



Strong Kids Introduction 2
 2s & 3s Resources 3
 Basic Supplies..... 4
 Unit Bulletin Boards 5
 Through the Eyes of a Child 6

Session	Date	Title	Theme	Passage	Page
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Unit 1 | God Sends His Son

1	December 1, 2024	Gabriel Told Mary about Jesus	God chose Mary to be Jesus' mother.	Luke 1:26–38	8
2	December 8, 2024	Baby Jesus Was Born	God sent Jesus because He loves us.	Luke 2:1–7	14
3	December 15, 2024	Angels Glorified God	God used angels to announce Jesus' birth.	Luke 2:6–14	20
4	December 22, 2024	Shepherds Visited Baby Jesus	God wants us to tell others about Jesus.	Luke 2:8–20	26

Unit 2 | David Pleases God

5	December 29, 2024	David Loved God	God wants us to love Him.	1 Samuel 16:1–13	32
6	January 5, 2025	David Cared for His Sheep	God is pleased when we are helpful.	1 Samuel 16:11, 19; 2 Samuel 7:8; Psalm 23:2	38
7	January 12, 2025	David Protected His Sheep	God is pleased when we are helpful.	1 Samuel 17:34–36	44
8	January 19, 2025	David Obeyed His Father	God is pleased when we are obedient.	1 Samuel 17:15–20	50
9	January 26, 2025	David Trusted God	God is pleased when we trust Him.	1 Samuel 17:17–30	55
10	February 2, 2025	David Defeated the Giant	God helps us obey Him.	1 Samuel 17:4–10, 31–49	60
11	February 9, 2025	David Sang to the Lord	God helps us be happy helpers.	1 Samuel 16:14–19	66
12	February 16, 2025	David Helped King Saul	God helps us help others.	1 Samuel 16:14–23	72
13	February 23, 2025	David and Jonathan Became Friends	God gives us friends to love.	1 Samuel 18:1–5	78

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.

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In this quarter's Strong Kids for 2s & 3s, children will realize that Jesus is God's Son. In the unit on David, they will learn that obeying and helping please God. The children will enjoy Christmas activities and will have opportunities to obey and help.

Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book*
- Set of Take-Home Cards*
- One Attendance Chart and Stickers*
- Teaching Pictures
- Flannelgraph Figures
- Card with code to download teaching materials
- Bible Story DVD
- Set of vinyl clings for dolls

*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 Purchases (Sold Separately)

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



The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

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|---|--|---|---|
| <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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • The 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 |
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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)
Adult shepherd vinyl hand puppet (20994)
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)

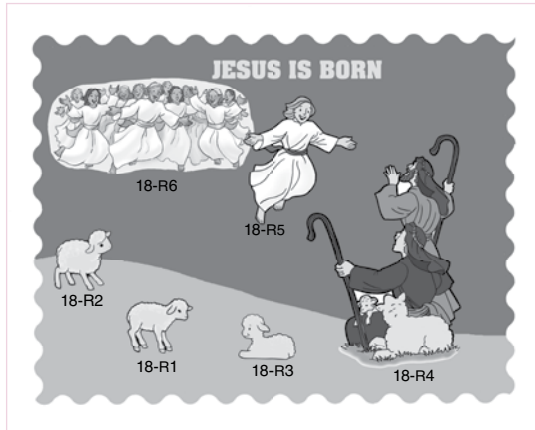
Miscellaneous

Large blocks
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.

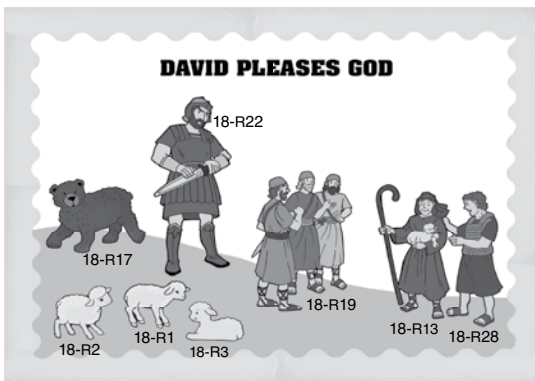
Unit Bulletin Boards

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 (figures 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 sketch. If desired, add other items to the board (sun, flowers, birds). Add the bear (18-R17) in lesson 7. Add David's brothers (18-R19), Goliath (18-R22), and Jonathan (18-R28) 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

Each child 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 this Scripture passage: Luke 1:26–56. Compare Mary's hymn of praise with Hannah's, as recorded 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.

Attendance

Give your full attention to each child as he or she arrives. Show children their new attendance charts and help them place the snowman's scarf sticker over the number 1. Have one attendance chart for visiting children to use. In addition, have extra charts available for new children who begin attending partway through the quarter.

Let children place their offering money in the offering container before they go to a play area. Sometimes children forget they have offerings to give. Ask students whether they have offering money in their pockets or purses.

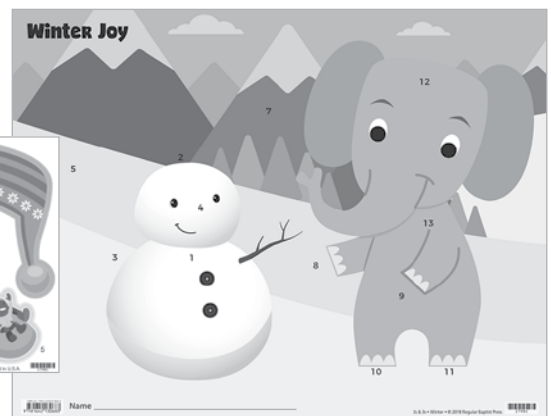
Week 1 Sticker



Attendance Stickers



Attendance Chart



Guided Play

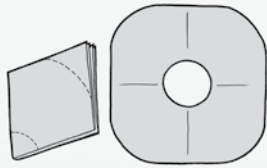
Choose the activity or activities that work best for the children in your class. As the children play, use the guided conversations to review the Bible story and Bible verse.

Option 1—Angel Role Play

Gather

- White plastic tablecloths (found at grocery or discount stores).
- Yardstick; scissors.
- Angel figurines or ornaments (optional).

Instructions



1. Before class, make a cape for each child. Cut the tablecloths into 36" squares (one square per child). Fold into an 18" square. At the folded corner, mark a rounded line to fit a child's head. At the opposite corner, mark a rounded line for cape edges. Cut as marked. Make one for teachers. Display angel figures (optional).
2. Help the children put on the capes.
3. Direct the children to do simple actions, such as move to another part of the room, whisper some words to a friend, or stand very still. Sing a song as an angel choir. Thank the children for being good angels.

Conversation

Angels are special creatures that God created to do what He wants and needs them to do. We can't see angels today. But when Bible people lived, sometimes God let them see angels. Let's pretend we are angels. Let's put on white capes. When I give you a direction, do what I say.

Option 2—Homelife

Instructions

1. Provide dolls, doll blankets, doll clothes, toy baby bottles, strollers, and any other items that suggest caring for a baby.
2. Encourage the children to care for the dolls.

Conversation

Nicole, would you like to care for this baby? I think she's hungry.
Nathan, can you push this baby in the stroller? In our Bible story today, we will learn about a mother and her very special baby.

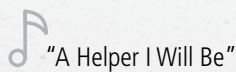
Option 3—Homelife

Instructions

1. Provide a dollhouse or blocks, as well as toy people that resemble various ages.
2. Children play with the dollhouse or build a house or an outline of a house. They place the toy people around or inside the dollhouse or block house.

Conversation

These toy people look like families. Jacob, who are the people in your family? (*Help children list their family members—for example, Mom and Dad, two sisters, and the child.*) Today we will learn about a family in the Bible and about that family's new baby.



Transition


1. About five minutes before Bible time, begin to sing "A Helper I Will Be" (track 1) to alert the children to complete their activities and straighten each area.
2. Children can help with these chores, but they need patient, unhurried guidance. The teacher who will conduct Bible time should already be on the story rug or in the story circle. Begin activities there as soon as the first child arrives. Others will quickly follow.

Bible Time

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

Gather

- Teaching picture 18-1.
- Action rhyme "The Angel's News."

 "I've Come to Church Today";
"I Know God Cares for Me"

"I Open My Bible"



Teacher Tip

Tell the story from your open Bible.
Use picture 18-1 when indicated in
the story.



18-1

Sing

Greet each child by name as you sing a welcome song, such as "I've Come to Church Today" (track 14). After the welcome song, talk about hearing good news. Share a personal experience, such as someone calling you to tell you about a new baby.

I know a song with some good news in it. Listen to this song, then sing it with me. (*Sing stanza 1 of "I Know God Cares for Me" [track 10].*)

Recite

Recite the action rhyme "I Open My Bible" to prepare the children for the Bible story.

BIBLE STORY

God loves us so much that He did something very special for us. We will hear about that good news today. Let's get ready to listen. (*Pick up your open Bible.*)

God had good news He needed to tell someone here on earth. God told the good news to an angel named Gabriel. Then God sent the angel to the town of Nazareth. There the angel would tell God's good news to a young lady named Mary.

The Bible tells us that Gabriel, the angel, found Mary in Nazareth just as God had said.

Mary heard someone say, "Mary, you are a special person. God has a job for you to do."

Mary was surprised to see an angel standing nearby, talking to her. (*Show picture 18-1.*)

"Mary," the angel said, "you are special to God. You are going to have a baby. That baby is the Son of God. You will name Him Jesus."

This was wonderful news to Mary! God had chosen Mary to be the mother of His Son, Jesus. Mary was happy to do this for God. She knew God loved her very much.

Would you be surprised to see an angel? I'm sure I would be! Let's show what we might look like when we're surprised. (*Demonstrate: eyes wide open, mouth open, arms apart. Have the children act surprised with you.*)

I need two helpers to help me with the picture. (*Choose two children: one to point to Mary and one to point to the angel. Continue choosing pairs as time allows.*)

"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)



What was the lady's name? Say her name with me two times. (*Do so.*) And what did the angel tell her? (*Prompt children as necessary: You will have a baby.*) That's good news; let's clap our hands. (*Do so.*) The baby would be God's own Son. The Bible tells us, "[God] loved us, and sent his Son."

Recite

The angel gave good news to Mary. Mary was going to have a special baby. Her baby was God's own Son, Jesus! I know a rhyme about this Bible story. Stand up and help me do the motions.

Repeat the action rhyme "The Angel's News" two or three times, encouraging the children to do the motions with you.

Pray

I am so glad God loves us and sent His Son. Let's talk to God and thank Him for the good news in our Bible story today.

Encourage the children to fold their hands and close their eyes. Thank God for sending His Son.

Memory Builder

Listen while I read our Bible verse. (*Read from your open Bible.*) Help me do some motions to go with the words. (*See margin. Repeat the verse with the motions three times.*) (*Note: It is difficult for children to listen, say, and do all at the same time. Eventually, they will be able put it all together. Repetition is the key.*)

Student Book Time

Gather

- Lesson 1 student book sheet and water pot sticker for each child.
- White fabric, cut to fit the bottom of the angel's robe.
- Sample student book sheet.
- Crayons; glue stick.

Instructions

Distribute the lesson 1 student book sheet and sticker to each child. Have children color the picture and put the waterpot sticker over the X. Give each child a small piece of white fabric to glue on the angel's robe.

Conversation

What was the name of the lady in the Bible story today? Can each of you put your finger on Mary? Let's say her name together. Who gave Mary good news? Point to the angel. What did the angel tell Mary? God had chosen her to be the mother of God's Son, Jesus!

Cleanup Time

The children may help put away the student book supplies. Take the children to the restroom. Make sure children wash their hands before returning to the classroom.

Cleanup time should bridge the gap each week between Sunday School and Junior Church. Some children may go home at this time. Be sure they have their student book sheet and take-home cards. Other children may be arriving only for Junior Church. Help them feel included in the group.