

God Saves



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Session	Title	Theme	Verse	Page
Unit 1 A Savior Is Born				
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2	John's Birth Was Predicted	God has the power to give life.	Jeremiah 32:17	14
3	Jesus' Birth Was Predicted	Jesus' birth and death were always a part of God's plan.	Isaiah 7:14	22
4	Jesus' Birth Was Proclaimed	Jesus became a baby boy to save the world.	Matthew 1:21	31
5	Jesus Was Praised	Jesus came to earth to provide redemption from sin.	Luke 2:11	39
6	Jesus Was Worshiped	Jesus is worthy of our worship and devotion.	1 Chronicles 16:29	47
Unit 2 A Deliverer Is Born				
7	God Protected His Deliverer	God's power overcomes even powerful kings.	2 Chronicles 20:6	55
8	God Prepared His Deliverer	God chooses to use people to do His will.	Exodus 3:14	64
9	God Promoted His Name	God shows that He is true and powerful.	Exodus 15:11	72
10	God Provided a Sacrifice	Jesus, the Lamb of God, paid the penalty for our sin.	John 3:16	82
11	God Provided Deliverance	God teaches us to trust Him as He leads us.	John 3:16	90
12	God Provided Water	God wants us to turn to Him in times of need.	Philippians 4:19	99
13	God Provided Instructions	God teaches us to worship Him and respect others.	Psalms 119:105	107



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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.

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 Primaries tracks through the Bible chronologically but breaks at times to provide students with a deep understanding of Jesus and His part in God's plan to save the world. Students grasp Who Jesus is, what He is like, and why He came to earth.

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.

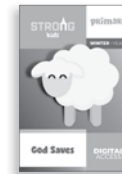
 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

 **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.

In this quarter's Strong Kids for Primaries, students will learn about the births of Christ and Moses. Students will be challenged to trust Christ as their Savior and learn to trust God through the example of Moses.

Teacher Kit Contents

- ☐ Teacher Guide
- ☐ Teaching Picture Book
- ☐ Flannelgraph figures
- ☐ Posters
- ☐ Download code for videos, resources, and other classroom materials



Student Materials (sold separately)

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



Classroom Materials (onetime purchase)

- ☐ Strong Kids Music, vol. 1



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 Classroom Supplies

Teaching Aids

Flannelgraph board (26" x 36") (6063)
CD player
Pocket chart (8664)

Paper Products

Construction paper
White copy paper
Index cards
Sentence strips
Paper plates
Paper cups, napkins, plastic silverware
Paper towels

Markers

Pencils
Crayons
Colored pencils
Washable markers

Office Supplies

Cellophane tape
Masking tape
Scissors (sharp points for teachers;
blunt ends for students)

Adhesives

Glue sticks
Craft glue
Sticky tack

Miscellaneous

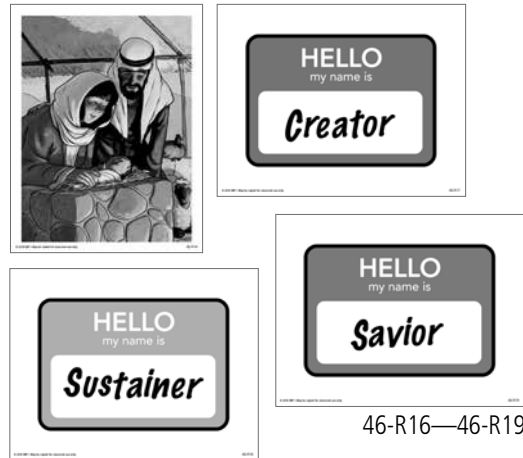
Play-Doh
Plastic tablecloth for art or food projects
Ziplock bags
Yarn
Hand sanitizer

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

Unit Bulletin Board Ideas

Unit 1—A Savior Is Born

Cover the bulletin board with a dark blue or green backing. Use the red scalloped border (RBP8538). Print resource 46-R16. Enlarge it to fit on 11" x 17" paper if possible. Put the picture (46-R16) in the middle of the board. Print and cut out the nametags (46-R17—46-R19). Post them down the right side of the board. Use red letters (RBP8511) to put "A SAVIOR IS BORN" down the left side of the board.



Unit 2—A Deliverer Is Born

Use a light blue backing or blue foil paper and the scalloped blue border (RBP8537) to cover the board. Use wrinkled brown paper to make a path across the middle of the board, like the path through the Red Sea. Use black letters (RBP8512) to put "GOD PROVIDES" down the middle of the path. Print teaching pictures 46-6, 46-9, 46-12, and poster 46-P16 from the downloads site. Post them above and below the path.



46-6, 46-9, 46-12

Knowing Your Primary Students

Description of Physical, Social, and Emotional Development

- I AM GROWING stronger and gaining increased control over my body.
- I HAVE LOTS of physical energy and will often keep going until I am exhausted.
- I AM DEVELOPING better hand-eye coordination, allowing me to engage in artistic activities.
- I WANT to be liked by my peer group.
- I PREFER playing with children of my same sex, but I may include the opposite sex if someone is interested in the same thing I am.
- I AM BECOMING modest and want privacy.
- I MAY BE less physically demonstrative and prefer verbal praise and encouragement.
- I HAVE STARTED school, so I will have more self-control in the classroom setting.

Cognitive (Learning) Development

- I SEE MYSELF as an individual.
- I AM BEGINNING to think for myself and develop my own opinions.
- I AM CAPABLE of independent problem solving and will spend time and energy completing tasks in the expected manner.
- I AM LEARNING to think logically—and to be able to justify my thinking.
- I CAN UNDERSTAND the difference between past, present, and future.
- I CAN BUILD on what I know and understand when I am reminded of the content of previous lessons.
- I AM ABLE to conform to adult ideas about what is appropriate behavior and to recognize what behavior is and is not appropriate.

Effective Responses

- PROVIDE ways for students to expend energy—without overdoing it and causing students to be too tired before lesson time.
- ENSURE individual privacy during restroom breaks.
- ALLOW enough time for activities and crafts so students do not feel rushed and become frustrated.
- REMIND students of expected classroom behavior—keep your hands to yourself, respect the personal space of others, listen, and pay attention.
- ENCOURAGE students to get to know one another; provide opportunities for them to talk.
- COMPLIMENT achievement with brief, verbal praise.

Effective Instructional Methods

- LISTEN carefully to students' ideas about God and the Bible; correct misunderstandings with simple, kind responses.
- EMPHASIZE reverence, love, and obedience for God and His Word.
- TALK with students about salvation. This is the age when many children accept Christ.
- BUILD on what the students already know about God and the Bible and on concepts from the previous lesson. (This requires you to know your students.)
- CONTINUE giving guided instruction while giving opportunities for basic independent problem solving.
- ENCOURAGE students to briefly explain their answers or opinions.

LESSON 1 | UNIT 1

Jesus Made It All

Jesus is the eternal creator

Scripture Focus

John 1:1–4, 14, 15, 18;
Heb. 1:1–3; Col. 1:15, 16

BuildUP Theme



LEARN DOCTRINE

Jesus, the Son of God, created the world.

Measurable Response

The students will praise Jesus as creator and God.

Memory Verse

"Of old hast thou laid the foundation of the earth: and the heavens are the work of thy hands" (Psalm 102:25).

Teacher Preparation

- ☐ Read through the Scriptures for this week's lesson.
- ☐ Jesus has always existed as the eternal Second Person of the Trinity. Jesus' identity as God may be a confusing concept to some of your students. After all, everything we know here on earth has a beginning and an eventual end. We must accept the truth of Jesus' eternity by faith.
- ☐ We should marvel at the baby in the manger because He is more than just a baby—He is the Creator, the Sustainer, and our Savior. That little baby is the King of Kings and Lord of Lords, and He came to give His life for our sin.
- ☐ Read Isaiah 7:14. How does Jesus live up to the name "Immanuel"?

Attendance Charts & Review

Give each student an attendance and verse chart. Have the students write their names on their charts. Give each student sticker 1 to put in place for attendance. Next week, give your students an opportunity to earn the small mitten or hat sticker by quoting this week's memory verse, Psalm 102:25.

If you saved the attendance charts from last quarter, give your students the opportunity to complete the chart and earn a bumblebee sticker by quoting last week's memory verse, Psalm 37:5.

Attendance Chart



Attendance Stickers



Week 1 Sticker



Session Starters

Option 1—Master Designers

Gather

- Resources 46-R1—46-R4.
- Scissors.
- Sticky tack.
- Whiteboard and marker.

Steps

1. Before class, print resources 46-R1—46-R4. Cut apart the designers from their creations.
2. Gather the students around you. Display all of the pictures of designers on one side of the whiteboard using sticky tack. Then display the pictures of creations in random order on the opposite side of the board.
3. Introduce the activity as you point to all the creations.

When we look at each one of these creations, we know that someone designed it. We know that a builder or painter or creator made each of these things. Can you guess who made each object?

4. Match the pairs with a line on the whiteboard as read the following.

Leonardo da Vinci was an Italian artist, sculptor, and inventor. In 1506, he painted the *Mona Lisa*, which is one of the most famous paintings in the world.

Alexander Graham Bell was an American inventor. Both his wife and mother were deaf. He wanted to make an invention that would transmit the sound of the human voice over long distances. In 1875, his experiments led him to invent the telephone.

Wilbur and Orville Wright were brothers. They were inventors and builders. They dreamed of making a machine that could fly. Everyone thought their idea was crazy, but that didn't stop them. Today we use airplanes to travel around the world.

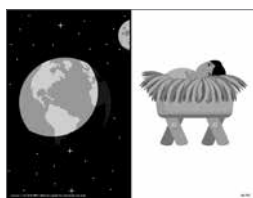
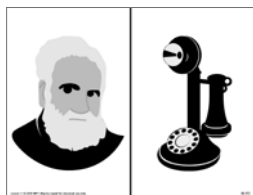
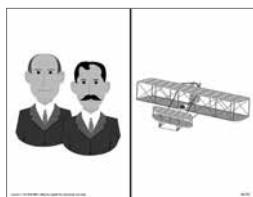
5. Point out that there is only one pair left to match.

ASK: What is left? *Baby Jesus and the earth.*

ASK: What must that mean? *Jesus is the creator of the earth.*

6. Transition to the Bible study.

Could the baby Jesus in the manger also be the same Jesus Who created the heavens and the earth? Yes! Jesus is more than just the



46-R1—46-R4

baby in the manger we learn about at Christmastime. Jesus is the creator of the entire universe. Let's study God's Word and learn more.

Option 2—Builders

Gather

- Various building sets (e.g., Legos, Duplos, Lincoln Logs, wood blocks).

Steps

1. Set up the building sets in stations around your classroom.
2. As students arrive, assign them to a station.
3. Instruct students to create a model of something unique. They may work on their creations individually or as a group. Remind students that whatever they create must be original, meaning something that does not exist already. Encourage them to use their imaginations.
4. After several minutes, let students reveal their creations and explain what they are, what they do, or how they work.
5. Transition to the Bible study.

ASK: How many of you have a baby brother or sister?

ASK: What would happen if you gave a building set to your baby sibling and asked him or her to create something? What kind of creations do you think your baby sibling would come up with? (Allow students to respond.)

We would never expect a baby to invent something and then build a model of it. In fact, it would be dangerous to give a baby some of these small building blocks. They would try to eat them!

In this lesson we are going to learn that one baby was quite a master designer. He was more intelligent and powerful than even the most famous inventor in history. Let's go to God's Word to find out Who this baby is.

Bible Study

Gather

- Teaching picture 46-1.
- A copy of your birth certificate.
- Your baby footprint or picture (optional).
- Poster 46-P14 (cut out nametags on poster).

- Sticky tack.
- Several Christmas cards with nativity scenes on them.
- Whiteboard.
- Dry erase markers.

I. Jesus Is God

ACTIVITY: Display the Christmas cards. Let students look at the pictures on the front of each card.

ASK: What do all of these pictures have in common? *The nativity.*

ASK: Why do we celebrate Christmas? What is Christmas really all about? *The birth of Jesus, our Savior, God's Son.*

We all love Christmas. It is such a wonderful time to celebrate. We love to talk about how God sent Jesus in the form of a tiny baby to be born on earth. We love to sing songs like "Silent Night" and "Angels We Have Heard on High." We love the lights and seeing all the beautiful manger scenes. And everyone loves to see a new little baby.

ASK: Where was Jesus and what was He doing before He was born in a stable and laid in a manger? (Let students discuss. Listen to their responses. You will get a glimpse of what your students might already know or their preconceived notions.)

God's Word tells us exactly where Jesus was and what He was doing before He came to earth.

Listen closely as I read two verses that sound similar.

READ: Genesis 1:1 and John 1:1.

ASK: What phrase did you hear two times? *In the beginning.*

Several weeks ago, we learned that God was there in the beginning. God is eternal; God does not have a beginning. No one made God. God has always been. That's why He is God. We also learned that in the beginning, God made the heavens and the earth. God is the creator.

But did you hear that second verse? That second verse is talking about Jesus. The Bible calls Jesus "the Word."

ACTIVITY: Write "The Word = Jesus" on the board.

READ: John 1:1. Substitute "Jesus" for "the Word."

ASK: Where was Jesus? *Jesus was with God.*

In the beginning, Jesus was with God, His Heavenly Father, because Jesus is God! He is God the Son.

II. Jesus Is the Eternal Creator

Now see if you can tell me what Jesus was doing.

READ: John 1:3.

ASK: What did Jesus do? *He made everything and without Him, nothing was made.*

DISPLAY: Teaching picture 46-1.



46-1

Jesus was there in the beginning. Jesus is the designer, creator, and builder of the universe. He made the earth, animals, flowers and plants, people—everything!

Jesus is God's Son; He is God. When we read, "In the beginning, God created the heaven and the earth," we could also say, "In the beginning, *Jesus* created the heaven and the earth."

READ: Colossians 1:16.

Because Jesus is God, Jesus had no beginning and He will have no end. That is very hard for us to understand. Everything we know here on earth had a beginning. Each of us had a beginning.

ACTIVITY: Show your birth certificate.

This is my birth certificate. It is a legal document that tells who I am, who my parents are, when I was born, and where I was born.

ACTIVITY: Point to and read all the important information on your birth certificate. Show students your baby footprint or baby picture, if you have it.

Jesus was born on earth, but that is not the day Jesus began to exist. Jesus lived forever in Heaven with His Heavenly Father long before He came to earth. Jesus was eternally alive long before He ever made the earth, sky, green grass, or animals. Jesus is God.

III. Jesus Came to Earth

READ: John 1:14.

ASK: Who is called "the Word"? *Jesus.*

A few verses after we read that in the beginning was Jesus, and Jesus was with God, and Jesus was God, we learn that Jesus became flesh and dwelt among us. That means Jesus left Heaven and took on the form of a newborn baby to grow up here on earth and live as a man.

In a couple of weeks we will learn about the angel's announcement of Jesus' birth to Joseph, Mary's husband. The angel reminded Joseph of the words of the prophet Isaiah.

READ: Matthew 1:23.

ASK: What does the name “Immanuel” mean? “*God with us.*”

God the Son took on the form of a human baby so He could live, walk, serve, and teach on earth. He came to reveal God to the world and to give Himself as a sacrifice for our sin.

READ: Hebrews 1:1–3.

In verse 2, God says that He has spoken to us by His Son. No wonder Jesus is called “the Word.”

ASK: Look back at the end of verse 2 and at verse 3? What are three more things Jesus has done according to these verses? *He made the world. He upholds or sustains all things (keeps all things together and moving) by His power. He purged (got rid of) our sins.*

DISPLAY: Poster 46-P14. Before class, cut the nametag section off the poster and cut out the nametags.

ASK: How many of you have seen pictures like this before? Where? *There are nativity scenes on front lawns, live nativity scenes with actors, pictures on Christmas cards and in Bible storybooks.*

ASK: What do you think when you see baby Jesus? (Let students respond.)

I want to see if you can think of more answers than that.

DISPLAY: Use sticky tack to attach the nametags to poster 46-P14 as you mention each one.

The next time you see a nativity scene like this, think, “There’s the creator of the universe” or “What a nice picture of the sustainer of the sun, moon, stars, and planets” or “That’s my Savior Who died for my sins.”

We often forget that the sweet baby in the manger is the almighty, powerful, creator and sustainer of the universe. Jesus is so much more than just a baby. He is God.



46-P14



46-P1

Memory Builder

Gather

- Poster 46-P1.
- Scissors.
- Pocket chart.

Steps

1. Before class, cut apart the eight verse segments from poster 46-P1.

2. Read and discuss the memory verse.

READ: Psalm 102:25.

ASK: Who laid the foundation of the earth? *Jesus.*

ASK: Whose hands formed the heavens? *Jesus' hands.*

ASK: What does "of old" mean? *It is a way of saying "A long time ago" or "in time past."*

3. Instruct students to look up Psalm 102:25 in their Bibles. Read the verse in unison.
4. Distribute the verse sections in random order.
5. Instruct students to work together to arrange themselves in verse order at the front of the classroom. When they have done so, each student should read his or her section of the verse in order.
6. Collect, shuffle, and redistribute the verse sections. Repeat.
7. Have students place the pieces into the pocket chart in order and read the verse one last time in unison.

Session Application

Review Activity—Altered Christmas Carols

Gather

- Hymnals.
- Poster 46-P14 (optional)

Steps

1. Distribute hymnals to students. Help them find the familiar carol "Silent Night" in the hymnals.
2. Introduce the activity.

Traditional Christmas carols usually refer to the baby Jesus since Christmas is the celebration of His birth. Let's use a couple of familiar carols to remind us that the baby in the manger is also the creator, sustainer, and Savior.

Each time we read the word "infant" or "child" let's sing "creator" instead. For example: "Round yon virgin, mother and Creator. Holy Creator so tender and mild." Let's try it.

3. Sing the first verse of "Silent Night" with the altered lyrics. If it helps, point to the nametags on poster 46-P14 to cue the students.



46-P14

- Repeat the same activity using the carol "Away in a Manger." This time substitute the word "Sustainer" for "Lord Jesus." For example, "The little Sustainer laid down His sweet head" and "The little Sustainer asleep on the hay."
- As time allows, repeat the songs using a different name than before, or use "Savior" as a replacement.

Christmas is a wonderful time to celebrate the birth of Jesus, God's Son, on earth. We should marvel at the baby in the manger because He is more than just a baby—He is the creator, the sustainer, the Savior, and the King of Kings and Lord of Lords. He came to give His life for our sin. Now that's worth celebrating!

Student Book Activity

Gather

- Student book pages 5 and 6.
- Pencils.
- Scissors and glue sticks.

Steps

- Distribute a copy of student book page 5 to each student.
- Read the instructions on both pages aloud to the class.
- Complete the activities together as a class or let students work with partners.



Student book pages 5 & 6

Session Takeaways

PARENT CONNECT

Distribute the Strong Kids take-home paper for week 1. Point out the activities and the students' opportunity to interact with their parents.

Give the Quarter Overview page included at the front of the Strong Kids take-home papers to each students' parents. For your convenience, the Quarter Overview is available for download. Feel free to send it to the students' parents electronically.

Plan to order the Strong Kids take-home paper every quarter. It provides a valuable connection between your classroom and the home.



Take-home Paper Week 1



Quarter Overview