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| Session | Date | Title | Theme | Passage | Page |
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**Unit 1 | God Protected**

|   |                |                               |                                     |                                      |    |
|---|----------------|-------------------------------|-------------------------------------|--------------------------------------|----|
| 1 | March 2, 2025  | God Protected Moses           | God gives us families to help us.   | Exodus 1:8—2:2                       | 8  |
| 2 | March 9, 2025  | God Kept Moses Safe           | God gives us mothers to protect us. | Exodus 2:1–4                         | 14 |
| 3 | March 16, 2025 | God Provided for Moses        | God cares for little children.      | Exodus 2:1–10                        | 19 |
| 4 | March 23, 2025 | God Promised to Be with Moses | God promises to be with us.         | Exodus 3:7–12;<br>12:37–39; 13:19–22 | 25 |

**Unit 2 | God Provided**

|   |                |                          |                             |                |    |
|---|----------------|--------------------------|-----------------------------|----------------|----|
| 5 | March 30, 2025 | God Provided for a Widow | God provides for our needs. | 2 Kings 4:1–7  | 31 |
| 6 | April 6, 2025  | God Provided for Elisha  | God provides us with homes. | 2 Kings 4:8–11 | 37 |

**Unit 3 | God Loved**

|    |                |                                      |                                      |  |    |
|----|----------------|--------------------------------------|--------------------------------------|--|----|
| 7  | April 13, 2025 | Jesus’ Friends Praised Him           | Jesus deserves our praise.           | Luke 19:28–40                          | 43 |
| 8  | April 20, 2025 | Jesus Lives!                         | Jesus is living today as our Savior. | Matthew 28:1–8                         | 49 |
| 9  | April 27, 2025 | Jesus Appeared to Two Men            | Jesus is living today as our Savior. | Luke 24:13–35                          | 55 |
| 10 | May 4, 2025    | Jesus Made Breakfast for His Friends | Jesus is living today as our Savior. | John 21:1–14                           | 61 |
| 11 | May 11, 2025   | Jesus Returned to Heaven             | Jesus is living in Heaven today.     | Mark 16:19; Luke<br>24:50–53; Acts 1:9 | 67 |

**Unit 4 | God Cared**

|    |              |                        |                                    |                |    |
|----|--------------|------------------------|------------------------------------|----------------|----|
| 12 | May 18, 2025 | God Cared about Naaman | God cares for us when we are sick. | 2 Kings 5:1–5  | 73 |
| 13 | May 25, 2025 | God Helped Naaman      | God helps us when we are sick.     | 2 Kings 5:1–15 | 79 |

# 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 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.

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

In this quarter's Strong Kids for 2s & 3s, God's care for Moses is a major emphasis, along with five lessons on Jesus' love (Easter). Twos and threes will thank God for His care and for Jesus.

## 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](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.

## 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.*

- |   |  |   |   |
|---|--|---|---|
| <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 Supplies for 2s & 3s Teachers

## Teaching Aids

2s & 3s Music, vol. 1 (20995)  
God Cares for Baby Moses puzzle (5602)  
Jesus Lives! puzzle (5603)  
God Helps a Poor Lady puzzle (5607)  
Baby Moses Bible Story Builders stickers  
(8059)  
Flannelgraph board (6063)  
Bible  
Offering container  
CD player

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
4" x 6" index cards  
Self-adhesive labels  
Clear Con-Tact paper

## Writing Utensils

Large crayons  
Black and colored washable markers  
Permanent marker (for teachers)

## Office Supplies

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

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Homelife Equipment

Dolls, doll clothes, doll furniture  
Toy kitchen, toy dishes  
Play food  
Table, chairs  
Child-size cleaning supplies  
Toy lawnmower

## Bulletin Boards

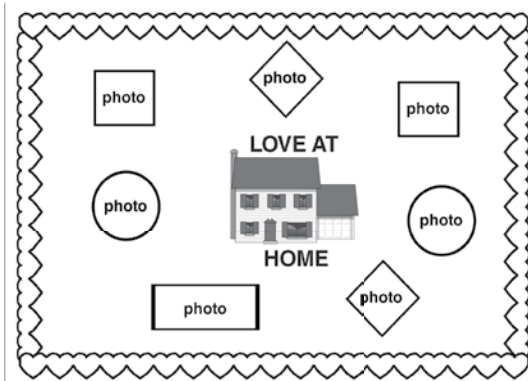
Red letters (8511)

## Miscellaneous

Large blocks  
Play-Doh  
Craft sticks (regular and jumbo size)  
Lunch-size paper bags  
6" and 9" paper plates  
Wet 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

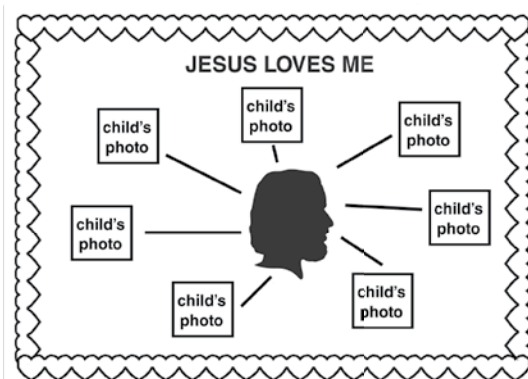
*Products with an order number are available  
from Regular Baptist Press. (See page 3.)*

# Unit Bulletin Boards



## Unit 1

Cover the bulletin board with white paper or fabric. To make the heart border, print resource 19-R1 (hearts) on red construction paper. Cut apart the strips. Use red letters (see page 4) to make the caption “LOVE AT HOME.” Print (and, if possible, enlarge) colored resource 19-R2 (house) for the center of the board. Before the unit begins, ask parents for a photo of their children with their family members. Have each family put the photo in an envelope labeled with the child’s name. Cut a variety of shapes from colored construction paper. During class, mount the photos on the shapes and place them around the house on the bulletin board.



## Unit 2

Keep the heart border and white background. Use red letters to make the caption “JESUS LOVES ME” and center it at the top of the board. Copy resource 19-R3 (Jesus silhouette); place it on the board as shown. Before the unit begins, ask parents for individual pictures of their child, or take pictures of each child and print the pictures during the week. Mount the pictures and run a wide ribbon from the Jesus silhouette to each child’s picture. If new children attend, make sure you add their pictures to the board. Talk about each child’s picture, saying, “Jesus loves you. Jesus is living in Heaven today.”



## Unit 3

Keep the heart border and white background. Use red letters to make the caption “GOD PROVIDES.” Center the caption on the board. Place figure 19-19 (Elisha) above the title in the left corner. Add the following pictures each week to illustrate a time or way God cares for us. Lesson 10: add resource 19-R10 (food)—God cared for the poor widow; God loves and cares for us; God gives us what we need. Lesson 11: add resource 19-R13 (house)—God provided a place for Elisha to stay; God loves us and gives us our homes. In addition, add figure 19-21 (poor lady) during Junior Church in lesson 10, and add figure 19-22 (kind lady) during Junior Church in lesson 11.



## Unit 4

Keep the heart border and white background. Use red letters to make the caption “God’s Care.” Print a color copy of resources 19-R25 (sick child) and 19-R26 (healthy child) and place on the bulletin board as shown. Add pictures (cut from magazines or printed from the internet) of ways God cares for us when we are sick (e.g., ambulance, nurse, doctor, hospital, pharmacist, medicine, bandages).

# Managing Children's Behavior

Welcome to the world of twos and threes—a world of small energetic bodies doing wonderful and not-so-wonderful things! As young children discover their power to influence others, they begin to exert their will. Whining, throwing tantrums, dawdling, bossing, and talking back are methods they use to get what they want.

How can a Sunday School teacher manage those negative behaviors? The first step is to pray. When you seek the Lord's guidance, He gives wisdom, patience, and joy as you interact with the children.

## When a Child Whines

Nobody likes a whiner! However, your twos and threes may resort to whining as a way of expressing frustration and anger when they don't get what they want.

### How to manage

- Establish a "no whining" rule.
- As soon as a child begins to whine, interrupt and say, "You're whining. Please talk to me in a regular voice." If the child continues, repeat your request.
- Once a child changes his or her tone, praise the child, saying, "I like the way you are using your regular voice to talk to me."

### How to prevent

- Tell the children you enjoy hearing them speak when they use a regular voice. Demonstrate the difference between using a regular voice and a whining voice. Tell them that you do not like to hear a whining voice.
- Let the children know you are listening to them when they speak. Praise them when they use strong and clear voices.

## When a Child Throws a Tantrum

The dreaded tantrum—some children turn tantrum throwing into an art form! Your twos and threes may express their displeasure by screaming, throwing their bodies onto the floor, beating their

fists, or kicking their feet. When a tantrum occurs, an adult helper is an indispensable asset.

### How to manage

- Respond quickly and calmly; avoid reacting with alarm or anger.
- Isolate the child by taking him or her to another area or, if possible, the hallway. You will protect the child's dignity and remove the opportunity for that child to gain attention from classmates.
- Do not give in to the child's demand. To signal the need to become calm, the adult helper attending the child should focus his or her own attention elsewhere. When the child calms down, the helper should direct attention to the child.
- Ask the child, "How can I help you feel better?" The child may respond, "I want to see my mom!"
- Redirect the child to a positive activity once the negative behavior has stopped. "I'm going to get a drink of water. Would you like a drink too?"
- Reflect upon the situation. What happened right before the tantrum? Was the child's demand within reason? Did you overreact? Was the child tired, hungry, or overwhelmed by a difficult task?

### How to prevent

- Avoid situations that may trigger a tantrum. If the child does not like to color, don't insist that he or she do so. Provide an alternative activity.
- Use age-appropriate activities. Don't frustrate the children by asking them to do something beyond their abilities.

## When a Child Dawdles

Is this scenario familiar? It's Bible story time; you've asked the children to put away their toys and to come to the story area, but children continue to play, acting as if they haven't heard you. Twos and threes view time differently than adults. Children relate the concept of time to activities, such as Bible story time or snack time, instead of to minutes on a clock. When children are engrossed in an activity, they sense no urgency to conform to your schedule.

### How to manage

- Establish a classroom routine and keep it. Children will anticipate what's coming next.
- Sing a particular song whenever you change activities, such as cleaning up the table or coming to story time.
- Motivate the children to keep up the momentum by letting them know what's going to happen next. For example, say, "After you put away the puzzles, we will do our action rhymes."
- Make a game out of the activity change. For example, say, "Let's see if you can put all the toys away before I count to ten" or "Let's take great big giant steps all the way to the story circle."
- If a child refuses to switch activities, gently guide that child by the hand. If the child won't comply, begin the activity with the other children.

### How to prevent

- Don't wait for dawdlers. Waiting puts attention on them, which may be what they want.
- Be organized; have materials ready for each activity. Don't give children a reason to dawdle.

### When a Child Talks Back

Do you ever hear these words coming out of your students' mouths? "I don't want to!" or "No!"



Young children test authority at times by talking back. It's their way of communicating that they're tired of taking orders and they want to be in charge.

### How to manage

- Tell the child, "It does not please Jesus when you speak to me that way. If you want to do something different, please ask me nicely, 'Please, may I . . . ?'"

- Tell the child what will happen the next time he or she speaks rudely to you: "If you speak that way to me again, you will not play the game."

- Be consistent in your expectations. Explain what is acceptable. Don't waver in your penalty when the child talks rudely.

### How to prevent

- Give the child your full attention when he or she is polite. Praise the child for speaking politely.
- Children mimic adults. Use kindness in your own speech. Guard against using sarcasm or making negative remarks.

### When a Child Is Bossy

In a classroom of twos and threes, it doesn't take long to notice which children are self-appointed bosses. You may see them grab toys, push their way to be first, or give orders to other children. Bossy behavior is children's way of saying, "I'm important, and this is what I want—now!"

### How to manage

- Set limits and consistently enforce them. Be specific about what the children can and can't decide.
- Don't cave in if the bossy child becomes even more demanding when you place limits on his or her direction giving.
- Let the child make decisions sometimes: "Rosa may choose the first song to sing today." "Luke, choose two friends to play the bells with you."
- Tell the child that when he or she is bossy, the other children will not want to play with him or her.
- Send consistent messages. Don't reprimand the child for bossy behavior and then laugh at the child's "in-charge" demeanor another time.

### How to prevent

- Model gracious behavior. Children will mimic your actions and words.
- Praise good behavior. Whenever the bossy child is cooperative or helpful, let him or her know that you appreciate the effort.

Twos and threes are beginning to learn about God and form their impressions of being in God's house. What a great opportunity you have to impact their lives spiritually! Don't let their behavior distract you from showing them the joy of knowing Jesus.

LESSON 1 | UNIT 1

# God Protected Moses

Families

## Scripture Focus

Exodus 1:8—2:2

## BuildUP Theme



UPLIFT OTHERS

God gives us families to help us.

## Measurable Response

The children will begin to understand God gives them their families.

## Memory Verse

“Love one another” (1 John 4:7).

## Teacher Preparation

Sometimes we think this is the hardest time of all to rear a godly family. But consider the challenges Amram and Jocebed faced in pagan, hostile Egypt! It was unlawful to even have a newborn son, but in that ungodly atmosphere Amram and Jocebed raised God-fearing children. Pray for the parents of the children you teach. Parents have a big job ahead of them!

During this week, read and meditate on these Scripture passages: Exodus 1:8—2:2; Hebrews 11:23.

Prior to Sunday morning, prepare the bulletin board display and decorate your classroom for this unit.

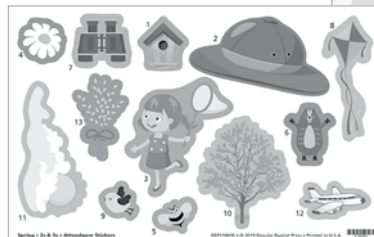
## Attendance

Welcome children by name as they enter the room. Guide children to put the birdhouse sticker over the 1 on their attendance charts. Have an extra attendance chart and stickers for visitors to use. Help children deposit their offering before they go to a play area. Keep the offering container in the same place each week so children will know what to do with their offering.

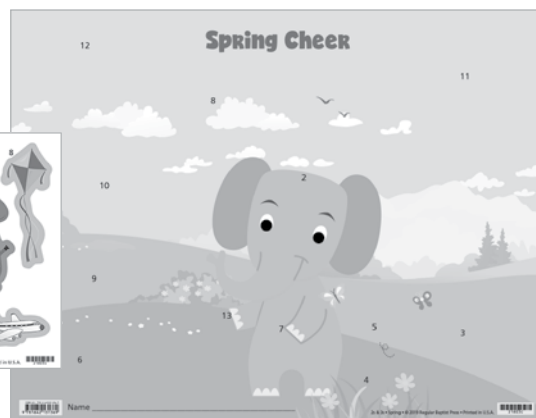
Week 1 Sticker



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—Bulletin Board

### Gather

- Photo of each student with family members.
- Tape.
- Resource 19-R2.
- Construction paper.

### Instructions

1. Contact parents before the quarter begins. Ask each family to bring to class a photo of their child with their family members. Have each family put the photo in an envelope labeled with the child's name. Also before class, cut a variety of shapes from construction paper, making the shapes slightly larger than the photos.
2. Let the children help you finish the bulletin board. Have the background, heart border, title, and house image (19-R2) already in place.
3. Let each child choose a construction paper shape. Help children tape their photos to the shapes. Let children show you where they want their photos placed on the bulletin board, then mount the photos in those places. Talk about the children's family members as you work.



### Conversation

Today we are making a bulletin board that shows the members of our families. God placed each of us in the special family that He wants us to live with. God wants us to love each person in our families. Connor, who is in your picture with you? Taylor, are those your grandparents?

## Option 2—Homelife

### Gather

- Dolls, doll clothes, toy baby bottles, and any other items that suggest caring for a baby.

## Instructions

1. Children play with the dolls and other doll items, pretending to take care of the dolls.
2. Talk about things mommies and daddies do at home.

## Conversation

Natalie, are you pretending to be a mommy today? Show how you feed your baby with the bottle. What will you do if she cries? What things do your mommy and daddy do? Do they cook your food? Do they take you places in the car? Do they wash your clothes? Our mommies and daddies are special.

## Option 3—Blocks

### Gather

- Blocks and toy people.

### Instructions


1. Provide blocks, as well as toy people that resemble various ages.
2. Children build a house with the blocks and place the toy people around or inside the house.

### Conversation

Our Bible story today is about a family. Let's make a house with the blocks. Here are some people for your house. Who are the people in your house?

### Transition

1. About five minutes before Bible Time, alert the children to complete their activities and straighten each area.
2. Sing "A Helper I Will Be" (track 1) as a signal for cleanup to begin.

 "A Helper I Will Be"

# Bible Time

## God Protected Moses (Exod. 1:8—2:2)

### Gather

- Flannelgraph figures 19-25—19-28.
- Teaching picture 19-1.
- Baby doll and blanket.
- 2s & 3s Music, vol. 1.

### Sing

Greet each child by name, then sing “I’ve Come to Church Today” (track 14).

I am so glad we are all here today. Your happy faces tell me you like to come to Sunday School. Today we are going to learn about families. God gives us families.

### Recite

Our Bible story today is about a family who loved God. Let’s get ready to listen. (*Recite the action rhyme “I Open My Bible” to prepare the children for the Bible story.*)

### Bible Story


I love babies! (*Gently rock the doll in your arms.*) Babies are very special. God gives babies to families. A family in the Bible had a special baby. (*Put aside the baby; open your Bible to Exodus 1.*)

Step, step, step. Very softly big sister Miriam walked across the room. (*Place figure 19-27 [Miriam] on the flannelgraph board.*) Big brother Aaron (*add figure 19-28 [Aaron]*) fanned the baby. Everyone was very quiet. They did not want baby Moses to cry.

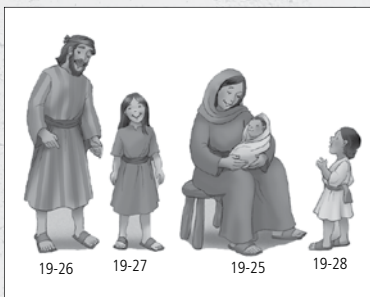
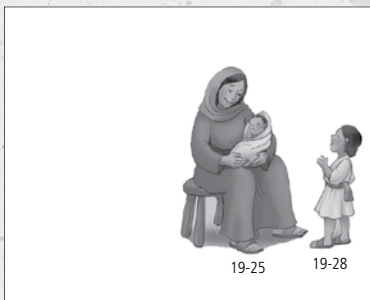
Mother and Father had been so happy when their little baby boy was born. (*Add figures 19-25 [mother with baby] and 19-26 [father].*) Miriam was excited to have a baby in the house. Aaron was glad to have a baby brother. Everyone loved the new baby.

Mother fed and cared for the baby. Father worked hard to care for his family. Sister Miriam and brother Aaron liked to play with the baby.

Baby Moses was getting bigger now. He liked to make noises with his mouth. He could coo and ah.

 “I’ve Come to Church Today”

“I Open My Bible”



But the king and some bad soldiers did not like little baby boys. The king had said new baby boys should be thrown into the river. This made Moses' family very sad. They did not want baby Moses to be thrown into the river.

Each person in the family helped to keep baby Moses from crying. Baby Moses' family loved him and cared for him. *(Remove all figures.)*

## Sing

Display picture 19-1. Sing the first two stanzas of "Baby Moses" (track 4) to review the story. Let the children take turns holding the wrapped doll as you sing.


## Pray

God gives us our homes and families. Let's tell God thank you. Will you show me how you close your eyes and fold your hands as we talk to God?

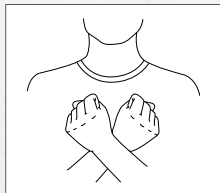
Pray briefly, thanking God for our homes and families.



19-1

 "Baby Moses"

"Love one another" (1 John 4:7).



love

God gives us our families. Our Bible verse today will help us remember to love our families. *(Read from your open Bible.)* Let's do two easy motions for our verse. Here's the sign for "love." Now point to the other children for "one another." *(Repeat the verse and motions two times.)*

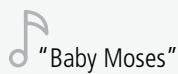
## Student Book Time

### Gather

- Lesson 1 student book page and Aaron sticker for each child.
- Piece of flannel for each child.
- Crayons.
- Glue stick.
- 2s & 3s Music, vol. 1.

Today's student book sheet looks like the big picture I showed you during the Bible story. *(Show your completed student book sheet.)* Let's name the people in this family. *(Point to each figure.)* Here's the mommy . . . and the daddy. Here's big sister Miriam . . . and brother Aaron. And here's baby Moses! Moses' family loved him and cared for him.





Distribute the student book sheets. Children color the family figures and put the Aaron sticker over the X. Give each child a small piece of flannel to put on Moses' blanket. Sing stanzas 1 and 2 of "Baby Moses" (track 4) after the children complete today's student book sheet.

## Cleanup Time

Let the children help as much as possible in putting away the student book supplies. Then take children to the restroom, making sure they wash their hands.

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 page and take-home cards. Other children may be arriving only for Junior Church. Help them feel included in the group.