

# Jesus Loves Us



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## Unit 1 | Jesus Was Born

1	December 1, 2019	Mary and Joseph Went to Bethlehem	God planned Jesus' birth in Bethlehem.	Luke 2:1–6	8
2	December 8, 2019	Baby Jesus Was Born	Jesus, God's Son, became a baby.	Luke 2:1–7	13
3	December 15, 2019	Angels Celebrated Jesus' Birth	Jesus came to save the world.	Luke 2:7–14	18
4	December 22, 2019	Shepherds Visited Baby Jesus	Jesus deserves our praise.	Luke 2:7–20	23

## Unit 2 | Jesus Grew Up

5	December 29, 2019	Wise Men Followed a Star	God led wise men to little Jesus.	Matt. 2:1–11	28
6	January 5, 2020	Wise Men Visited Jesus	God led wise men to worship Jesus.	Matt. 2:1–12	33
7	January 12, 2020	Jesus Went to the Temple	God wants us to learn about Him.	Luke 2:41–47	38
8	January 19, 2020	Jesus in the Temple	God gives us a church for learning about Him.	Luke 2:41–47	43

## Unit 3 | Jesus Helped People

9	January 26, 2020	Jesus Listened to a Father	Jesus can heal because He is God's Son.	John 4:46–54	48
10	February 2, 2020	Jesus Made a Boy Well	Jesus can heal because He is God's Son.	John 4:46–54	53
11	February 9, 2020	Jesus Listened to His Disciples	Jesus can help us when we are afraid.	Matt. 8:23–27; Mark 4:35–41	58
12	February 16, 2020	Jesus Stopped a Storm	Jesus wants us to ask for help when we are afraid.	Matt. 8:23–27; Mark 4:35–41	63
13	February 23, 2020	Jesus, the Son of God	Jesus grew up just like we grow up.	Matt. 2:1–11; Luke 2:1–20, 41–47; John 4:46–54	68



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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.



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<sup>®</sup>

## curriculum

In this quarter's Strong Kids for 2s & 3s, twos and threes will learn about the birth of Jesus, His growth from a baby to a man, and His miracles. Children will be encouraged to love the wonderful Son of God because He loved them first.

### Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Cards\*
- One Attendance Chart with 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](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. 2
- 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"> <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> |
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# Basic Supplies for 2s & 3s Teachers

## Teaching Aids

*2s & 3s Music*, vol. 2 (20996)  
Baby Jesus Is Born puzzle (5601)  
Jesus in God's House puzzle (5617)  
Nativity Bible Story Builders stickers (8057)  
Plush Nativity Set (6683)  
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

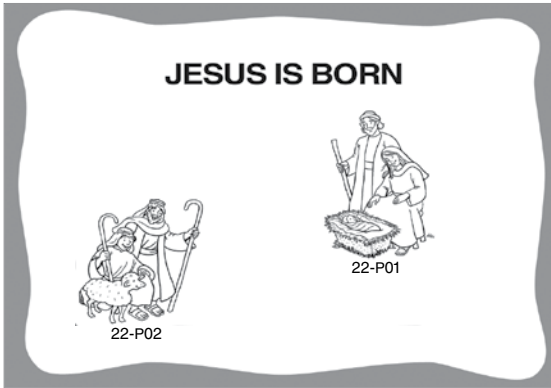
## Bulletin Boards

Snowflake bulletin board border (8581)  
Red letters (8511)  
Blue letters (8510)

## 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  
2' x 3' plastic tub

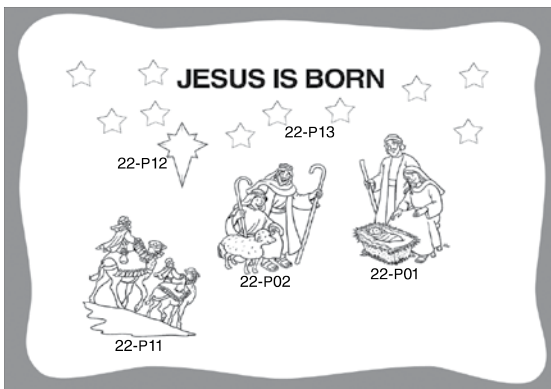
# Unit Bulletin Boards



## Unit 1

Place the snowflake border around the outside edges of the bulletin board. Use red letters to create the title “Jesus Is Born.” (For border and letters, see page 4.) Place resource 22-P01 (Mary, Joseph, baby Jesus) near the center of the board.

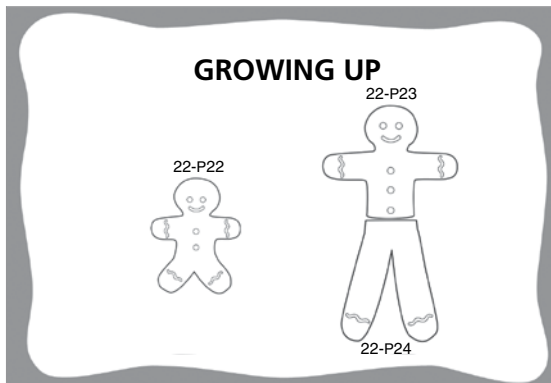
You will further develop the bulletin board using resource 22-P02 (shepherds and sheep) as indicated in lessons 3 and 4.



## Unit 2

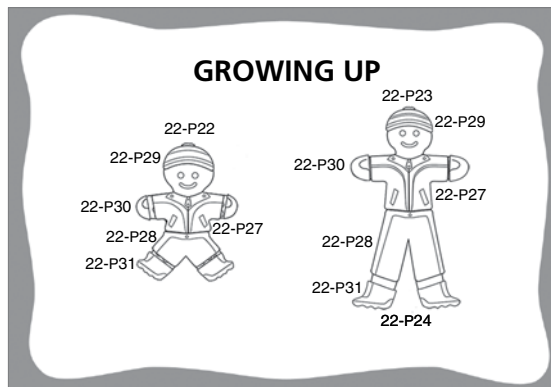
For the first two lessons of unit 2, you will use the bulletin board you prepared for unit 1. Place resource 22-P11 (wise men on camels) on the far left side of the board. Place resource 22-P12 (star) above the wise men and resource 22-P13 (stars) in the sky.

You will further develop the bulletin board as indicated in lesson 6.



## Unit 2

You will start building a new bulletin board for lesson 7. Remove the title and all of the images. Leave the snowflake border in place. Use blue letters to create the title “Growing Up.” Place resource 22-P22 (small gingerbread person) on the left side of the board. Place resources 22-P23 and 22-P24 (two pieces of large gingerbread person) on the right of the board.



## Unit 3

For lesson 9 (the first lesson of unit 3) keep the “Growing Up” bulletin board display you began in lesson 7. Print and cut out 22-P27 (snow jacket). Place the small jacket on the small figure and the large jacket on the large figure. You will further develop the bulletin board using resources 22-P27—22-P31 as indicated in lessons 10–13.

# Seven Things I Never Knew about Teaching Twos and Threes . . .

## Until I Taught Them, That Is

1. I never knew that the process of creating crafts and completing student book sheets is more important than the product. Twos and threes are not concerned about taking home an artistic masterpiece—or even a sheet that looks somewhat like mine. They may enjoy scribbling the entire page in one color, or they may draw a single swirl and consider their work finished.
2. I never knew that the words “let’s sing” really mean “now I will sing for you.” Some children will occasionally sing, but rarely does the entire group sing the same song at the same time (especially if the class is singing on the church platform for a program!).
3. I never knew that doing an action rhyme means I will probably do most of the actions and, for sure, say all the words by myself. Little children find it hard to do two things at once. Be glad when you can get them to do some of the major actions with you. The children’s lack of participation does not mean they do not like action rhymes; it simply means it takes lots of skills—that they are still learning—to do several things at once.
4. I never knew that if I let one child do something, every child will want to do it. But that’s okay; it’s a great technique for review. Let each child point to a character in the teaching picture. Let each child put a flannelgraph figure on the board. Letting each child take a turn requires more time, but children learn by repetition. Just think how many times you are able to repeat the basic facts of a story.
5. I never knew that a class session could go entirely different than I had planned and yet turn out to be a good learning experience. Twos and threes are unpredictable. Sometimes nothing goes as you planned, but you may look back on the situation and decide that you accomplished more than you realized.
6. I never knew that some children will not say a word in a class but will say or do lots of things at home that indicate they really do know what’s going on. One child I taught seemed totally unresponsive, but I learned from his parents that he refused to eat at home until someone had prayed—exactly the routine we followed in the classroom.
7. I never knew that teaching twos and threes could be such a richly rewarding experience! I have the wonderful opportunity of introducing boys and girls to God, Who loves them and Who sent His Son for them and Who has given us His Word to help us know Him. I lay a foundation upon which their future church education will be built. What a privilege!



## Teaching the Bible to Twos and Threes

The Bible is God's inspired Word and is the only standard for our faith (our belief) and our practice (our behavior). What we say about the Bible and how we handle it should communicate to students that the Bible is important in our lives. Let's consider some ways to teach the Bible so twos and threes will make it important in their lives too.

### **Tell the Bible story from your open Bible.**

When you tell the Bible story, hold your Bible open on your lap, in your hand, or on a table near you. An open Bible is a visual way of emphasizing that the story you are telling comes from the Bible. Keep your teacher book to the side or under your Bible so you can refer to it.

### **Read the memory verse from your open Bible.**

Read the memory verse from your open Bible—even though you might know the verse from memory. By using an open Bible, you are emphasizing that the verse comes from the Bible.

Allow children to hold your Bible when they repeat the verse with you or by themselves. Hold a child's "pointing finger" and help that child point to the verse while repeating it.

All these techniques help children understand that the words they are hearing and learning come from the Word of God.

### **Use Bible truths in informal conversations.**

Tell the children Bible truths as often as possible throughout class. For example, as you separate

two children who are arguing over a toy, say, "God's Word says to be kind to each another." As you look at a picture of, for example, water, say, "The Bible tells us that God made water." As you distribute a snack, say, "The Bible tells us that God gives us food. Let's thank God for our food."

By making a conscious effort to refer to God's Word, you will find plenty of opportunities to do so.

### **Help children use their own Bibles.**

Some children may bring Bibles to class. Help children handle their Bibles carefully. It is not uncommon for little children to chew the cover of a book, tear the pages, or put stickers on the pages. Remind children that the Bible is a special book, so we should treat it carefully.

Show children where the Bible story is in their own Bibles; bookmark the story so children can look at the pages again at home. If a particular Bible story is not in a child's Bible, point out that that Bible is a Bible story book. You might say, "Your Bible story book has only some of the Bible's stories, not all of them like in my big Bible."

\* \* \*

The goal is not for children to love the Bible for itself; rather, the goal is for children to know and love God, Whom the Bible teaches us about.

Paul said Timothy had known the Scriptures from his childhood (2 Tim. 3:15). Pray that the children you teach will learn to love and trust the Savior, Whom the Scriptures present.



LESSON 1 | UNIT 1

# Mary and Joseph Went to Bethlehem

Jesus' birth

## Scripture Focus

Luke 2:1–6

## BuildUP Theme



LEARN DOCTRINE

God planned Jesus' birth in Bethlehem.

## Measurable Student Response

Each child will name Bethlehem as the place Jesus was born.

## Memory Verse

"[God] loved us, and sent his Son" (1 John 4:10).

## Teacher Preparation

This quarter you will be teaching about Jesus, the Son of God. He was the Son of God before birth, as a baby, as a child, and as an adult. He is now the Son of God in Heaven, preparing a place for us. Jesus' birth was like any other delivery, and He was a little baby, just like any baby today. He was like us, but He is the Son of God.

This week, read and meditate on these Scripture passages: Luke 1:26–38; 2:1–7.

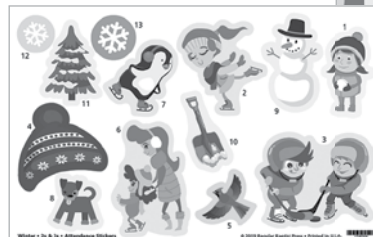
## Attendance

Give your full attention to each child who arrives. Stoop down to the children's level to greet them. Show them their new attendance charts, and help children place today's sticker over the 1. If children have brought offering money, let them put it in the offering container. Then direct children to the play areas.

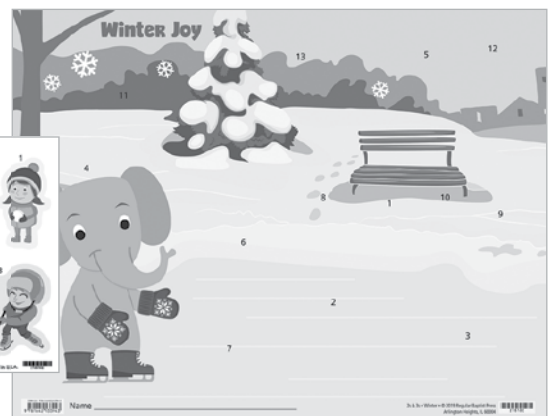
Week 1 Sticker



Attendance Stickers



Attendance Chart





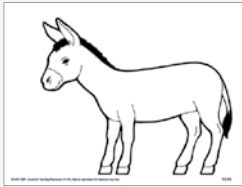
# Guided Play

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

## Option 1—Craft

### Instructions

1. Before class: Print and cut out resource 22-P03 (donkey) for each child. Cut black yarn into about 1" pieces and 2" pieces.
2. Children color their donkeys.
3. Rub glue stick along the top of the donkey's head and neck; children stick the short pieces of yarn to the glue as the mane. Rub glue stick on the donkey's tail; children stick the longer pieces of yarn to the glue.



22-P03

### Conversation

Mary and Joseph went on a long trip. They were going to Bethlehem. Baby Jesus would be born there. Mary rode to Bethlehem on a donkey.

## Option 2—Pretend Play

### Instructions

1. Provide props to playact going on a trip (e.g., tote bags, clothes, small toys, coloring books and crayons, picture books).
2. Use the following conversation with the children to pretend to go on a trip.

### Conversation

Let's pretend to go on a long trip. We need to pack our bags with the things we will need. *(Allow children to choose items to place in their bags.)* Let's pretend to get into our cars. *(Children pretend to get into a car.)* Wow! We've been driving for a long time. Let's get out something to play with. *(Play with a toy.)* I think my tummy is growling. It's time to get something to eat. *(Pretend to eat.)* This food makes me thirsty. Let's find some water. *(Pretend to drink. Continue playacting going on a trip. Tell the children that today's Bible story is about a family who had to go on a long trip.)*

## Option 3—Blocks

### Instructions

1. Before class: Use painter's tape to create the outline of a road on the floor.
2. Children fill in the outline with blocks. When the road is complete, children push toy vehicles on it.

### Conversation

This morning we will hear a Bible story about a family who had to go on a long trip. Let's make a road with our blocks. Have you ever taken a trip in the car to visit someone or go somewhere special?

### Transition

1. About five minutes before Bible Time, sing "Will You Put the Toys Away?" to alert the children to complete their activities and straighten each area.
2. The teacher who will conduct Bible Time should be in the story area when the first child arrives.



"Will You Put the Toys  
Away?"

## Bible Time

### Sing

Acknowledge each child's presence by singing "I Am Glad You're Here Today," using each child's name in the song. As you say their names, touch the top of the children's heads or shake the children's hands to make each child feel special. Welcome new children to your class.

Let's sing about the Bible. The Bible is a very special book. All the Bible stories you hear in Sunday School are from the Bible. *(Hold up your Bible. Sing "The B-I-B-L-E.")*

### Pray

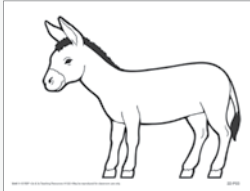
Let's fold our hands, close our eyes, and ask God to help us understand what we'll learn today from His Word, the Bible. *(Pray briefly.)*



"I Am Glad You're Here  
Today"; "The B-I-B-L-E"

 **Teacher Tip**

Tell the story from your open Bible. Use resource 22-P03 (donkey), picture 22-1, and flannelgraph figures 22-20—22-24 as indicated.



22-P03



22-1

## BIBLE STORY

### *Mary and Joseph Went to Bethlehem (Luke 2:1–6)*

Before class: Trace resource 22-P03 (donkey) onto brown or tan foam board. Cut out the donkey with a craft knife. Glue black yarn in place for the mane and tail. Glue a piece of rope or a wide strip of cardboard to the back of the donkey to make a handle.

*(Hold up the foam donkey.)* Who can tell me what animal this is? Yes, this looks like a horse, but this animal is smaller. This is a donkey. People in Bible times rode on donkeys and even used donkeys to carry groceries.

Clip-clop, clip-clop, clip-clop. *(Move the donkey as if it's slowly walking.)* Mary rode on a donkey. *(Place flannelgraph figures 22-21 [Mary] and 22-22 [donkey] on the board.)* Step, step, step. Joseph walked beside her, leading the donkey. *(Place flannelgraph figure 22-20 [Joseph] in front of the donkey.)*

Mary and Joseph were on their way to Bethlehem. *(Show picture 22-1.)* Let's say that name together. *(Say "Bethlehem" with the children.)* God planned for Mary and Joseph to go to Bethlehem. Mary was going to have a baby.

Mary and Joseph were tired. Mary had been riding on the donkey for many days. Joseph had been walking the whole time. They needed a place to rest.

At last Mary and Joseph came to the town of Bethlehem. The town was crowded with people. Mary and Joseph went to the place where visitors stayed. It was like a hotel. *(Place flannelgraph figure 22-24 [inn] on the board.)*

*(Knock on a table.)* Joseph knocked on the door. *(Place flannelgraph figure 22-23 [innkeeper] beside the inn.)* "May we have a room to sleep in for the night?" Joseph asked.

The man said, "There is no room inside. Every bed is taken. But you could stay in my barn. I have nice clean hay there."

And that's just what Mary and Joseph did. They went to the barn where the animals stayed. Mary and Joseph were tired after their long trip to Bethlehem. They needed to rest. Something very special was about to happen.

## Recite

Let's stand and do some motions for the rhyme that tell us about Mary and Joseph's trip to Bethlehem. *(Recite the action rhyme "Glad Christmas Day" twice.)*





## Memory Builder

*"[God] loved us, and sent his Son" (1 John 4:10).*

I am holding my Bible. Everything in the Bible is right and true. Our Bible verse today tells us that God loves us so much that He sent us His Son, Jesus. Follow me as we do motions to help us remember the verse. *(Repeat the verse and the motions three times. Remind the children that the word "us" means every one of us, and the word "Son" means Jesus.)*

*"[God] (Point up.)*

*loved us, (Cross arms in front of you, hugging yourself.)*

*and sent his Son." (Pretend to rock a baby in your arms.)*

### Sing

Follow me to the table as we sing "Going to Bethlehem." *(Guide the children to the student book table while singing.)*



"Going to Bethlehem"

## Student Book Time

Distribute the lesson 1 student book sheet. Show your completed sheet as you ask the following questions.

What was the woman's name in our Bible story? Evan, since you're so close to me, please point to the donkey. Who will show me where Joseph is? Claire, can you tell me where Mary and Joseph and the donkey were going? Yes, they were going to Bethlehem.

Children color the picture. Give each child the basket sticker to put on the donkey, a piece of sandpaper to glue on the road, and cotton balls to glue in the sky. Help children repeat today's Bible verse as you write their names on their papers.



## Cleanup Time

Ask the children to help you put away the student book materials. Also take children to the restroom, making sure they wash their hands before returning to class. Cleanup should bridge the gap between Sunday School and Junior Church. Make any personnel changes quietly and efficiently to make this transition time as smooth as possible.