

God Created Us



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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.

STRONG[®] curriculum

Kit Contents

- ☐ Teacher Guide
- ☐ Junior Church Teacher Guide
- ☐ Student Book*
- ☐ Set of Take-Home Cards*
- ☐ One Attendance Chart and Stickers*
- ☐ Teaching Pictures
- ☐ Flannelgraph Figures
- ☐ Resource CD with online download code
- ☐ 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.

In this quarter's Strong Kids for 2s & 3s, two units will help twos and threes learn that God created the world and everything in it. The children will be encouraged to thank God for making the world—and them!



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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Five Essentials for Sunday Morning

When you're working with twos and threes, your class time can often be hindered by the "tyranny of the urgent"—managing one little crisis after another. With so many immediate needs demanding your attention, it's easy to overlook the essentials that provide a positive learning environment. Take some time to reflect on the following essentials. Are they part of your classroom?

Essential 1: A Spirit-filled teacher

What motivates you to teach? Do you teach to get recognition, to fulfill a duty, or to get warm fuzzies from the children? Hopefully, you teach because you love children. That love comes from God (1 John 4:7).

How is your love relationship with God? Are you reading His Word, talking to Him during the day, and obeying His teachings? If so, your patience, kindness, and understanding will show through as you work with the children.

Twos and threes require a great deal of emotional and physical energy from their teachers.

Another factor to consider is your need for rest. Are you pacing your schedule on Saturday so you wake up refreshed on Sunday? Twos and threes require a great deal of emotional and physical energy from their teachers. Store up your reserves!

Essential 2: A child-centered approach

Young children perceive the world differently than adults. Put yourself in the children's shoes, and plan your class time accordingly.

- **Attention span.** Young children's attention span is short! Change activities often. Limit listening activities to five minutes, especially as two-year-olds first join your classroom.

- **Visual field.** Place wall hangings and bulletin board displays on the children's eye level. For your displays, use bright colors and choose objects that children enjoy, such as animals, people, food, and toys. During story times, sit on the floor or a low chair so the children can see your face and the visuals.
- **Eye-hand coordination.** Young children's small motor coordination is just beginning to develop. Ahead of time, prepare parts of the students' projects that children may have difficulty completing. Rejoice in your students' participation rather than the appearance of the final product.
- **Egotism.** Twos and threes look out for themselves. Don't expect two-year-olds to naturally know how to share. They won't! Instead they may resort to hitting, grabbing, pushing, throwing temper tantrums, or screaming. Research suggests that the typical two-year-old displays eight or nine aggressive acts per hour. The wisest course of action is to keep showing children how to be kind to others and to be patient as they pass through this me-centered phase.
- **Activity level.** Go, go, go! Twos and threes never seem to run out of energy. Plan activities that allow your students to move, such as singing songs with motions, marching around the room, and stretching. The Guided Play section of each lesson in your teacher's guide naturally incorporates movement. The action rhymes throughout each lesson also give students opportunities to get the wiggles out.

Essential 3: A routine

Children thrive when the class time has order. Establish the basic order of events during your class time and stick to that sequence. Once you discover the best way to manage snack time, distribute craft materials, or clean up, repeat the procedures from week to week. Children will soon anticipate what they should do next.

Essential 4: The right supplies

Adequate and appropriate supplies can make the difference between an organized 2s & 3s classroom and sheer chaos! The social skills of waiting for turns, sharing materials, and allowing others to have first choice are alien to young children. Think through your class program. Do your students have enough toys, puzzles, and materials to use in Guided Play? (If some toys are favorites, provide duplicates.) Does each student have a chair and space at a table? Do you have extra student book pages for visitors? Is the supply of crayons, Play-Doh, and glue sticks adequate for your class? Can you locate supplies quickly and conveniently? Many behavior problems are avoided when children have the supplies they need.

Essential 5: A well-prepared plan

Having a well-prepared plan is a given, but it may be shortchanged in the busyness of your life. Do you have a plan for when the children first walk through the door until they leave the room with their parents? Your teacher's guide walks you step-by-step through each lesson's program. Are you familiar enough with the plan so you won't have to refer to it often? You may want to change the plan to fit your particular group of students. If so, jot down the sequence of your plan on a note card and keep it with you.

Go back to the basics—and enjoy a well-managed classroom!

Now That I'm Two, I've Learned . . .

1. We have to sit in chairs sometimes. (I'd rather run around.)
2. Mom never stays with me in my new room. (Is she trying to get rid of me?)
3. I'm supposed to share my toys. (But I want to play with *that* truck!)
4. My teacher tells us to be kind to one another. (Does that mean I have to quit hitting Joey?)
5. The Bible must be a good Book. (My teacher really likes it, but I wish it had more pictures!)
6. We can't have a snack until after my teacher tells a story. (I hope it's a short story!)
7. My teacher always talks about Jesus. (Which guy is He?)
8. Sometimes we sing in front of big people in church. (If I play with my belly button, they will laugh!)
9. Those bigger kids are building a tunnel together. (I'd rather build my own!)
10. My teacher always smiles when I come into the room. (I think she likes me.)



LESSON 1 | UNIT 1

God Made Day and Night

First day of creation

Scripture Focus

Genesis 1:1–5

BuildUP Theme



LEARN DOCTRINE

God created light for us to see.

Measurable Student Response

Each child will know two benefits of having both day and night.

Memory Verse

“God made the earth and the heavens” (Genesis 2:4, NKJV, ESV).

Teacher Preparation

“This is the day the LORD has made” (Ps. 118:24, NKJV). As you teach about creation, remember all God’s “wonderful works to the children of men” (Ps. 107:15, NKJV). Your love for the Creator and the wonders of His creation should be evident to your students.

In addition to reading the text, read and meditate on these Scripture passages: Psalm 104:20–23; Job 38:1–7, 19–21.

Snack Time

(Show the children a chocolate cookie with white cream filling.) What color is the outside of this cookie? The dark color reminds me of something God made. It reminds of night! God made night.

(Twist open the cookie.) What color is the filling inside? What did God create that is bright like the white cream filling? *(Day.)*

Give children a cookie and a small half-filled cup of juice or water.

Guided Play

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

Option 1—Books and Puzzles

Instructions

1. Provide books and puzzles about children going to bed at night and playing or helping at home during the day.
2. Read the books to the children and help them do the puzzles while pointing out the differences between day and night.

Conversation

Jacob, what are the people doing in this picture? Yes, they're having a picnic. Is that something you would do during the day or at night? What are the children doing on this page? That's right; they're playing in their backyard. Do you play outside in the daytime or at night?

Option 2—Game

Instructions

1. Before class: Cut from magazines or print from the internet pictures of activities children do during the day (e.g., play at the park, build with blocks, help in the garden, eat breakfast) and at the night (e.g., wear pajamas, sleep, listen to Mom or Dad read a book, eat dinner). Since you will find more day pictures than night pictures, include more than one picture of a child sleeping. If desired, laminate each picture and stick a piece of magnetic tape on the back of each one.
2. On one cookie sheet, place the sun flannelgraph (20-25). On another cookie sheet, place the moon flannelgraph (20-26) and one star flannelgraph (20-27). Children place the pictures you've provided on the appropriate cookie sheets, deciding if the activity pictured usually happens during the day or at night.

Conversation

God made daytime bright so we can work and play. He made nighttime dark so we can rest. Luke, here's a picture of someone playing at the



Teacher Tip

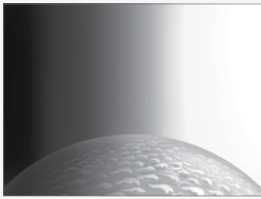
Prepare for upcoming lessons by ordering the following classroom supplies from Regular Baptist Press: God Made Me puzzle (5604) and Adam and Eve's 1 2 3s (6115).

park. Do you play at the park during the day or at night? Which of these pictures is your favorite thing to do during the day?

Story Time



"My God Is So Great"



20-1

Sing

God made day and night. Only God could do that! He is a powerful God. Let's sing about God's power. (*Sing "My God Is So Great."*)

Bible Story Review

God Made Day and Night (Gen. 1:1–5)

Gather the children near the bulletin board and briefly retell the Bible story using teaching picture 20-1. Point to the white paper on the bulletin board when you talk about day and the black paper when you talk about night.

Ask the questions on the back of picture 20-1, letting the children take turns pointing to the world and the light and dark halves.

Memory Builder

"God made the earth and the heavens" (Gen. 2:4, NKJV, ESV).

Read Genesis 2:4 from your open Bible: "God made the earth and the heavens." Let children volunteer to hold your Bible and "read" the Bible verse with you. Encourage the children to say the verse and do the motions with you. Repeat the verse with the motions two or three times.

"God (Point up.)

made the earth (Make a circle with your arms.)

and the heavens." (Wave your outstretched arms overhead.)

Recite

Our great God made day and night for us.

Teach the action rhyme "Day and Night" to the children. Repeat the rhyme two or three times.

Pray

Pray briefly, thanking God for making day and night.



"Day and Night"

Use the Molly figure and vinyl clings 20-V1 (cap) and 20-V2 (sunglasses).

Story

The New Tricycle

Molly's daddy has a surprise for her. Let's find out what it is.

"Molly, let's go outside so you can see the surprise I have for you," said Daddy. Molly was so excited! (*Display Molly figure.*) Daddy led Molly to the driveway, and she saw a new shiny red tricycle!

"Thanks, Daddy!" yelled Molly.

Mommy gave Molly a cap and sunglasses to put on. (*Add cap and sunglasses clings to Molly.*) "It's bright outside today," she said, squinting. "You need to wear your cap and sunglasses." Mommy also put some sunscreen on Molly's arms, legs, and face so she wouldn't get sunburned.

Daddy told Molly she could ride her tricycle on the driveway and on the sidewalk in front of the house but not on the street. "Okay, Daddy," she said, nodding her head.

Molly enjoyed riding her new tricycle. It had a little bell on the handlebars, and Molly had fun pushing the button on the bell as she rode.

After supper, Molly rode her tricycle again. In a little while Mommy said, "Molly, it's time to come inside."

"Can I play longer?" Molly asked.

"No," said Mommy. "It's going to be dark soon. When it's dark outside, it's time for people to rest."

That night as Mommy tucked Molly into bed, Mommy said, "You had fun today with your new tricycle, didn't you?"

Molly yawned. "Yes, I did," she said, "but I'm glad God made nighttime so I can rest. I'm tired!"

Recite

Molly had fun playing during the daytime. Then at night, she went to bed. Let's say our rhyme again that tells us about day and night. (*Recite the action rhyme "Day and Night."*)



"Day and Night"



20-P13

Activity Time

Instructions

1. Before class: Copy resource 20-P13 (day/night coloring page) for each child.

2. Give each child a copy of resource 20-P13. Children color the page.
3. Help children glue two small round crackers on the truck for tires, a cotton ball on the bed for a pillow, and a piece of fabric on the bed for a blanket.

Conversation

Why did God create day and night? He created day so we can work and play and night so we can rest.

Closing Time

Group Activity

What did we learn that God made? Yes, God made day and night. Let's play a game with our pictures of day and night.

Gather the pictures, cookie sheets, and flannelgraph images from the Guided Play game. Hide the pictures in easy-to-spot locations. The children look for the pictures and place them on a cookie sheet with either the sun flannelgraph on it or the moon and star flannelgraph on it.

One teacher should gather the children's belongings near the door. As parents arrive, the teacher should quietly get their children from the group activity and give them their take-home items, including today's take-home card. Tell the children that you look forward to seeing them next Sunday. Continue the group activity until each child has been picked up.



Partner with Parents

Encourage parents to reinforce the concept that God created day and night. God made day so we can play and night so we can sleep tight.