

# Jesus Cares for Us



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## Unit 1 | Jesus and His Friends

1	Friends Brought a Man to Jesus	God wants friends to help each other.	Mark 2:1–12	8
2	Jesus Visited His Friends	God wants us to be kind.	Luke 10:38–42	14
3	Jesus Cared for His Friends	Jesus cares when we are sad.	John 11:1–3, 17–45	20
4	Jesus Made a New Friend	Jesus loves all people.	Luke 19:1–10	26

## Unit 2 | Jesus and the Sick

5	Jesus Made a Blind Man See	Jesus helps us by His power.	John 9:1–7	32
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9	Jesus Made a Deaf Man Hear	Jesus helps us by His power.	Mark 7:31–37	54

## Unit 3 | Jesus and the Needy

10	Jesus Shared His Love for Children	Jesus loves meeting children's needs.	Matthew 18:1–14	59
11	Jesus Showed His Love for Children	Jesus wants little children to believe in Him.	Matthew 19:13–15; Mark 10:13–16	65
12	Jesus Thanked God for Food	Jesus thanked God for food.	John 6:1–14	71
13	Jesus Fed a Multitude	Jesus provides for our needs.	John 6:1–14	77



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# 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.



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.

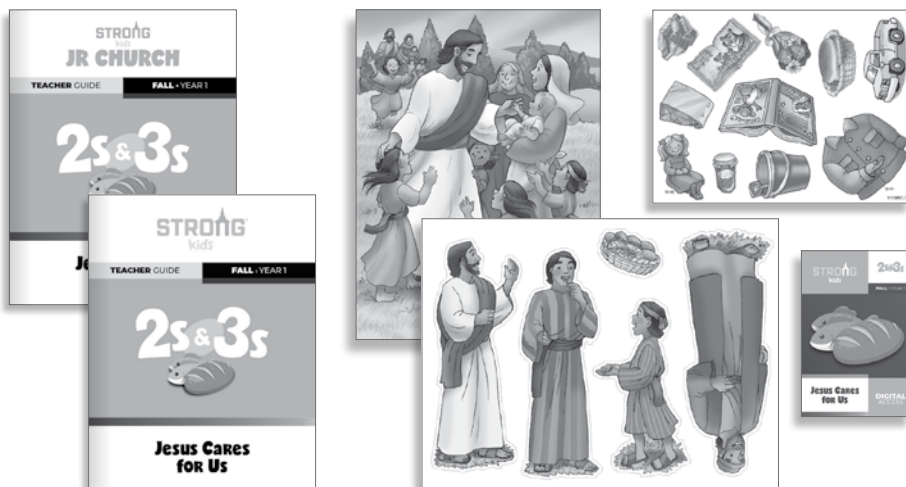
 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

 **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.

In this quarter's Strong Kids for 2s & 3s, children will learn that Jesus is a friend and that He used His power to care for the sick and needy. The Bible lessons will encourage children to be friendly and thankful.

## Teacher Kit Contents

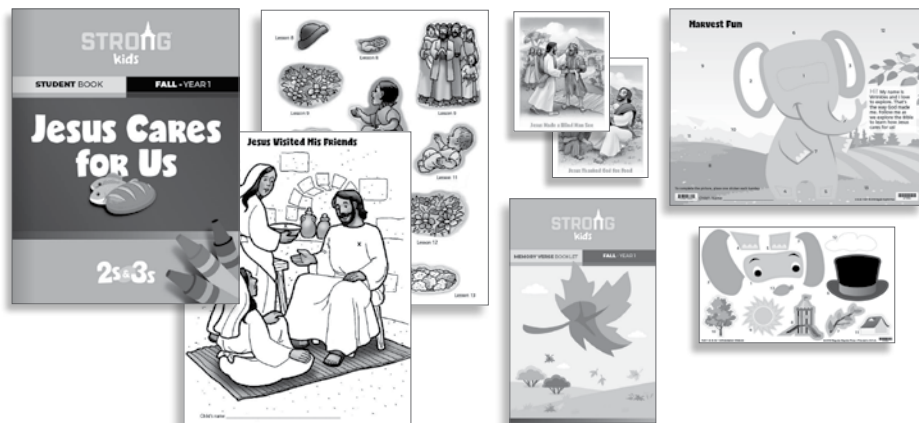
- ☐ Teacher Guide
- ☐ Jr. Church Teacher Guide
- ☐ Teaching Picture Book
- ☐ Flannelgraph figures
- ☐ Clings for doll boards
- ☐ Download code for videos, resources, and more



## Student Materials

(sold separately)

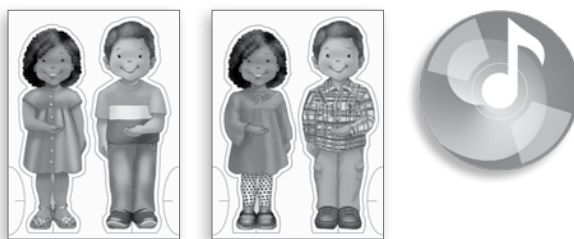
- ☐ Student Book (1 per student)
- ☐ Take-Home Cards Set (1 per student)
- ☐ Memory Verse Booklet (1 per student or per family)
- ☐ Attendance Charts and Stickers (1 set per 5 students)



## Classroom Materials

(onetime purchases)

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



## Ordering Information

www.StrongCurriculum.com • Email: orders@rbpstore.org • 1-800-727-4440 • Canada: Contact your distributor.

### The Doctrinal Basis of Our Curriculum

*A more detailed statement with references is available upon request.*

- 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
- 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
- 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
- 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

# Basic Supplies for 2s & 3s Teachers

## Teaching Aids

2s & 3s Music, vol. 1 (20995)  
Animal Finger Puppets (9058)  
Jesus Thanks God for Food puzzle (5608)  
Bible  
Offering container  
Flannelgraph board (6063)  
CD player

## Paper Products

9" x 12" and 12" x 18" construction paper  
White copy paper  
Butcher paper  
Poster board  
4" x 6" index cards  
Self-adhesive labels

## Markers

Pencils  
Large crayons  
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 (for teachers)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Homelife Equipment

Dolls, doll clothes, doll furniture  
Dishes  
Play food  
Table, chairs  
Child-sized mop, broom  
Dress-up clothes

## Bulletin Boards

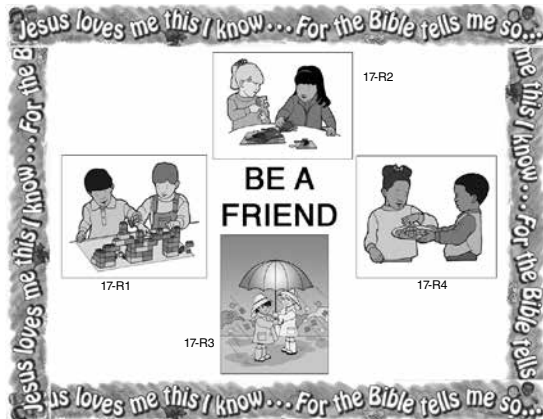
Jesus Loves Me border (8583)  
Scalloped Acorns and Pumpkins border (8540)  
Blue letters (8510)  
Yellow letters (8513)  
Styrofoam or craft foam (½" thick)

## Miscellaneous

Large blocks  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Lunch-size paper bags  
6" and 9" paper plates  
Premoistened towels  
Hand sanitizer  
Old plastic tablecloth for art projects  
Clean plastic tablecloth for food projects  
Paper cups, napkins, plastic silverware  
Ziplock bags (sandwich-size and snack-size)  
Yarn  
Chenille wires  
Cotton balls

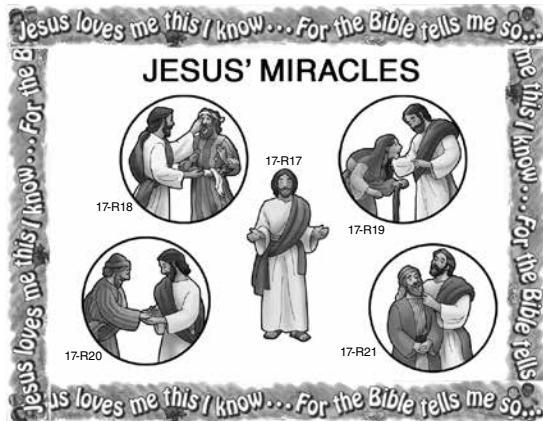


# Unit Bulletin Boards



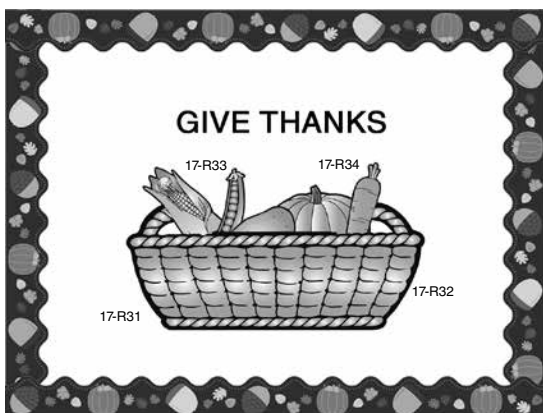
## Unit 1

This unit's display features a friend theme. Use a light-colored background on the board. Staple the "Jesus Loves Me" border around the board and use blue letters for the caption "BE A FRIEND." (See page 4 for border and letter product numbers.) Print resources 17-R1—17-R4 (friends). During lesson 1, children will help you put the images on the bulletin board. (Resources for all bulletin board pieces are available in color or in black and white on the downloads page online. Use the code on the downloads card to access the resources.)



## Unit 2

Remove the unit 1 bulletin board display and prepare the new display. The display for this unit features Jesus' miracles. Keep the light-colored background and the "Jesus Loves Me" border on the board. Replace the blue letters with yellow letters for the caption "JESUS' MIRACLES." Print resources 17-R17 (Jesus), 17-R18 (blind man), 17-R19 (woman with bent back), 17-R20 (man with withered hand), and 17-R21 (deaf man) from the downloads page. Place Jesus in the center of the board and surround Him with the pictures.



## Unit 3

The display for this unit features the theme of thanksgiving. Keep the same light-colored background on the board. Use the Scalloped Acorns and Pumpkins border. Use yellow letters to make the caption "GIVE THANKS." Print resources 17-R31 and 17-R32 (basket); tape them together.

Glue a long ½"-thick piece of Styrofoam or craft foam to the back of the basket (resources 17-R31 and 17-R32). Foam should be placed so it does not block the top edge of the basket. Attach the basket to the board at a level the children can reach. Children will add paper fruit and vegetables (resources 17-R33 and 17-R34) to the board in lessons 10 and 11.

# Knowing Your Students

## Is this normal?

“Why won’t my students share? Why does Jason insist on his own way? Why was Lori kind to others last week but now she is biting them? I know we are all born with a sin nature, but are these actions normal?”

Teaching twos and threes is a challenging adventure! When the children first enter your classroom (at the beginning of the fall quarter or when they turn two), you may wonder, “Will they always be like this?” Perhaps a child does not want to join the group for Bible Time, or a new student refuses to sit in a chair. To complicate matters, children sometimes seem to go backward in their development. A child may suddenly need

her blankie when she hasn’t asked for it before. One of your boys may start using “NO!” as his favorite expression. A sweet-looking girl may begin slapping

her classmates. The children’s development may seem like one step forward, two steps backward.

Take heart! Becoming familiar with the developmental traits of two- and three-year-olds will help you understand your students better, and you will be able to set more realistic expectations for your class.

## Age characteristics

Children show different motor, social, and mental characteristics at ages 2, 2½, 3, and 3½. Each child has his or her own developmental timetable for learning new skills. Consider the following age characteristics.

### A two-year-old

- generally cooperates and conforms.
- enjoys moving—walking and climbing.
- loves to touch, taste, smell, feel.
- learns new words; names objects.
- talks to adults, not children.
- likes to paint, model with clay, play with

water, fill and dump objects.

- plays by, but not with, other children.

### A two-and-a-half-year-old

- bosses others and makes demands.
- loves the word “No!”
- moves in new ways—walks on tiptoes, jumps with both feet.
- likes stacking toys.
- uses short sentences to announce, brag, command, ask for help.
- talks to (but not with) other children.
- enjoys picture/talking books.
- does not like to share; may hit or push.

### A three-year-old

- likes to help others with tasks and obeys.
- walks and runs with balance.
- builds with blocks, duplicates simple structures.
- uses longer sentences.
- talks with other children.
- loves the sound of language; asks who, how, what, when.
- enjoys playing with peers and shares.

### A three-and-a-half-year-old

- wants to be in control; expresses displeasure freely.
- develops insecurities; may express fear, begin to suck thumb, or stutter.
- stumbles, falls, is somewhat awkward.
- builds structures with blocks (no models needed) and likes to sort objects.
- delights in favorite books and recognizes some signs and letters.
- answers simple questions about stories.
- memorizes short phrases, Bible verses, simple songs.
- enjoys unstructured play and likes to make his or her own choices.

Notice a pattern? Those half-year marks seem to be challenging behavioral ones. They seem to be those two-steps-backward times. Knowing this might happen won’t change your students’ behavior,

### Teaching tips

1. Pray for wisdom.
2. Be patient and flexible.
3. Learn the age characteristics of twos and threes.

but it will help you deal with their resistance. Remember, this too shall pass!

## Words of warning

Keep in mind that these are *general* guidelines. Not all children go through these exact stages, nor do children automatically assume these characteristics at a given age. Children differ in the rate and the extent at which they acquire them, but girls may develop more quickly than boys (six months sooner in some areas).

Growth does not always occur in a straight upward path. Children may temporarily go backward as they gather resources and energy for the next stage of development.

We are all born with a sin nature. Sinful acts cannot be dismissed as “It’s just their age!”

## Key characteristics

Keep these key characteristics of twos and threes in mind as you plan lessons. Two- and three-year-olds

- have very short attention spans (five minutes or less).
- love to use action movements—walking, running, jumping, climbing.
- like to experiment with student book activities (e.g., drawing, gluing), but are not physically able to progress yet.
- see life from only their point of view.
- show growth over time in controlling impulses and emotions.
- exhibit consistent growth in understanding language.
- vary in when and how much they speak.
- learn best when a teacher uses pictures, sounds, and motions.
- deal best with the here and now and less well with abstractions.

Check the birth dates of the children in your class and match the children’s ages with the developmental characteristics given here. Then try listing one or more adjustments you could make in your lesson planning to better match these characteristics of twos and threes.

## Will they ever get better?

Even though the children in your class differ in their stages of development, they will learn the classroom routines by observing other students and listening to your directions. In the meantime, go ahead with your plans for the rest of the class; don’t exhaust time and energy trying to get a couple of students to conform.

If the children get restless, you may repeat one of the songs or insert an activity that you have used before. Children love repetition! This teacher book



is designed to give you many options that are Biblically accurate and developmentally appropriate for twos and threes.

Commit your time to the Lord, and pray for the strength and wisdom you need in class. Remember that the children are learning as much about God and His love from the way you treat them as they are from the lesson content.

Become a “kid watcher,” especially during Guided Play Time and Cleanup Time when you are not involved in direct instruction. As you get to know the children better, you will discover what works best. Yes! They will improve, and it *will* get easier!

LESSON 1 | UNIT 1

# Friends Brought a Man to Jesus

Helpfulness

## Scripture Focus

Mark 2:1–12

## BuildUP Theme



UPLIFT OTHERS

God wants friends to help each other.

## Measurable Response

Their children will help their classroom friends.

## Memory Verse

“Be kind to one another”  
(Ephesians 4:32). NKJV, ESV

## Teacher Preparation

The four friends in the Bible story today can be an encouragement to us. They persevered in their mission to get help for their friend who couldn’t walk, even though they had to overcome some obstacles. Teaching twos and threes can be frustrating at times but also rewarding as they grow and change. We need to be reminded that God’s standard is faithfulness, not perfection. Stewards are required to be found faithful (1 Cor. 4:2). Be faithful as you carry out your responsibilities.

This week, read and meditate on the lesson text as well as these Scripture passages: Matthew 9:1–8 and Luke 5:17–26.

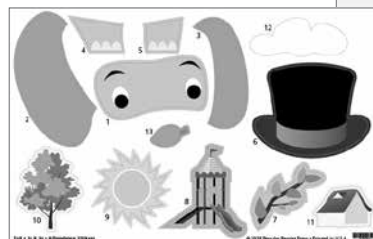
## Sticker Charts

Welcome the children as they arrive, greeting each child by name. Help children deposit their offering and place the eyes sticker over the number 1 on the sticker charts. Then direct children to the play areas.

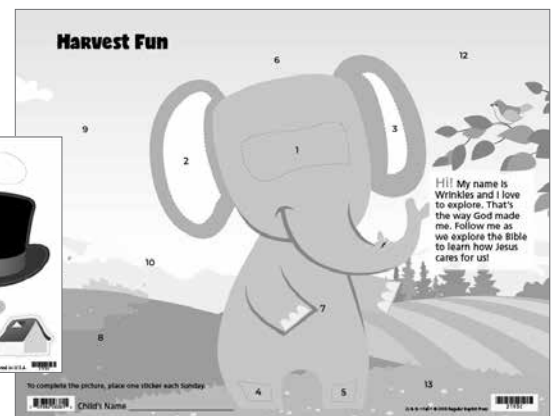
Week 1 Sticker



Attendance Stickers



Sticker Chart





# Guided Play

Choose the activity or activities that work best for the children in your class. Choose children to help you put resources 17-R1—17-R4 on the decorated bulletin board. Talk about the pictures and discuss ways to be a kind friend.

## Option 1—Craft

### Gather

- Resource 17-R5.
- White construction paper.
- Scissors; crayons; paper punch.

### Instructions

1. Before class, copy resource 17-R5 (boy and girl finger puppets) onto construction paper for each child. Make a sample set of puppets; enlarge holes for your fingers.
2. Demonstrate puppets. After children color their puppets, cut on the bold lines, and cut out the leg holes. Write the children's names on the backs of their puppets. Help them put their fingers in the holes.
3. Show the children how to use their fingers to make their puppets walk, run, and jump.

### Conversation

I have little boy and girl puppets for you to color today. (*Show your completed puppets.*) But something is missing from them. What is it? Yes, it is their legs! Watch what happens when I put my fingers in the holes. Now the boy and girl have legs so they can walk! (*Make your fingers walk.*) Now watch them run—and jump! (*Do so.*)

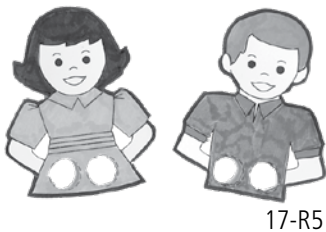
## Option 2—Homelife

### Gather

- Washcloths (or paper towels); spray bottles; wipes.

### Instructions

1. Provide a washcloth or paper towel and a spray bottle of water or a cleaning wipe for each child.



2. Have the children help you clean the room. Also encourage them to pretend to wash and dry their play dishes, toy cars, and other homelife toys.

### Conversation

In our Bible story today, we'll learn how four friends helped a man who couldn't walk. Joe, you can be a friend and help me wipe the table. Now the tables are clean. Dora, let's pretend to wash and dry all the dishes so they are clean and ready to use for supper. Thank you for being a helpful friend, Dora!

### Option 3—Blocks

#### Gather

- Blocks or cardboard boxes.
- Stuffed animals and/or dolls.

#### Instructions

1. Children use blocks or cardboard boxes to build the outline of a square house and fill the inside with stuffed animals or dolls.
2. Encourage the children to work together to build the house. Praise them whenever you see them helping each other.

#### Conversation

Today's Bible story takes place in a house crowded with people. John, will you help Emily build a house with the blocks? Be a friend and hand her a block to put on top. Good job helping, John! Emily, will you put another doll in the house? Look at all the people in the house!



"A Helper I Will Be"

#### Transition

1. Five minutes before Bible time, alert the children to complete their activities and straighten each area. Praise children by name as they help put the toys away.
2. Sing the first three stanzas of "A Helper I Will Be" (track 1) with the children.
3. Arrange bath towels (one per child) on the floor where Bible time will be conducted; direct each child to sit on one of the towels. The teacher who will conduct Bible time should be on the story rug or in the story circle when the first child arrives.

# Bible Time

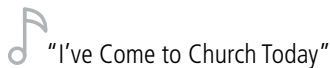
## Friends Brought a Man to Jesus (Mark 2:1–12)

### Gather

- Bath towel for each child to sit on during the story.
- Flannelgraph figures 17-21—17-28.
- Yarn.
- 2s & 3s Music, vol. 1.
- Action rhyme “A Loving Friend.”

### Sing

Children, I love having you in Sunday School. I’m very glad you’re here, Nathan . . . and Dora . . . and Bianca. (*Acknowledge each child by name. Sing “I’ve Come to Church Today” [track 14].*)



“Open, Shut Them”

### Recite

Let’s learn a little rhyme. Hold your hands up like this. (*Hold hands up with palms facing children. Speak the words slowly while demonstrating the motions of the action rhyme “Open, Shut Them.”*)

### Pray

Now that our hands are folded, let’s close our eyes and talk to God.

Pray briefly, thanking God for legs that can walk and run. Ask God to help the children pay close attention to the story today and remember to be helpful to others.

### BIBLE STORY

The Bible tells us about a man who could not use his legs. He could not walk, run, jump, skip, or hop. (*Walk, run, jump in place.*) All day long he lay on his mat-bed. (*Place figure 17-21 [man on mat] on the bottom of the board.*) Pretend your towel is your mat-bed and that you are like the man who could not walk. We have to sit still on our towels because we cannot move our legs. I see \_\_\_\_\_ (*say student’s name*) sitting still. Let’s listen to find out what happened to the man.

Four kind friends came to visit the man who couldn’t walk. Can you hold up four fingers? One, two, three, four. The friends knew Jesus could heal the man.

How could the man on the mat-bed get to Jesus? (*Shrug your shoulders.*) Could he run there? (*Run in place.*) No. Could he skip? (*Skip in place.*) No! Could he walk there? (*Walk in place.*) NO! Why

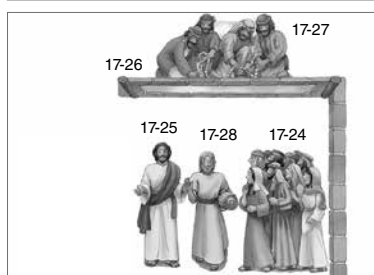
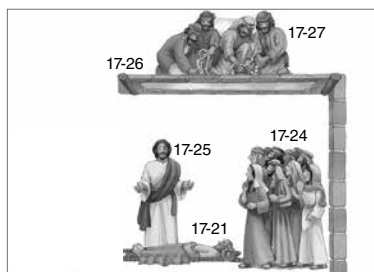
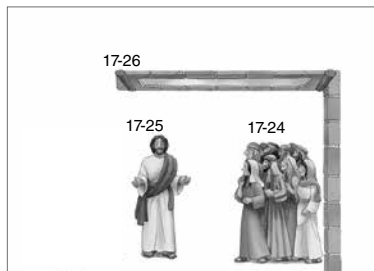
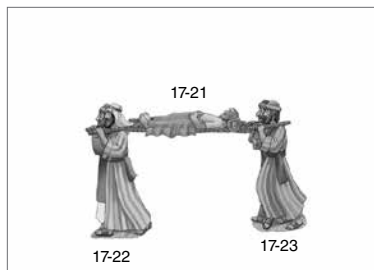


#### Teacher Tip

Tell the story from your open Bible. Use flannelgraph figures 17-21—17-28 when indicated. You’ll need to cut out the roof.

17-21





“Jesus Is the Son of God”

“A Loving Friend”

“Be kind one to another”  
(Eph. 4:32). NKJV, ESV

not? The Bible tells us the man could not move his legs. So his four good friends picked him up on his mat-bed and took him to see Jesus. (Add figures 17-22 and 17-23 [friends]. Place 17-21 [man on mat] in the friends’ hands.) What helpful friends!

But where was Jesus? The Bible tells us Jesus was in a house filled with people. (Remove all figures. Place 17-24 [people] and 17-25 [Jesus] under 17-26 [roof] on board.) The room was so crowded with people that the man and his four friends could not even get through the door! What could they do? The friends had an idea!

The Bible tells us the man’s friends—how many friends? Yes! His four friends—carried the man on his mat-bed, up, up, UP to the roof of the house. The friends made a hole in the roof. They carefully let their friend down, down, down on his mat-bed. (Place figures 17-21 [man on mat] and 17-27 [kneeling men] on board, as shown. Stick two pieces of yarn on the board from 17-26 to 17-21 to “lower” the man in front of Jesus.) At last the man was right in front of Jesus!

When Jesus saw the man, Jesus said, “Get up, take your bed, and walk home.” A wonderful thing happened! The man stood up! (Replace 17-21 [man on mat] with 17-28 [healed man].) He could walk! Jesus, God’s Son, had made the man well! The Bible tells us that the man picked up his mat-bed and went home, praising God.

Let’s be like the man Jesus healed. Everyone stand and roll up your towel. (Roll up your towel.) Put it under your arm and walk in place while we sing a happy song about Jesus.

## Sing

Sing “Jesus Is the Son of God” (stanzas 1 and 2; track 15).

## Recite

Recite the action rhyme “A Loving Friend” two times. Emphasize how kind the four friends were to bring the man to see Jesus.

## Memory Builder

The four friends showed they were kind to the man who couldn’t walk by taking him to Jesus. We need to be kind to our friends too. (From your open Bible, read Ephesians 4:32.)

This verse means that you, Brian, Olivia, Devon (insert a few children’s names), should be kind to other children all the time. Can you say the verse with me? (Repeat the verse, and encourage the children to point



to themselves as they say the first part of the verse and then to others when they the last part of the verse.)

## Student Book Time

### Gather

- Lesson 1 student book sheet and feet sticker for each child.
- Crayons.

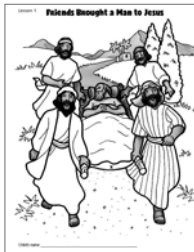
### Instructions

Distribute the lesson 1 student book sheet and feet sticker to each child. Children color the page and place the sticker over the X on the bed.

Repeat the Bible verse as you write children's names on their papers.

### Conversation

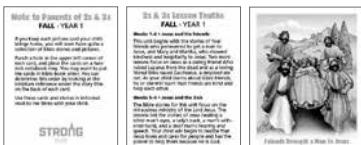
Today we will color a picture of the four helpful friends taking the man to Jesus. (*Show the lesson 1 student sheet. Count the four men.*) Sophia, can you point to the four friends? They knew Jesus had the power to help the man. I will give you a sticker of the man's feet to put on your picture.



The Memory Verse Booklet has the verses for all the Strong Kids age groups for the quarter. Order from RBP. Get one per student or family.



Memory Verse Booklet



Parent Cards & Wk 1 Take-Home Card



Letter to Parents

## Cleanup Time

Cleanup time should bridge the gap each week between Sunday School and Junior Church. Encourage each child to be a helper. When all the supplies are put away, take the children to the restroom. Allow the children to do as much for themselves as they can. Children should wash their hands before returning to the classroom.

Some children may go home at this time. Be sure each student has his or her puppets, student book sheet, letter to parents from the student book, Memory Verse Booklet, and parent cards and take-home card. Other children may be arriving only for Junior Church. Help them feel included in the group.