can do.

Option 2—Find the Containers

Gather

- Dixie cups, enough for each student in your class to have one.
- Pitcher of juice that is not enough for everyone.
- Additional juice (keep out of sight).

Steps

1. Before class, hide all the cups around your classroom.
2. Show the juice.

I have a treat for you this morning. I brought this juice to share with everyone. However, you need to find a cup for yourself.

3. Send the students to search for a cup. When everyone has found a cup, pour the juice. Purposefully run out. Shake the last drop out.
Oh no! I ran out! Now what am I going to do? Well, maybe if I just sit here and hold the pitcher upside down more juice will come out.
4. Encourage the students to point out that no more juice is going to come out of the pitcher just by shaking it or holding it upside down.
5. Show a bottle of vegetable oil and transition to the Bible lesson.

In our lesson today, God is going to provide for a family that needs help right away. The mother has a jar of oil just like this one. Your mom probably has a bottle of oil too. But the lady in our Bible story had a jar of oil that never got empty. It poured out more and more and more. Let's go to Bible time and learn about this wonderful work that only God can do.

6. Reveal the hidden container of juice and serve the remaining students.

Oh, I forgot! I brought extra juice. It is a good thing, otherwise some of you would have no juice. Let's go to Bible time and find out about the widow's oil and see how God caused it to keep pouring.



48-R1

Transition

1. As you clean up and move to the Bible study area, sing "God Is So Good"(48-R1) or "My God Is So Great"(48-R2).
2. Guide students to your story area for the Bible lesson.
3. Students fold their hands and bow their heads. Ask God to help the students listen, learn, and obey.

Bible Study

God Cared for a Widow (2 Kings 4:1–7)

Gather

- Teaching picture 48-1.
- A clear glass pitcher with golden-tinted water.
- Empty containers in various sizes and shapes.

A man named Elisha was a prophet of God. We have learned that a prophet is a holy man chosen by God to teach the people and give God's messages about the future. Elisha told God's people to turn away from idols and to worship only the one true God. God helped Elisha care for the people in Israel that still worshiped Him.

One day a young widow came to Elisha with tears in her eyes. Her husband had worshiped only God. He was studying to be a prophet of the one true God, but now he was dead.

"Oh, Elisha, please help me," she cried. "My husband is dead, and I have no money to pay my bills. One man said he will take away my two sons to be slaves if I don't pay him!"

Elisha asked her, "What do you have in your house that is valuable?"

"I have nothing, except a jar of oil," she said.

READ: 2 Kings 4:3.

ASK: What did Elisha say to collect? *Many empty jars.*

The widow and her boys went door to door, asking to borrow empty jars from all the neighbors.

ACTIVITY: Act out this scene. Station a few students around the room. Give each student a jar or two (vary sizes). Assign a girl to be the widow and choose two boys for sons. Instruct them to go to each child around the room, pantomime knocking at the door, and ask for empty jars. Other students should hand their containers to them. Deposit the empty containers on a classroom table. Students return to their seats.

Goodness, all these containers are empty. What good are they? I wonder what happens next. Let's listen to Elisha's instructions.

READ: 2 Kings 4:4, 5.

ASK: What did Elisha say to do? *Shut the door and fill the jars with oil.*

ACTIVITY: Show the pitcher of golden-tinted water. If you conducted the Option 1 activity in the Session Starters, revisit what you learned about volume. Start pouring. Show the students how the "oil" in your pitcher becomes less and less.

ASK: What will happen to my oil eventually? *It will run out.*

ASK: Will I be able to fill all these containers? *No. Why? There is not enough.*

Listen to what God's Word says about the oil in the widow's jar.

READ: 2 Kings 4:5, 6.

DISPLAY: Teaching picture 48-1.



48-1

She poured and poured and poured and poured. The oil just kept coming! Where was it coming from? How was this happening?

Soon *all* the containers were full. "Son, bring me another jar," the mother instructed.

"There aren't any more!" her son replied.

Then the oil stopped pouring. It was a miracle! God had caused the oil to keep coming until all the jars were full!

The widow went back to Elisha. "I filled up every jar in my house!"

Elisha told her, "Go now and sell all the oil. Use the money to pay your bills. You and your sons will have money left to live on and not worry about bills again."

God had provided for the widow and her sons in a wonderful way. She did just what Elisha instructed her to do and sold the oil and paid her bills. Her sons were not sold as slaves. She had money left over to live on. What a wonderful God we have Who loves people so much!

God wants us to know that He loves us and cares for us. He does this by meeting our daily needs. He gives us food to eat, clothes to wear, warm beds to sleep in, and loving adults who care for us. Because God has done so much for us, He wants us to love and care for others too.

ASK: How can you show God's love and care to others? (Guide students to talk about ways they can show kindness, share, and pray for others. Lead into the memory verse activity.)

Memory Builder

Gather

- Poster 48-P1.

Steps

1. Display verse poster 48-P1.
2. Read Galatians 6:10 from your open Bible and then from the poster as you point to each word.
3. Discuss the verse.

ASK: Who is supposed to do good? (Point to the word "us.")
We are.

ASK: What are we supposed to do? (Point to the word "good.")
We are to do good.

ASK: To whom are we supposed to do good? (Point to the word "all.")
We are to do good to all people.

ASK: What good deeds are the children in the picture doing for others?

God says we are to do good to everyone. There are many ways we can show God's love to others. We can help, we can be kind, we can say polite words, and we can share.

4. Practice the memory verse.

ASK: Whom do you see every week? *Parents, teachers, siblings, librarians, classmates.*

ASK: How can you "do good" to those people? *Sharing with them, helping them, saying loving or kind words to them.*

5. Act out each suggestion. Recite the verse together. Continue this process until most students have had a turn to name someone and lead the class in acting out how they can "do good" to that person.



48-P1 NKJV



48-P1 ESV

Session Application

Gather

- Student book page and jar stickers for each student.
- Coloring and writing supplies.
- Strong Kids at Home take-home paper and outer wrap.
- Resources 48-R1 and 48-R2.

Steps

1. Direct students to tables. Provide a student book page for lesson 1 and the jar stickers for each child.
2. Provide necessary supplies for the students to complete the page.
3. Read the directions and discuss the elements on both pages. Discuss the difference between needs and wants on page 2.
4. Recite Galatians 6:10 as students work.
5. Distribute any crafts students made and the Strong Kids at Home take-home paper and cover wrap (for parents) to students who are leaving the room at this time.
6. Pray and close the session with a song about God's goodness and greatness.

SING: "God Is So Good"; "My God Is So Great"; "God Is Good to Me."

