

# God Created Us



Strong Kids Introduction ..... 2  
 2s & 3s Resources ..... 3  
 Basic Supplies ..... 4  
 Unit Bulletin Boards ..... 5  
 Five Essentials for Sunday Morning ..... 6

Session	Date	Title	Theme	Passage	Page
<b>Unit 1   God Created the World</b>					
1	June 1, 2025	God Made Day and Night	God created light for us to see.	Genesis 1:1–5	8
2	June 8, 2025	God Made Sky and Land	God created land for us to live on.	Genesis 1:6–10	14
3	June 15, 2025	God Made Plants	God created beautiful plants.	Genesis 1:11–13	19
4	June 22, 2025	God Made Sun, Moon, and Stars	God created the amazing sun, moon, and stars.	Genesis 1:14–19	25
5	June 29, 2025	God Made Fish and Birds	God created fish for water and birds for the air.	Genesis 1:20–23	31
6	July 6, 2025	God Made Animals	God made wonderful animals.	Genesis 1:24, 25	36
7	July 13, 2025	God Made People	God made man and woman to be together.	Genesis 1:26–31; 2:7–15, 18–25	42
8	July 20, 2025	God Made All of Creation	God made everything perfect.	Genesis 1:31—2:3	47

<b>Unit 2   God Provided for Adam</b>					
9	July 27, 2025	God Gave Adam Work	God has work for us to do.	Genesis 2:15–20	52
10	August 3, 2025	God Forgave Adam and Eve	God forgives us of our sin.	Genesis 2:15–17; 3:1–24	57
11	August 10, 2025	God Gave Children	God loves families.	Genesis 4:1, 2, 25, 26	62
12	August 17, 2025	God Gave Food	God planned the seasons for growing food.	Genesis 1:14; 2:16; 3:17–19; 8:22	67
13	August 24, 2025	God Gave Me Life	God loves every child.	Job 10:8–12; Psalm 139:14–16	73



### Unlock Your Extra Sunday

This quarter has 14 weeks. For the lesson on August 31st, we have provided review activities. To access these, scan the QR code on the left or visit [StrongCurriculum.com/ExtraSunday](https://StrongCurriculum.com/ExtraSunday)



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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 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, 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!

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Cards\*
- One Attendance Chart with 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 Made Me puzzle (5604)  
Animal Finger Puppets (9058)  
*Adam and Eve's 1 2 3s* (6115)  
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 dishes  
Play food  
Table, chairs  
Child-size mop, broom

## Bulletin Boards

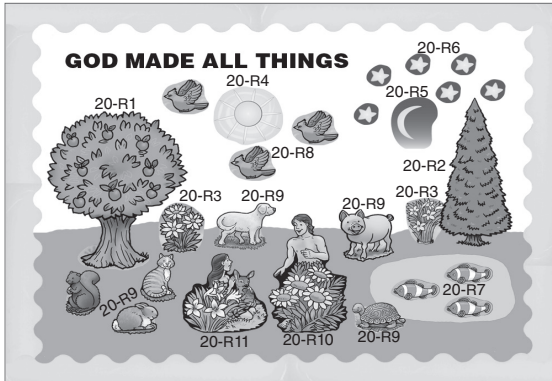
Blue scalloped bulletin board border (8537)  
God Is Love Border (8530)  
Black letters (8512)  
Red letters (8511)  
Brown burlap  
Light blue paper

## 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 board with light blue paper. Place the blue border around the outside edges of the board. Use red letters to make the title "GOD MADE ALL THINGS." (See border and letters on page 4.) The figures for the bulletin board are available on resources 20-R1 through 20-R11. Access the online resources by using the download access code included in the kit. Print the figures in color (or in black and white and then color them). Develop the bulletin board display week by week as indicated in lessons 1–7.



## Unit 2

Cover the board with light blue paper. Place the God Is Love border around the outside edges of the board. Use black letters to make the title "GOD LOVES ALL PEOPLE." (See border and letters on page 4.) Add the four figures to the bulletin board when indicated in lessons 9, 10, and 11. The figures are on resources 20-R27 through 20-R29. You will need to take pictures of the students during lesson 12 (or earlier) and add the photos in lesson 13.

# 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 Response

The children will know two benefits of having both day and night.

## Memory Verse

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

## Teacher Preparation

Every day is a day the Lord has made (Ps. 118:24). As you teach about creation, remember all God’s wonderful works (Ps. 107:15). 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.

Prior to Sunday morning, prepare your bulletin board for today’s lesson. Cover half of the board with white butcher paper or a white bedsheet, and cover the other half with black paper.

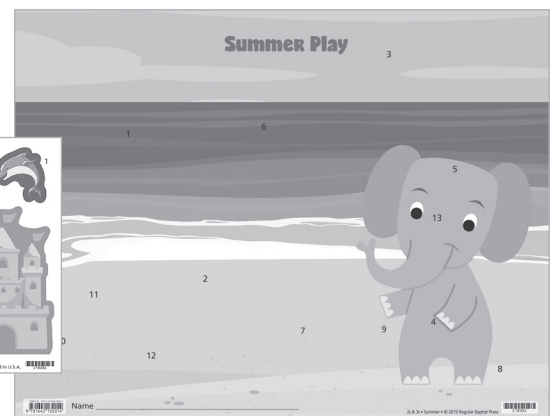
## Attendance

Greet the children warmly as soon as they enter the room. Let them know you are glad they’re here by stooping to their level to say hello. Show them their new attendance charts, and help children place today’s sticker over the 1. If children bring offering money, let them put it in the offering container before they go to a play area.

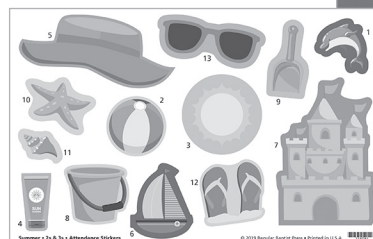
Week 1 Sticker



Attendance Chart



Attendance Stickers





# 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—Craft

### Gather

- Resource 20-R12.
- Bump chenille wires.
- Crayons.
- Paper clips.

### Instructions

1. Before class, copy resource 20-R12 for each child. For each student, make a doll out of two bump chenille wires by following the sketches in the margin.
2. Children color their pages.
3. Give each child a chenille wire doll. Tell the children it's daytime and to pretend the doll is playing with the toys on the coloring page, bending the doll's arms and legs. Then tell the children it's nighttime; children straighten the doll's legs and lay it on the bed. Children play with the dolls, pretending it's day or night, as time allows.
4. Paper-clip the dolls to the papers to send home with the students.

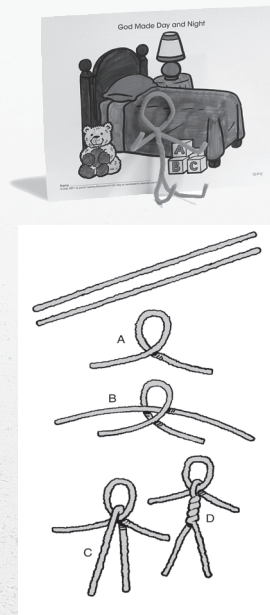
### Conversation

What does your doll like to do during the day? It's fun to play during the daytime. After we play, it feels good to sleep at night.

## Option 2—Homelife

### Gather

- Star-shaped cookie cutter.
- Cardboard.
- Pencil and scissors for teacher's use.
- Yellow crayon or marker.
- Aluminum foil.
- Tape.



- Blanket or beach towel, beach umbrella, and other beach items (e.g., pails and shovels).
- Items that suggest bedtime (e.g., camping lantern, storybooks about bedtime).

### **Instructions**

1. Before class, use a star-shaped cookie cutter to trace stars on a sheet of cardboard; cut out. Cut out a large sun and moon too. Color the sun, and cover the moon and each star with aluminum foil. (Save the sun, moon, and stars for Guided Play in session 4.)
2. Spread a blanket or beach towel in one corner of the room, and place an open beach umbrella on it. Put sand pails and shovels, a beach ball, stacking cups, sunglasses, and straw hats on the blanket or towel. Tape the sun to the wall or hang it from the ceiling.
3. In another corner of the room, place sleeping bags, throw pillows, an electric camping lantern, and storybooks about bedtime. Tape the moon and stars to the wall or hang them from the ceiling above the sleeping bags.

### **Conversation**

Cory, look at the sunglasses and beach towel. Are you at the beach? Yes, it's fun to go to the beach on a bright sunny day. Can you roll the ball to Michael? Katie, you could stack these cups to look like a sandcastle. What else do you do during the daytime?

Carrie, you're sitting under the moon and stars. When do we see the moon and stars? Yes, we see them at night. What do we do at night? We sleep! Sometimes we read books before we sleep. Let's read this book about bedtime.

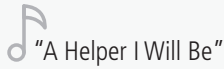
### **Option 3—Blocks**

### **Instructions**

1. Provide blocks.
2. Allow children to build with the blocks. While the children build, talk about when most people work and when most people sleep.

### **Conversation**

Vanessa, do people ever build houses at night? No, it's too dark at night. When do farmers work in the field? Yes, during the day. Daniel, what do you do at night? You sleep. God made day for working and night for sleeping.



## Transition

1. About 5 minutes before Bible Time, sing “A Helper I Will Be” (track 1) to signal that cleanup has begun. Help the children straighten each area.
2. The teacher who will conduct Bible Time should be in the story area when the first child arrives.

# Bible Time

## God Made Day and Night (Gen. 1:1–5)

### Gather

- Black, dark blue, and white construction paper.
- Scissors.
- Action rhyme “Day and Night.”

(Before class, cut out three large circles from construction paper: one black, one dark blue, and one white. Place your Bible near you so the children can see it and easily reach it.)

### Sing

Sing “I’ve Come to Church Today” (track 14).

God is strong and mighty. That means He’s powerful! Let’s sing a song about how powerful God is. (*Sing “My God Is So Great” [track 18].*)

### Recite

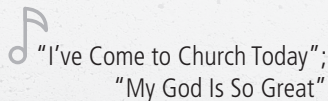
Who can tell me the name of the Book that tells us about God? Yes, the Bible. Let’s say a rhyme that reminds us how special the Bible is. (*Recite the action rhyme “I Open My Bible” once or twice. Encourage the children to do the motions with you.*)

### Pray

Pray briefly, asking God to help the children learn from the Bible about how powerful He is.

## BIBLE STORY

It is very important to God that we listen to His Word, the Bible. Everything in the Bible is true. I need someone to help me find my Bible.



“I Open My Bible”



Tell the story from your open Bible. Show the paper circles from the before-class instructions as indicated.

I can't teach the lesson without my Bible. Where could it be? (*Call on a student to find your Bible and give it to you. Open your Bible to Genesis 1:1 and hold it up for the children to see.*)

The first story in the Bible is about all the wonderful things God made. In the beginning of time, God created the earth. But nothing existed on the earth. There were no flowers or trees or grass or clouds. There was nothing—just darkness everywhere. (*Show the black circle. Cover your eyes, and encourage the children to do the same to experience darkness. Open your eyes.*)

God looked down from Heaven and said, "Let there be light." And there was light! Everything was suddenly bright. (*Show the white circle.*) Now it wasn't dark all the time. Let's clap our hands because we are happy that God made the light! (*Lead children in clapping.*) God said the light was good.

Then God made the light and darkness appear at certain times of the day. God called the light day. The daytime is bright so we can work and play. (*Show the white circle.*) He called the darkness night. (*Show the dark blue circle.*) He made the night dark for quiet resting. (*Fold the dark blue circle in half, and cover half of the white circle with it.*)

God knew just what we would need. He knew we needed a time to work and play (*run in place*) and a time to rest and be quiet (*rest head on your hands*). God used His great power to make day and night for us.

### Recite

(*Show the folded dark blue circle covering half of the white circle.*) God made day and night. When it is day, we work and play. What do we do at night? Yes, we sleep. Playing and sleeping are good things to do. Let's say a rhyme about what God made. (*Recite the action rhyme "Day and Night."*)

"Day and Night"

## Memory Builder

Listen and watch me as we learn our Bible verse. (*Repeat the verse with the motions two or three times.*)


"God (*Point up.*)

made the earth (*Form arms into circle overhead.*)

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

### Sing

Let's sing a song about our powerful God. (*Sing "My God Is So Great" [track 18].*)

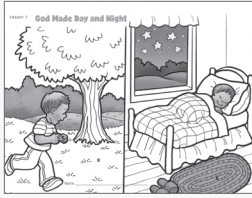
 "My God Is So Great"

God is so powerful that He made day so we can work and play, and He made night so we can rest. Benjamin, can you tell me one thing you like to do during the day? Sarah, tell me one thing you like to do at night.

## Student Book Time

### Gather

- Lesson 1 student book page and running puppy and sleeping puppy stickers.
- Crayons.



Distribute the lesson 1 student book sheet to each child. Let the children color their pages. Talk about how God made day and night for different activities.

God made a time when it's light outside. What did He call that time when it's light outside? Yes, God called the light day. God made the daytime for us to play and do chores. After all that work and play, we need to rest. God called the darkness night. Alexis, when do people sleep? That's right; we usually sleep at night when it's dark out.

What does this picture show? Yes, it shows a boy running. Maybe he's playing with his friends. Would you play outside during the day or night? Yes, during the day. (*Give each child a running puppy sticker.*) This puppy is running and playing. Kyle, where should you stick this puppy on your page? (*Give each child a sleeping puppy sticker.*) This puppy is sleeping. Kyla, where should you stick this puppy on your page?

## Cleanup Time

Ask the children to help you put away the student book materials. Also take the children to the restroom. Be 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 page and today's take-home card. Other children may be arriving only for Junior Church. Help them feel included in the group.