

God Is with Us



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Unit 1 | God Sends His Son

1	Gabriel Told Mary about Jesus	God chose Mary to be Jesus' mother.	Luke 1:26–38	8
2	Baby Jesus Was Born	God sent Jesus because He loves us.	Luke 2:1–7	14
3	Angels Glorified God	God used angels to announce Jesus' birth.	Luke 2:6–14	20
4	Shepherds Visited Baby Jesus	God wants us to tell others about Jesus.	Luke 2:8–20	26

Unit 2 | David Pleases God

5	David Loved God	God wants us to love Him.	1 Samuel 16:1–13	32
6	David Cared for His Sheep	God is pleased when we are helpful.	1 Samuel 16:11, 19; 2 Samuel 7:8; Psalm 23:2	37
7	David Protected His Sheep	God is pleased when we are helpful.	1 Samuel 17:34–36	42
8	David Obeyed His Father	God is pleased when we are obedient.	1 Samuel 17:15–20	47
9	David Trusted God	God is pleased when we trust Him.	1 Samuel 17:17–30	53
10	David Defeated the Giant	God helps us obey Him.	1 Samuel 17:4–10, 31–49	59
11	David Sang to the Lord	God helps us be happy helpers.	1 Samuel 16:14–19	65
12	David Helped King Saul	God helps us help others.	1 Samuel 16:14–23	71
13	David and Jonathan Became Friends	God gives us friends to love.	1 Samuel 18:1–5	77



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King James Version

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.



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.

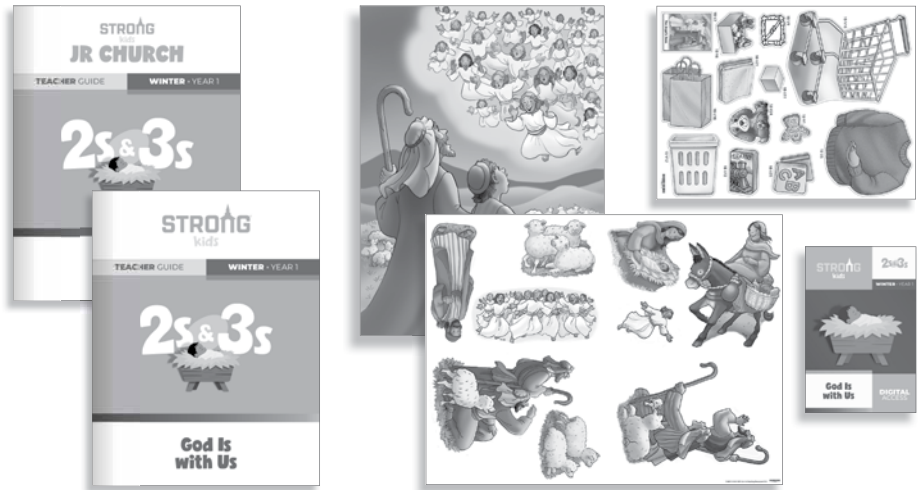
👍 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

🏠 **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.

In the Christmas unit, children will learn that Jesus is God's Son. In the David unit, they will learn that obeying and helping please God. The children will enjoy obeying, helping, and Christmas activities.

Teacher Kit Contents

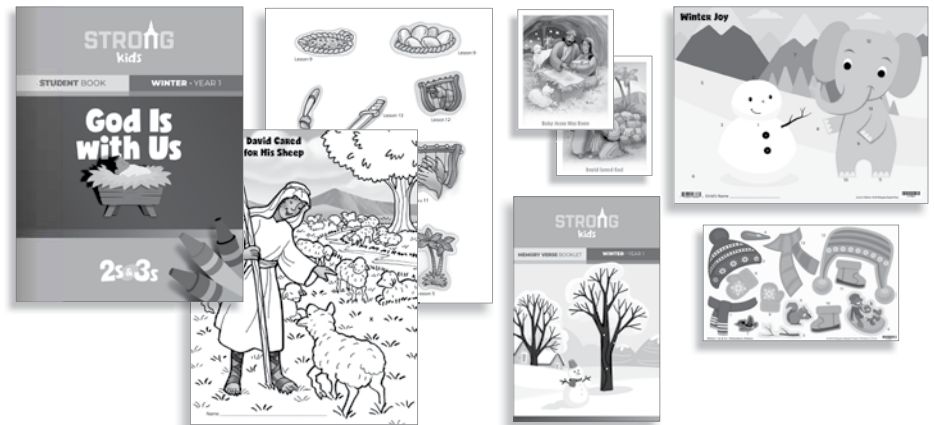
- ☐ Teacher Guide
- ☐ Jr. Church Teacher Guide
- ☐ Teaching Picture Book
- ☐ Flannelgraph figures
- ☐ Clings for doll boards
- ☐ Download code for videos, resources, and more



Student Materials

(sold separately)

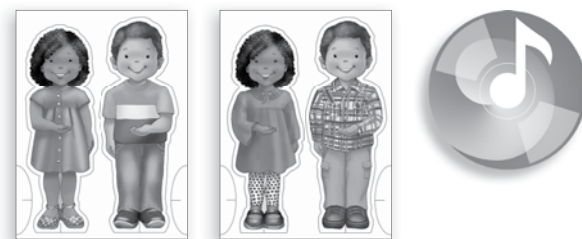
- ☐ Student Book (1 per student)
- ☐ Take-Home Cards Set (1 per student)
- ☐ Memory Verse Booklet (1 per student or per family)
- ☐ Attendance Charts and Stickers (1 set per 5 students)



Classroom Materials

(onetime purchases)

- ☐ 2s & 3s Music, vol. 1
- ☐ Doll Board Set



Ordering Information

www.StrongCurriculum.com • Email: orders@rbpstore.org • 1-800-727-4440 • Canada: Contact your distributor.

The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

- 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
- 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
- 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
- Pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

Basic Supplies for 2s & 3s Teachers

Teaching Aids

2s & 3s Music, vol. 1 (20995)
Baby Jesus Is Born puzzle (5601)
David Sings Songs puzzle (5606)
Bible
Offering container
Flannelgraph board (6063)
CD player

Paper Products

9" x 12" and 12" x 18" construction paper
White copy paper
Butcher paper
White card stock
Self-adhesive labels

Writing Utensils

Large crayons
Black and colored felt-tip markers

Office Supplies

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

Adhesives

Glue sticks; craft glue
Sticky tack

Homelife Equipment

Dolls; doll clothes, furniture, blankets, stroller
Dollhouse with people and furniture
Toy dishes
Play food
Table, chairs
Child-size mop, broom, vacuum, lawn mower

Bulletin Boards

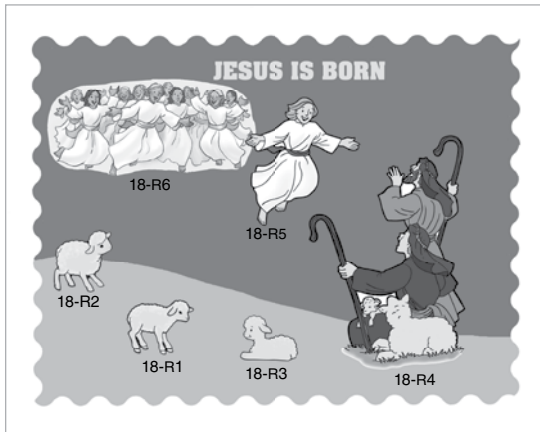
Yellow scalloped bulletin board border (8539)
Yellow letters (8513)
Black letters (8512)

Miscellaneous

Large blocks or Duplos
Play-Doh
Clear Con-Tact paper
Craft sticks (regular- and jumbo-size)
Lunch-size paper bags
6" and 9" paper plates
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 (sandwich-size and snack-size)
Shallow plastic tub at least 2' x 3' for sandbox
Chenille wires
Cotton balls
Rhythm instruments

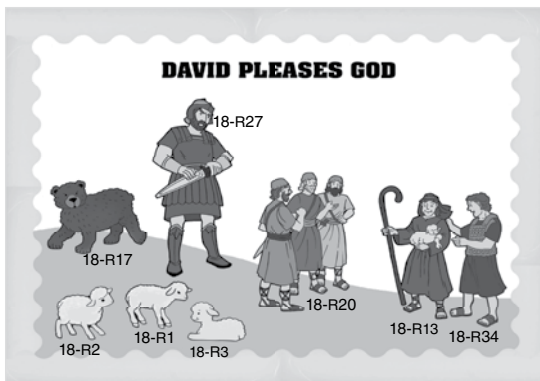
Note: Products with an order number are available from Regular Baptist Press.

Unit Bulletin Boards



Unit 1

To prepare the bulletin board display for this unit, cover the board with dark blue fabric or bulletin board paper. Make a simple green hill from green construction paper or tissue paper. Place a yellow scalloped border (8539) around the board; use yellow letters (8513) to make the caption JESUS IS BORN. (Borders and letters are available from Regular Baptist Press; see page 3.) Print and cut out resources 18-R1—18-R6 (sheep, shepherds, angels). Each child will need a sheep. For a small class, provide two sheep per child.) Place the sheep and shepherds on the board before the first Sunday of the quarter. Children will put cotton on their sheep in lesson 3. A teacher will add the angels (resources 18-R5 and 18-R6) during Junior Church in lesson 3.



Unit 2

Remove figures from the unit 1 display. Use the sheep again on this display. Change background to light blue. Replace the green hill and yellow scalloped border from unit 1. Use black letters (8512) for the caption DAVID PLEASES GOD (available from RBP; see page 3). Replace sheep (resources 18-R1—18-R3) from unit 1. Add a few more in case new children begin attending during this unit. Print and cut out resource 18-R13 (David); place as shown in the sample. If desired, add other items to the board (sun, flowers, birds). Add the bear (18-R17) in lesson 7. Add David's brothers (18-R20), Goliath (18-R27), and Jonathan (18-R34) during Junior Church in their respective lessons.

Through the Eyes of a Child

How can you turn your 2s & 3s classroom into one that will make a lifetime impact for Christ? The answer may surprise you: you must see the world as a child sees it. Our society often treats children as miniature adults; however, children do not think like adults. Children have their own way of thinking and learning.

Teacher-Centered or Student-Centered?

When communicating Bible content to their students, Sunday School teachers may take one of two approaches—teacher-centered or student-centered. In a teacher-centered approach, the teacher presents material in a prescribed manner, without adjusting the lesson to match the students' cognitive maturity or spiritual needs. In the student-centered approach, the teacher adapts the Bible lesson to match the students' knowledge level and stage of development.



Jesus communicated truths in a student-centered fashion. He was aware of His students' lifestyles, social positions, and levels of spiritual understanding. When communicating with the woman at the well (John

4:7–30), Jesus considered her background and lack of spiritual understanding. By using the known (water) in teaching the unknown (living water), Jesus helped her learn spiritual truths.

The Starting Point

RBP curriculum provides age-appropriate teaching methods and activities. You can personalize the teaching suggestions to fit your particular group of students by asking yourself these questions:

1. What do the children already know?

2. What are they capable of learning?

3. How can I present this material in a way the children will understand?

If you are a new teacher, you may not know the answers to these questions. But as you gain teaching experience and learn more about the age characteristics of twos and threes, you can predict more accurately what the children are capable of knowing and doing. Even if you have teaching experience, your lesson may not go as planned. Twos and threes are full of surprises, even for veteran teachers!

Best Teaching Practices

The following tips will facilitate student-centered teaching.

- **Communicate at eye level.** Stoop down to talk with the children. Show pictures and display wall hangings and bulletin boards at the students' eye level. Sit on the floor with the children.
- **Respond to the children in a loving and respectful manner.** Contrary to the saying "Sticks and stones may break my bones, but words will never hurt me," your words can leave deep wounds. Look for the positives in each child and emphasize those positives in conversation: "Thanks, Jake, for picking up those blocks. You're a good helper." "Lori, I liked the way you kept your eyes on the pictures during story time. Thank you!"
- **State requests in a positive way.** You will achieve a better response if you tell a child what to do instead of what not to do. For example, if a child is running and you say, "Don't run!" the child may hear the word "run" and will disregard the word "don't." Say instead, "Please walk!" or "We walk in the classroom, Kim."
- **Provide hands-on experiences.** Children learn by doing. They relate new ideas to what they have already done. As they engage in building, coloring, crafting, pretending, or playing, talk

to them about God. Whenever possible, make connections between what they are doing and the theme of the lesson.

Your RBP teacher book includes hands-on activities and conversation suggestions. Even though arranging for active participation requires effort, the children will enjoy the lesson and learn more.

- **Keep realistic expectations.** When new arrivals from the toddler nursery enter your classroom, you probably will spend more time teaching the children routines and guiding their behavior and less time doing learning activities. Realize that young children have many behavioral ups and downs. They are in the initial stage of learning how to treat their classmates and how to obey their teacher.
- **Establish routines.** Children more often respond positively when they know what's coming next. Even twos and threes are capable of learning procedures and the basic order of Sunday School or Junior Church. (They will get better at following the flow as the year progresses!) Once they learn the routine, you will spend less time giving directions and more time doing fun learning activities.
- **Adjust activities.** Children's attention spans and behavior differ from week to week. If children are in good humor and seem to be sticking with the program, try a new or more challenging activity. However, if the children are tired and short-tempered, use old favorites that do not require long attention spans.
- **Look for teachable moments.** Observing children's behavior, words, and choices is an important part of teaching. As you discover what matters to them, you'll be able to point them to God and His Word in a personalized way. These examples turn classroom scenarios into teachable moments.

Scene #1: Jake loves to climb up the plastic slide in class. Your response: "Wow, Jake! You are always climbing! Isn't it great that God gave you strong legs! Let's use our strong legs to climb up the steps instead of up the slide."

Scene #2: Kim is pulling another girl's hair. Your response: "Kim, that hurts Sherri's head. God wants us to be kind to each other. Let's use our hands to do good things."

Scene #3: Andrew is using many different crayons to color a picture. Your response: "Andrew, God made beautiful colors! That's a nice picture."

As you practice linking a child's actions and words to concepts about God, you will naturally guide conversations. A child learns as much from teachable moments as from the Bible story time. By trying to put ourselves in a child's place, we gain a sense of how to relate to that child's world. What works best with a child is not always the easiest route for us, but our efforts will yield eternal results.

Think about Your Class

Put student-centered instruction into action. As you read the lessons in your RBP teacher book, ask yourself, What part of this lesson would work best with my group of children based upon their knowledge level and stage of development? Mark those ideas in your book. These are the "must have" components of your lesson.

Turn the negative requests you make of the children into positive requests. Think of your negative requests: don't run; don't throw; don't scream; don't hit. Then write these as positive statements, telling children what to do instead of what not to do. Make a conscious effort to use these positive directives with each child in your class.

LESSON 1 | UNIT 1

Gabriel Told Mary about Jesus

The announcement of Jesus' birth to Mary

Scripture Focus

Luke 1:26–38

BuildUP Theme



LEARN DOCTRINE

God chose Mary to be Jesus' mother.

Measurable Response

The children will be able to name Jesus as God's Son.

Memory Verse

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

Teacher Preparation

Christmas is an exciting experience for a two- or three-year-old. Try to see the glory again through a child's eyes. Make the joy and love of God part of your students' Christmas experience. But remember, it must be part of your experience first.

During this week, read and meditate on Luke 1:26–56. Compare Mary's hymn of praise with Hannah's in 1 Samuel 2:1–10.

Sometime before Sunday, decorate your classroom for Christmas. Mount the new attendance charts with the children's names on them at the children's eye level.

Snack Time

Give each child a cookie shaped like an angel and a small half-filled cup of juice or water. Allow children to help distribute the snack and napkins as much as possible. Use different helpers each week.

Someone told Mary good news: she would have a baby, and that baby would be Jesus! Do you know who told Mary? An angel. Our cookies today look like angels. They will help us remember the good news the angel told Mary.

Guided Play

Choose the activity or activities that work best for the children in your class. As the children play, use the guided conversations to review the Bible story and Bible verse.

Option 1—Books and Puzzles

Instructions

1. Display Christmas books and puzzles featuring babies.
2. Read the books to the children and help them do the puzzles as you introduce the concept that Mary had a baby boy. The baby was Jesus, God's Son.

Conversation

Daniel, can you help me find the puzzle pieces with a baby on them? Our Bible story today is good news about a baby.

Option 2—Play-Doh

Instructions

1. Provide Play-Doh and cookie cutters in the shape of angels.
2. Children flatten the Play-Doh and use the cookie cutters to make the shape of angels.

Conversation

Our Play-Doh shapes look like angels. They can help us remember that an angel told Mary that she would have a baby, and that baby would be God's Son, Jesus!

Bible Story Review

Gabriel Told Mary about Jesus (Luke 1:26–38)

Gather

- Teaching picture 18-1.
- Large box with lid (e.g., copy paper box).
- Christmas wrapping paper.
- Nativity scene figures of Mary and an angel.



Teacher Tip

You may wish to use the following classroom supplies from Regular Baptist Press (rbpstore.org).

- Baby Jesus Is Born puzzle (5601)
- David Sings Songs puzzle (5606)


 "Jesus Is the Son of God";
 "Oh, How I Love Jesus"



18-1
"The Angel's News"

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

"[God] (point up)
 loved us, (hug self)
 and sent his Son."
 (cradle arms as if rocking a baby)


 "Mary's Baby Boy"

- Action rhyme "The Angel's News."
- 2s & 3s Music, vol. 1.

Sing

(Sing the first stanza of "Jesus Is the Son of God" [track 15] and "Oh, How I Love Jesus" [track 20].)

BIBLE STORY

(Before class, wrap the box and lid separately with the Christmas paper. Children must be able to remove the lid. Inside the box, place nativity figures of an angel and Mary. Use the box again in lessons 2 through 4. Place the box on a table beside you in the story circle.)

I have a special box with me. I will show it to you each week. Each week it will have something different in it. Are you ready to see inside the special box today?

(Display the Christmas box. Remove the lid. Allow the children to come one at a time to look in the box. After all the children have had a turn, ask the following question.) What is in the box? (An angel and Mary.)

(Display picture 18-1 and review.) What good news did the angel tell Mary? (She would have a baby.) Mary would be the mother of God's Son, Jesus. (Ask each child the following question, making sure each one responds correctly.) Who would be the mother of God's Son? (Mary.)

Recite

(Recite the action rhyme "The Angel's News" two or three times.)

Memory Builder

(Read the memory verse from your open Bible). Who told Mary the good news about the birth of God's Son? That's right; the angel did! Let's do some motions to help us remember our Bible verse. (See margin. Repeat the verse with the motions three times with the children.)

Sing

Let's sing about Mary and baby Jesus ("Mary's Baby Boy" [track 17]).

Application Story

Anthony and Molly Practice for Christmas

Gather

- Anthony and Molly doll figures.
- Vinyl clings 18-V1 (angel cookie) and 18-V2 (picture).

Anthony and Molly were excited! (*Show Molly and Anthony figures.*) Their church classroom was decorated with a small Christmas tree and a stable with Joseph and Mary and baby Jesus. The teacher told a Bible story about an angel who came to tell Mary that she would be the mother of God's Son, Jesus.

At snack time Molly helped give everyone an angel cookie. (*Place angel cookie cling in Molly's hand.*) She was glad to be a helper. As everyone ate the cookies, the teacher told the children that they would be in a special Christmas program to help tell the Christmas story. Today they would practice.

The children finished eating their cookies and then lined up to practice for the program. Molly stood next to Anthony. The class learned a Christmas song. The teacher chose Anthony to hold up a picture of an angel telling Mary she would be the mother of God's Son, Jesus.

When it was time for him to hold up the picture, he was so excited that he held the picture upside down! (*Attach picture cling upside down.*)

"Anthony, turn the picture around," Molly whispered. "I'll help you." (*Move Molly closer to Anthony, and turn picture cling right side up.*) Anthony turned the picture, and Molly helped him hold it still.

"Thank you, Molly, for helping Anthony hold the picture," the teacher said. "I think both of you should hold the picture at the program."

Molly was happy to help.

"I'm glad you're going to help me hold up the picture," Anthony said to Molly. "I want to do a good job telling people about Jesus!"

Pray

God chose Mary for something very special. Do you remember what Mary was going to do? (*Let children respond.*) Yes, Mary was going to be the mother of baby Jesus. Let's thank God for sending Jesus, His Son.

(*Encourage the children to fold their hands and close their eyes. Thank God that He loved us and sent His Son.*)

Activity Time

Gather

- Resource 18-R7.
- Juice or cereal box for each child (height and width of figure).
- Angel nativity figure.
- Colored copy paper; 1" x 2" fabric piece for each child.
- Crayons; double-stick tape; glue stick.
- Sample project.

Instructions

1. Before class, copy and cut apart resource 18-R7 (Mary), one for each child. (Do not trim figures.) If desired, cover the boxes in plain copy paper. Cut the fabric pieces. Complete a sample project.
2. Children color Mary and glue a piece of fabric on her robe.
3. Help each child place the Mary picture on a box using double-stick tape. Print the child's name or initials on his or her box.
4. Use the angel from the Christmas box to tell each child's Mary figure, "You will be the mother of God's Son, Jesus."

Conversation

Who did the angel give a special message to? (*Mary.*) What did the angel tell her? (*She would be the mother of baby Jesus.*) Who is baby Jesus? (*God's Son.*) Next week we will make another figure.

Closing Time

Group Activity

Gather

- Action rhyme "The Angel's News."
- Angel nativity figure.
- Take-home card for each child.

Recite the action rhyme "The Angel's News." Instead of doing the motions, use the angel from the Christmas box to tell the news to the Mary figures the children just made. You will probably need to repeat the rhyme several times to get to all the "Marys."

Organize the children's belongings, including today's take-home card, the parent cards, and a Memory Verse Booklet for each child. If each child's items are together, pickup will be smoother when the parents



18-R7



Partner with Parents

Tell parents that throughout the next three lessons, their children will be making figures of the Christmas story. Today the children made a figure of Mary, the mother of Jesus. By lesson 4, the children will have a whole set of figures to play with at home.



Parent Cards & Wk 1 Take-Home Card



Memory Verse Booklet

arrive. A helper should call a child from the activity when that child's parents arrive. This is less confusing than letting parents come in the room to get their children.

Continue the group activity even though children intermittently leave. Keep the last child occupied until that child's parents arrive.