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Session	Date	Title	Theme	Verse	Page
<b>Unit 1   God Provides Life</b>					
1	Sept. 1, 2024	God Provided His Life	God never had a beginning and will never have an end.	Gen. 1:1	8
2	Sept. 8, 2024	God Provided Plant Life	God designed the earth as the perfect place to live.	Gen. 1:1	14
3	Sept. 15, 2024	God Provided Animal Life	God made stars, planets, and animals to show His greatness.	Ps. 146:6	21
4	Sept. 22, 2024	God Provided Human Life	God wants us to fellowship with Him.	Isa. 45:11, 12	28
5	Sept. 29, 2024	God Provided Work	God gives us work as a way to honor Him.	Gen. 2:15	35
6	Oct. 6, 2024	God Provided Food	God provides for our needs.	Gen. 1:29	41

<b>Unit 2   God Provides New Life</b>					
7	Oct. 13, 2024	God's Grace for Adam	God offers to forgive us our sins.	Col. 1:14	47
8	Oct. 20, 2024	God's Grace for Noah	God sent Jesus as the way of salvation.	Gen. 6:8	55
9	Oct. 27, 2024	God's Grace for the World	God's promises always come true.	Ps. 89:34	62
10	Nov. 3, 2024	God's Grace for the Nations	God wants us to obey His commands.	Ps. 145:9	68
11	Nov. 10, 2024	God's Grace for Sinners	God promised to provide salvation.	Gen. 12:3	75
12	Nov. 17, 2024	God's Grace for Abraham	God's plan to provide salvation cannot be stopped.	Gen. 18:14	82
13	Nov. 24, 2024	God's Grace for Isaac	God sent Jesus to die in our place.	Gen. 22:8	88

# 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 Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.


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 Pre-Primaries, children will learn the Genesis account of Creation, emphasizing that God is the creator. They will also learn about God's grace for sinners and His faithfulness to His promises.

## Kit Contents

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

\*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 Purchase (Sold Separately)

- Strong Kids Music, vol. 1



## 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"> <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> |
|---|--|---|---|



# What Is a Pre-Primary?



Generally, pre-primaries are four and five years old and sometimes a young six, depending on birthdays. On the whole, they are preschoolers and kindergarteners. But there is a different learning curve between the ages. The better you know their traits, the better you can plan your lessons because you will have realistic expectations of their abilities. For example, fours are still testing boundaries and have a shorter attention span, especially in the fall when they have just been promoted to pre-primaries. They attach themselves to particular friends and like action.

Five-year-old children can focus longer on a project. They are able to discuss and ask questions. They learn quickly, are eager to share, and many can read simple sentences and write their names. They are most comfortable if things don't change too much or too often. The teacher is an important part of their lives. They want to please you.

If possible, have separate classes or at least different learning activities in the session starters, guided play, and application crafts for fours and fives. But don't necessarily use age as a marker for

ability. Strong Curriculum has a wide variety of activities relating to each Bible lesson and will accommodate different learning styles.

Be flexible throughout the morning. Some days role play or a team challenge just isn't going to work if students are sidetracked by another event in the day; e.g., Easter egg hunt, a Fun Fair after church, or singing in adult church.

Read and study the age characteristics charts and analyze the makeup of your class. Are there more fours or a majority of fives? Are they a quiet group, or will you have to keep to routine? As you prepare your lessons each week, take all these things into account and plan accordingly, but try a variety of activities to see what works best. And always have an extra activity planned or an interesting picture or book that relates to the lesson and will capture the attention of the restless.

Give yourself some quiet time Sunday afternoon or Monday to consider how the morning went. First make a list of what was good about the day. What made you feel successful? What worked well with your pre-primaries? Were you able to get the student response you were looking for?



Give some thought to what did not work for you or your class and why. Did you need additional helpers? Were students rushed to complete a project? Did they have trouble understanding instructions? Some activities can be tried again in a couple of months as the children mature (and they will) and get used to each other and to you and the Sunday routine.

Keep in mind that all children benefit from structure and routine. Strive to remain consistent by developing classroom rules. This is important as you transition from one activity to another. Pre-primaries want to please you and thrive on praise for doing a job well. They can better accomplish your goals for them when you provide the format for doing so. Take the initiative to know your pre-primaries and shape your teaching to meet their needs.



Four-year-olds . . .	Teacher's Action	Five-year-olds . . .	Teacher's Action
Love to talk, so . . .	make time for talking and listening.	Enjoy telling stories, so . . .	involve students in telling the Bible story.
Like silly, rhyming words, so . . .	use word plays, rhymes, fun words.	Desire to complete tasks, so . . .	be flexible with timing.
Enjoy anything new, so . . .	introduce new books, games, and activities.	Prefer the "tried and true," so . . .	don't insist that students try new things.
Change interest rapidly, so . . .	plan many short activities.	Desire to please, so . . .	offer positive feedback.
Lack perfectionism, so . . .	accept artwork and crafts "as is."	Judge abilities accurately, so . . .	give sincere praise.
Test behavioral boundaries, so . . .	be firm and consistent.	Focus for a longer time, so . . .	include longer activities.
Enjoy group play, so . . .	use group games and activities.	Expand intellectually, so . . .	encourage Scripture memorization.
Prefer certain friends, so . . .	allow natural choice of partners.	Learn by asking questions, so . . .	take time to respond.
Exaggerate, so . . .	accept this tendency and downplay its importance.	Need times of quiet, so . . .	provide space away from four-year-olds.
Love to move, so . . .	include action songs, signing, pantomime.	Like responsibility, so . . .	recruit students' assistance.

# Basic Supplies for Pre-Primary Teachers

## Teaching Aids

Bible  
Offering container  
Flannelgraph board (26" x 36") (6063)  
CD player  
Pocket chart (8664)  
Sentence strips (pkg. 75) (8677)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
Card stock  
Index cards  
Self-adhesive labels  
Lunch-size paper bags  
6" and 9" paper plates  
Paper cups, napkins, plastic silverware  
Paper towels  
Tissues

## Markers

Pencils; colored pencils  
Crayons; washable paint daubers  
Black and colored felt-tip markers

## Office Supplies

Paper clips  
Brass fasteners  
Rubber bands  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (sharp points for teachers; blunt ends for students)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Role Play Items

Child-size mop, broom, etc.  
Dress-up clothes; lengths of fabric  
Plush animals  
Finger puppets  
Nonworking cell phones  
Paper towel or wrapping paper cardboard rolls  
Aluminum foil

## Bulletin Boards

Scalloped rainbow border (8541)  
Scalloped clouds border (8580)  
Blue letters (8510)  
Red letters (8511)

## Miscellaneous

Large blocks; other types of building sets  
Cardboard boxes (all sizes)  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloths for art or food projects  
Styrofoam  
Large plastic bags or old shirts for smocks  
Ziplock bags (sandwich-size and snack-size)  
Watercolors and brushes  
Yarn  
Chenille wires  
Cotton balls

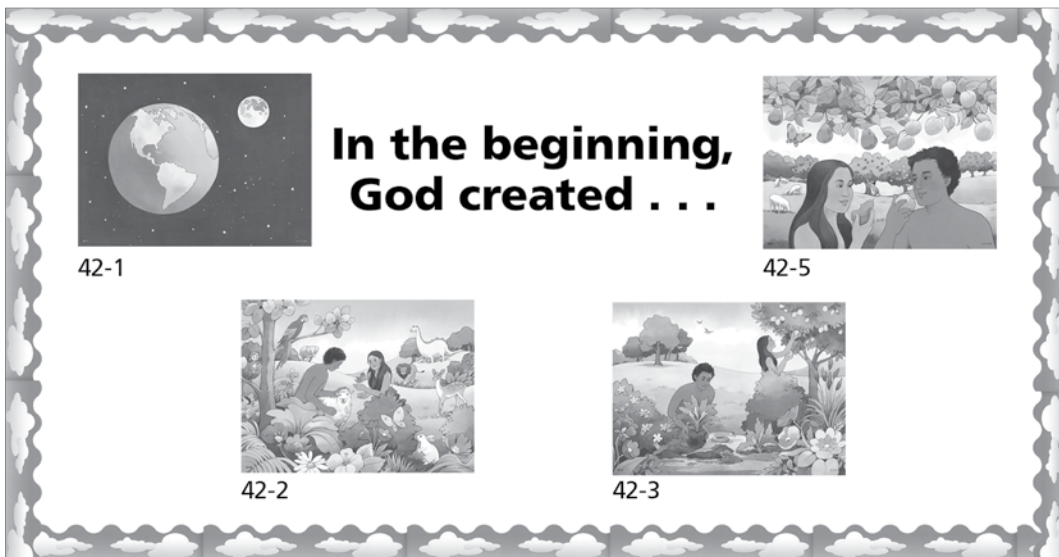
*Note: Products with an order number are available from Regular Baptist Press.*



# Unit Bulletin Boards

## Unit 1

The theme for the first unit is Creation. Build the bulletin board before the first Sunday of the quarter. Choose a light-colored bulletin board backing. Use the scalloped cloud border (available from Regular Baptist Press; order no. 8580). Use blue letters to make a sentence title: In the beginning, God created . . . (EZ letters; order no. 8510). Center the title on the board as shown. To finish the sentence, print and use copies of the downloadable teaching pictures 42-1, 42-2, 42-3, 42-5. The pictures represent an overview of Creation.



## Unit 2

Before session 7, remove the unit 1 bulletin board. Place a darker blue backing and use the scalloped rainbow border (Regular Baptist Press; order no. 8541). Use red letters to make the title: GOD KEEPS PROMISES (order no. 8511). The display will consist of pictures representing promises to Noah and Abraham. Print these downloadable teaching pictures: 42-6, 42-7, 42-8; 42-10; 42-12, 42-13. Place as below. Use the display for review.



LESSON 1 | UNIT 1

# God Provided His Life

God's eternity

### Scripture Focus

Psalm 90:2, 4; Isaiah 46:9, 10; Revelation 1:8

### BuildUP Theme



LEARN DOCTRINE

God never had a beginning and will never have an end.

### Measurable Response

The students will praise God and accept His truth by faith.

### Memory Verse

"In the beginning God created the heaven and the earth"  
(Genesis 1:1).

## Teacher Preparation

We couldn't possibly fully comprehend God's eternity, the focus of this lesson. We must accept the truth by faith.

Since God has always existed, He doesn't depend on anything or anyone for His continued existence. Furthermore, God didn't need to create the world. He wasn't lonely and in need of company. He is complete in and of Himself. He is the beginning and end of all things.

Teaching God's eternity lays a solid foundation for children to begin to understand Who God is. You will be surprised and blessed with the simple faith young children express as they learn the truth of God's Word.

Read the Scripture Focus passages and make a list of words that identify God. Praise Him for being eternal.

## Attendance and Verse

Distribute an attendance and verse chart (2303) to each student. Briefly introduce Timber, the beaver, and the building theme. Have students write their names on their charts. Today the students will place the eyes sticker over the 1 on the beaver. Mount the charts on a wall or bulletin board at students' eye level. Next week, students will add an acorn sticker to their charts for saying Genesis 1:1, the memory verse from this week.

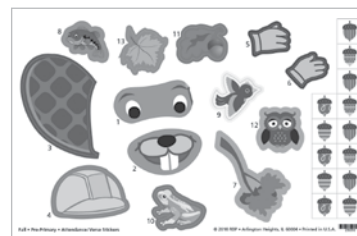
Attendance Chart



Week 1 Sticker



Attendance Stickers





# Session Starters

## Option 1—Paper Chains

### Gather

- Colored construction paper.
- Glue sticks.
- Story book (optional).

### Steps

1. Before class, cut the construction paper into strips.
2. Make a sample paper chain.
3. Distribute glue sticks and different colors of paper strips to each student. Show students how to start their own paper chains. Let students work for several minutes until each child has a chain with several links.

Show me the very beginning of your paper chain. This is where you started. It was the very first link in the chain.

**ASK:** What color is your first link?

**ASK:** Count the number of links in your chain.

**ASK:** Whose chain is longest?

**ASK:** Show me the end of your chain. Where is the very last link you attached? What color is it?

4. Transition to the Bible lesson.

You all made a paper chain today. Even though all your chains are a little different, they all have a beginning, a middle, and an end. Some are long, some are short, some have many colors, and some are all one color, but they all have a first link and a last link. Everything we know on this earth and in this life has a beginning and an end. (Show book.) A book has a first page and a last page. A song has a first note and a last note. Even our day had a beginning when we got up this morning, and it will end when we go to bed tonight!

**ASK:** Can you think of anything that does not have a beginning and an end? (This is a hard concept for pre-primaries. Give a few moments to think.)

To have no beginning and no end is to be “eternal.” God is eternal. He had no beginning, and He will never have an end. Let’s go to Bible time and learn what God says about being eternal.



## Option 2—The Daily Lineup

### Steps

1. Have the students line up at the door.

**ASK:** Who is at the beginning of the line? Who is at the end?

2. Repeat the activity. Have students line up at several other locations and in different arrangements (e.g., girls in front, by height, by shoe color). Each time students line up, identify the beginning of the line, the middle, and the end of the line.

3. Transition to the Bible lesson.

**ASK:** How did you start your day today? Did you wake up? What did you do next?

**ASK:** How will you end your day? Will you eat dinner? Take a bath? Put on pajamas? Then what will you do?

Everything on this earth has a beginning and an end. We had a beginning and an end when we lined up. Each day has a beginning and an end.

**ASK:** Can you think of anything that does not have a beginning and an end? (Give a few moments to think. Someone might name God.)

To have no beginning and no end is to be “eternal.” God is eternal. He had no beginning, and He will never have an end. Let’s go to Bible time and learn what God says about being eternal.

## Bible Study

### God Provided His Life (Ps. 90:2, 4; Isa. 46:9b, 10a; Rev. 1:8)

#### Gather

- Teaching picture 42-1.

**READ:** Genesis 1:1.

**ASK:** How many of you have heard that verse before? Before the world was made, Who was there? *God*.

**DISPLAY:** Teaching picture 42-1.

**READ:** Psalm 90:2 from your open Bible.

God was around before there was anything. He existed before the earth, before the sun, moon, and stars, and before the entire universe was created. The Bible says, “from everlasting to everlasting,” God is God! That means God is “eternal.”



42-1

**ACTIVITY:** Write the word “eternal” on the board. Point to it and read it. Invite your students to read it and practice saying the word “eternal” with you.

When the Bible says that God is from “everlasting to everlasting,” it means God did not begin and God will not end. Someone who has no beginning and no end is “eternal.”

Let’s think about that. Many years ago before you were born, your mom and dad were little babies. That was their beginning. Years before that, there were no cars. People rode horses. When Jesus lived and preached on the earth, there were no restaurants, playgrounds, or hospitals like we have today. Many years before that, God made the earth. Before the earth was created, there was nothing, just God. There was nothing but darkness. Only God was there.

It is hard to think about God never having a beginning. Try thinking about going farther and farther back in time. God was still there. Imagine back hundreds, thousands, millions, and billions of years before God made the earth. Even then God was there. God was never born. He was always there. He is here now. And He always will be.

God isn’t the same as us. We aren’t eternal in that we all had a beginning. The Bible teaches us that God has always been. Nothing caused God to happen. But God caused everyone and everything else to happen! God made everything and everyone.

**READ:** Revelation 1:8.

God says that He “is,” “was,” and “is to come.”

**READ:** Revelation 1:8 again, emphasizing past, present, and future verbs.

**ACTIVITY:** Let’s put some actions to this verse. Point at the floor right in front of you. This is now, right here, right now. God is with us in our present time. Point over your shoulder. Let’s pretend that is the past. That’s all of time before now. God was in the past, but He was always there all the time before now. Now point far out in front of you. Let’s pretend that’s all of time in the future. That is everything that hasn’t happened but will happen and will go on forever. God will be in the future too. He will never end. He will exist forever and ever. Now let’s say this verse with the actions we just did. (See the margin.)

**ASK:** If God is eternal, who made God? *No one!*

God is the creator of all things. No one made God. If there was someone more powerful than God, then that someone would be God! God is the only creator. He is the reason for the beginning of all things.

**“The Lord,**  
(Point up.)

**which is,**  
(Point to the floor in front of you.)

**and which was,**  
(Point over your shoulder,  
behind you.)

**and which is to come.”**  
(Point far out in front of you.)



**ASK:** Think about that. If God existed before everything, who was with God? *No one.*

**ASK:** Who did God need to keep Him company? *No one.*

Since God has always existed, He doesn't need to depend on anything or anyone to always be alive. God does not need help. God did not need to create the world. He was not lonely. He is complete in and of Himself. He created the universe because He wanted to!

**READ:** Isaiah 46:9b and 10a from your open Bible.

God is so incredible that our brains have trouble understanding how amazing God is. But that doesn't mean we should give up and say something must not be true. There are many things we don't completely understand, but that doesn't mean they are not true. I don't understand how the microwave works, but I still put my coffee in it this morning and warmed it up! I don't understand all about our amazing, Almighty God, but that doesn't mean I don't believe God is Who He says He is. God is greater than me or you or anyone else on earth. No one is like God! There is no one to compare Him to. He is the beginning and end of all things.

## Memory Builder

### Gather

- Several sheets of colored paper.
- A wide-tip marker.
- Poster 42-P1.
- Bible.

### Steps

1. Before class, write a word or short phrase of the verse on each sheet of paper.
2. Read Genesis 1:1 from your open Bible.

**ASK:** Who was there before anything was made? *God.*

**ASK:** Does the Bible tell us who made God? *No. Why? Because no one made God. God made everything else.*

3. Display poster 42-P1. Read it as you point to each word. Invite the students to "read" with you.
4. Help students form a chain by linking arms at the elbow. In verse order, give each student a section of the verse visuals you made.



42-P1

Point out the beginning and the end of the chain. Then recite the verse together as you point to each student's phrase.

**ASK:** Our human chain has a beginning and an end. This verse has a beginning and an end. Who never had a beginning? *God!*

**ASK:** Who will never end? *God!*

5. Now form the human chain into a circle. Students keep arms linked and hold the visuals. Connect the first student to the last student to form a circle. Recite the verse again.
6. If time allows, collect the verse sections and randomly distribute them. Guide students in putting themselves in order and forming a new chain. Recite the verse again.

## Session Application

### Gather

- Student book page.
- Children's scissors; glue sticks.
- Coloring and writing supplies.
- Completed sample page.
- Strong Kids at Home take-home paper and outer wrap.

### Steps

1. Before class, make a sample student book page. Precut figures for younger students.
2. Distribute a copy of the student book page for lesson 1 and the supplies to each student.
3. Explain the activity and work the page together. Talk about the little pictures. Talk about the beginning and the end. Show your completed page. Younger students will need help cutting apart the pictures.
4. Before students glue, have them put the pictures where they belong. Display your page where they can see it for reference. Have a helper check to make sure they are in the right positions.
5. Distribute any crafts students made and the Strong Kids at Home take-home paper and outside cover wrap (for parents) to students who are leaving the room at this time.
6. Challenge students to complete the student book page during the coming week.

