

# God Saves



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Session	Date	Title	Theme	Verse	Page
<b>Unit 1   A Savior Is Born</b>					
1	December 1, 2024	Jesus Made It All	Jesus, the Son of God, created the world.	Psalms 102:25	6
2	December 8, 2024	John's Birth Was Predicted	God has the power to give life.	Jeremiah 32:17	15
3	December 15, 2024	Jesus' Birth Was Predicted	Jesus' birth and death were always a part of God's plan.	Isaiah 7:14	24
4	December 22, 2024	Jesus' Birth Was Proclaimed	Jesus became a baby boy to save the world.	Matthew 1:21	34
5	December 29, 2024	Jesus Was Praised	Jesus came to earth to provide redemption from sin.	Luke 2:11	42
6	January 5, 2025	Jesus Was Worshiped	Jesus is worthy of our worship and devotion.	1 Chronicles 16:29	51

<b>Unit 2   A Deliverer Is Born</b>					
7	January 12, 2025	God Protected His Deliverer	God's power overcomes even powerful kings.	2 Chronicles 20:6	60
8	January 19, 2025	God Prepared His Deliverer	God chooses to use people to do His will.	Exodus 3:14	69
9	January 26, 2025	God Promoted His Name	God shows that He is true and powerful.	Exodus 15:11	78
10	February 2, 2025	God Provided a Sacrifice	Jesus, the Lamb of God, paid the penalty for our sin.	John 3:16	89
11	February 9, 2025	God Provided Deliverance	God teaches us to trust Him as He leads us.	John 3:16	98
12	February 16, 2025	God Provided Water	God wants us to turn to Him in times of need.	Philippians 4:19	108
13	February 23, 2025	God Provided Instructions	God teaches us to worship Him and respect others.	Psalms 119:105	117



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 King James Version

# 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 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.

# STRONG<sup>®</sup> curriculum

## Kit Contents

- Teacher Guide
- Student Book\*
- Set of Take-Home Papers\*
- One Attendance Chart and Sticker Page\*
- Teaching Picture Book
- Flannelgraph figures
- Card with online download code
- Bible Story DVD
- Posters

\*Order one book or set for each child.

## 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.

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.



## 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> |
|---|--|---|---|



# Basic Classroom Supplies

# Unit Bulletin Board Ideas

## 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

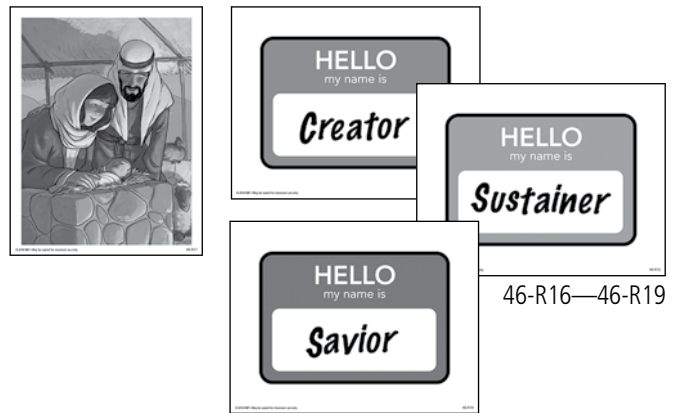
Play-Doh  
Plastic tablecloth for art or food projects  
Ziplock bags  
Yarn  
Hand sanitizer

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

The following are specific ways to use your bulletin board throughout the quarter.

### Unit 1—A Savior Is Born

Cover the bulletin board with a dark blue or green backing. Use the red scalloped border (RBP8538) around the sides. Print resources 46-R16—46-R19. If possible, print 46-R16 on 11" x 17" paper and fit the image to the page for a larger picture. Put resource 46-R16 in the middle of the board. Cut out the nametags and post them down the right side of the board. Use red letters (RBP8511) to put the following title down the left side of the board: A Savior Is Born.



### Unit 2—A Deliverer Is Born

Use a light blue backing to cover the board. (For an eye-catching display, consider using blue foil paper or shiny blue wrapping paper instead.) Place the scalloped blue border (RBP8537) around the sides. Crumple brown paper, then smooth it out again. Use the wrinkled paper to make a path across the middle of the board, like the path through the Red Sea. Put the following title in the middle of the path using black letters (RBP8512): God Provides. Print teaching pictures 46-6, 46-9, 46-12, and poster 46-P16. Post them above and below the path on the board.



# 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. He is the Second Person of the Trinity. He is eternal. This may be an odd 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 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 His name, Immanuel?

## Attendance Charts & Review

Give each student an attendance and verse chart. Each student may write his name on his chart. 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.

Distribute to each student activity page 5 from the student book. Use the exercise to review the previous lesson. You can complete the exercise as a class or in pairs, or have the students do it on their own.

Attendance Chart



Attendance Stickers



Week 1 Sticker



Student book page 5





# SESSION STARTERS

## Option 1—Master Designers

### Gather

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

### 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. Tell a little about each designer.

Leonardo da Vinci was an Italian artist, sculptor, and inventor. In 1506, he painted the *Mona Lisa*, which is now perhaps the most famous painting 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 a device we all use today.

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 the product of their idea to travel around the world.

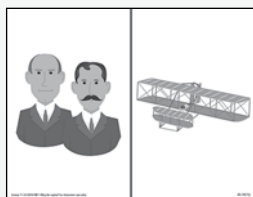
5. Point out that there is only one pair left to match.

**ASK:** What is left? *Jesus, the baby in the manger, and the earth.*

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

6. Transition to the lesson.

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 cute



46-R1—46-R4

little baby in the manger we talk 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 something unique. They may work on their creations individually or as a group. Remind students that whatever they create must be original, something that does not exist already. Encourage them to use their imaginations.

After several minutes, let students reveal their creations and explain what they are, what they do, or how they work.

4. Transition to the lesson.

**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 to create something? What kind of creations do you think your baby sibling would come up with? (Allow students to respond.)

They wouldn't be very successful, would they? We would never expect a baby to create a unique invention. In fact, it might even be dangerous to give a baby some of these small pieces. He might try to eat them!

But in our lesson today, 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? *They show the nativity scene.*

**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.

**READ:** 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. 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.

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 did we say "the Word" was another name for? *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.



46-1

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 among us. He came to reveal God to us 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." But look back at the end of verse 2 and verse 3.

**ASK:** Can you tell me three more things Jesus has done according to this verse? *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.

**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:** One by one, use sticky tack to attach the three nametags to the poster as you teach.

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.



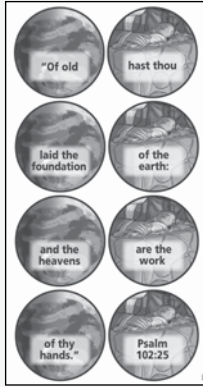
46-P14

## Memory Builder

### Gather

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





46-P1

## 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'.*

**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 section of the verse in order.
6. Collect, shuffle, and redistribute the verse sections. Repeat the activity as time allows.
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.

Our traditional Christmas carols usually refer to the baby Jesus, and rightfully so, as Christmas is the celebration of His birth. However, 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"



46-P14

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.
4. 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."
5. 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 page 6.
- Scissors.
- Glue sticks.

### Steps

1. Distribute a copy of student book page 6 to each student.
2. Read the instructions aloud to the class.
3. Complete the activity together as a class or let students work with partners.



Student book page 6

## Session Takeaways

### PARENT CONNECT

Distribute the Strong Kids at Home take-home paper for week 1. Point out the activities and the students' opportunity to interact with their parents on page 3.

Give the Quarter Overview page included at the front of the Strong Kids at Home papers to each students' parents. For your convenience, the



Take-home Paper Week 1

