

# Jesus Cares for Us



Strong Kids Introduction ..... 2  
 2s & 3s Resources ..... 3  
 Basic Supplies ..... 4  
 Unit Bulletin Boards ..... 5  
 Knowing Your Students ..... 6

Session	Date	Title	Theme	Passage	Page
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## Unit 1 | Jesus and His Friends

1	September 6, 2020	Friends Brought a Man to Jesus	God wants friends to help each other.	Mark 2:1–12	8
2	September 13, 2020	Jesus Visited His Friends	God wants us to be kind.	Luke 10:38–42	14
3	September 20, 2020	Jesus Cared for His Friends	Jesus cares when we are sad.	John 11:1–3, 17–45	20
4	September 27, 2020	Jesus Made a New Friend	Jesus loves all people.	Luke 19:1–10	26

## Unit 2 | Jesus and the Sick

5	October 4, 2020	Jesus Made a Blind Man See	Jesus helps us by His power.	John 9:1–7	33
6	October 11, 2020	Jesus Received Praise	Jesus deserves our praise.	John 9:8–38	38
7	October 18, 2020	Jesus Healed a Woman’s Back	Jesus cares about our bodies.	Luke 13:10–13	43
8	October 25, 2020	Jesus Healed a Withered Hand	Jesus cares about our bodies.	Matthew 12:9–13	49
9	November 1, 2020	Jesus Made a Deaf Man Hear	Jesus helps us by His power.	Mark 7:31–37	54

## Unit 3 | Jesus and the Needy

10	November 8, 2020	Jesus Shared His Love for Children	Jesus loves meeting children’s needs.	Matthew 18:1–14	60
11	November 15, 2020	Jesus Showed His Love for Children	Jesus wants little children to believe in Him.	Matthew 19:13–15; Mark 10:13–16	66
12	November 22, 2020	Jesus Thanked God for Food	Jesus thanked God for food.	John 6:1–14	72
13	November 29, 2020	Jesus Fed a Multitude	Jesus provides for our needs.	John 6:1–14	77



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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, 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.

## Kit Contents

- Teacher Guide
- Junior Church Teacher Guide
- Student Book\*
- Set of Take-Home Cards\*
- One Attendance Chart and Stickers\*
- Teaching Pictures
- Flannelgraph figures
- Resource CD with online download code
- Bible Story DVD
- Set of vinyl clings for dolls

\*Order additional copies for classroom use.

## Ordering Information

All materials are available from Regular Baptist Press.

- Web: [www.StrongCurriculum.com](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> |
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# 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  
in various colors  
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-size mop, broom  
Dress-up clothes

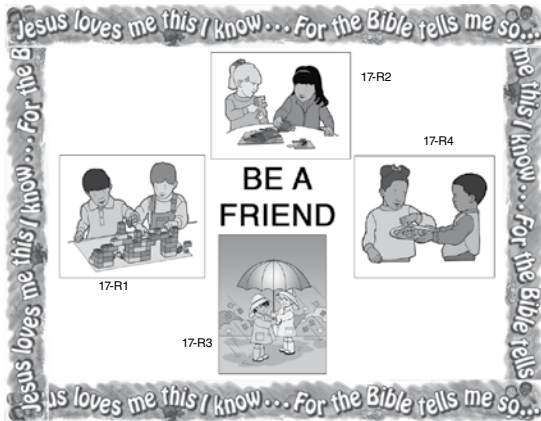
## Bulletin Boards

Jesus Loves Me border (8583)  
Colored Leaves border (8540)  
Blue letters (8510)  
Yellow letters (8513)  
Styrofoam or craft foam (½" thick)

## Miscellaneous

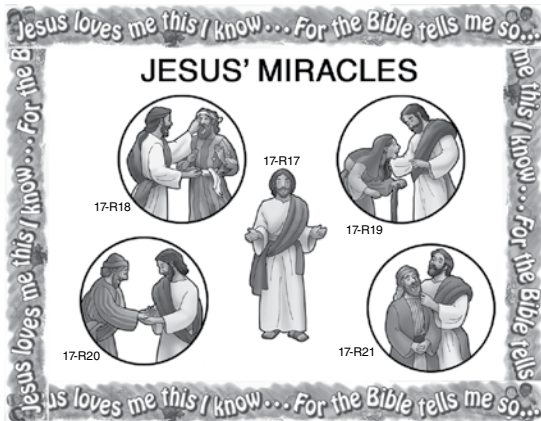
Large blocks  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Lunch-size paper bags  
6" and 9" paper plates  
Premoistened towels  
Hand sanitizer  
Old plastic tablecloth for art projects  
Clean plastic tablecloth for food projects  
Paper cups, napkins, plastic silverware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

# Unit Bulletin Boards



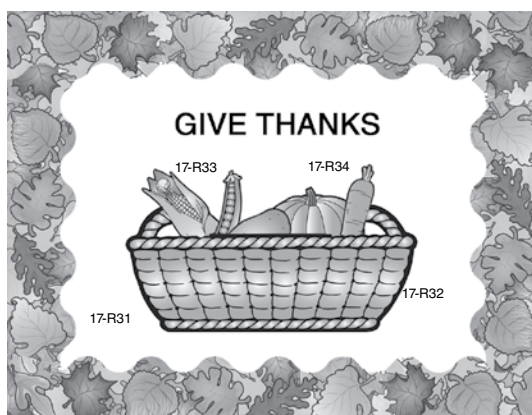
## Unit 1

This unit's display features a friends theme. Use a light-colored background on the board. Staple the "Jesus Loves Me" border (8583) around the board and use 3" blue letters for the caption "BE A FRIEND." (Border and letters are available from RBP; see page 3.) Print resources 17-R1—17-R4 (friends). During lesson 1, children will help you put these images on the bulletin board. (Resources for all bulletin board pieces are available in color or in black and white on resource CD #1117.)



## 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 3" yellow letters (8513; see page 3) 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). (Resources for all bulletin board pieces are available in color or in black and white on resource CD #1117.) 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 Colored Leaves border (8540; see page 3). Use 3" yellow letters (8513) to make the caption "GIVE THANKS." Print resources 17-R31 and 17-R32 (basket); tape them together. (Resources for bulletin board pieces are available in color or in black and white on resource CD #1117.)

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; 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; 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); likes to sort objects;
- delights in favorite books; recognizes some signs and letters;
- answers simple questions about stories;
- memorizes short phrases, Bible verses, simple songs;
- enjoys unstructured play; likes to make 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.

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.

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. 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 Student Response

Each child will help his classroom friends.

## Memory Verse

“Be ye kind one to another”  
(Ephesians 4:32).

## 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.

## Snack Time

Choose a child to pass out napkins and another to pass out gingerbread cookies. The children should not eat until all have been served and someone has thanked God for the food. As they eat, give each child a half-filled cup of juice or water.

Sue, would you be a helper and pass out the napkins? Thank you for being so kind.

Look at the gingerbread cookies on the napkin. The napkin reminds me of the bed, and the cookie reminds me of the man who couldn't walk. Let's make our cookies stand up and walk to our mouths so we can eat them! Yum!



## Guided Play

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

### Option 1—Books and Puzzles

#### Instructions

1. Display books and puzzles about community helpers.
2. Read the books to the children and help them do the puzzles as you talk about how people help us.

#### Conversation

How does this person help us, Matthew? That's right; this person is a doctor and helps us when we're sick. Many people help us every day. Today we will learn about four friends who helped a man get to Jesus.

### Option 2—Blocks

#### Instructions

1. Children use blocks to build the outline of a square house and place stuffed animals or dolls inside.
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 crowded house full of 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 one more doll in the house? Look at all the people in the house!

## Bible Story Review

#### Sing

Jesus healed a man who couldn't walk. After Jesus healed the man, he could walk, run, skip, and jump! We have feet for walking and running too. What else can we do with our feet? (*Allow responses.*) We can use our feet to help Mommy and Daddy. And we can use our feet and hands to put the toys away. Let's sing a song about using our hands



"A Helper I Will Be";  
"Jesus Is the Son of God"



17-1



Video 1, "Jesus Helps a Friend"



"Helping a Lame Man"



"Love One Another"

and feet to be kind. (*Sing "A Helper I Will Be" [track 1].*) Let's sing a song about how Jesus healed a man. (*Sing stanzas 1 and 2 of "Jesus Is the Son of God" [track 15].*)

## Story

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

## Gather

- Teaching picture 17-1 from resource kit #1117.
- Rhyme from Resource CD #1117.
- Video 1, "Jesus Helps a Friend" (DVD) from resource kit #1117.

Have a child help you hold teaching picture 17-1.

Thank you for helping me, Sarah! Who can tell me what was wrong with this man? Who can point to the four friends? Where did they take the man? That's right! The four friends took him to Jesus. Jesus made the man well so he could walk again.

## Video

As a part of the story review, show video 1, "Jesus Helps a Friend," from the Bible Story DVD.

## Recite

Have the children do the motions as you repeat the action rhyme "Helping a Lame Man" two times.

# Memory Builder

*"Be ye kind one to another" (Eph. 4:32).*

Open your Bible to Ephesians 4:32 and read the verse. Have children open their Bibles, or have them pretend to hold a Bible by putting their open hands together, palms up. Ask the children to stand and say the verse with you. Have the boys recite the verse with you and then the girls.

## Sing

Let's sing a song that will help us remember our verse. It's called "Love One Another" (track 16). God is pleased when we are kind to others. (*When you sing the words "God's Word" in the song, hold up your Bible. Let children take turns holding your Bible as you sing the song several times.*)

# Application Story

Use the Molly figure and vinyl clings 17-V1 (jacket), 17-V2 (doll), and 17-V3 (flowers) as indicated.

## *Molly Is Kind to Becky*

### **Gather**

- Molly doll figure.
- Vinyl clings 17-V1 (jacket), V2 (doll), V3 (flower) from resource kit #1117.

Are you ready to hear a story about Molly? Let's find out how Molly and her mommy were helpful friends.

R-r-r-ring. R-r-r-ring. Molly's mommy answered the telephone. (*Pretend to hold a phone.*) Molly heard Mommy say, "Yes, of course. We'll be right over. Goodbye."

"Molly," said Mommy, "quickly put on your jacket. We have to help Mrs. Watkins right away."

Molly took her favorite doll with her. (*Display Molly figure with jacket cling. Add doll cling.*)

As Molly and her mommy drove to their neighbor's house, Mommy said, "Becky fell and hurt her leg. Her daddy has the car at work. We will take Becky and Mrs. Watkins to the hospital."

Mrs. Watkins carried Becky to the car. As Molly's mommy drove to the hospital, Molly saw that Becky was crying. Molly handed Becky her doll to hold. (*Remove doll cling.*)

"Thank you, Molly," Becky said as she squeezed the doll.

When they arrived at the hospital, Molly and Mommy waited a long time in the waiting room. Finally Mrs. Watkins and Becky came back. Becky was in a wheelchair. Her leg had a cast on it.

"Becky has a broken leg. The doctor put a cast on her leg so it will heal," Mrs. Watkins said. "Becky will have to wear this cast for a while, but she will soon be better."

Mommy and Molly went to get the car. A nurse helped Becky get into the car.

"We are like the friends who helped the man who couldn't walk get to Jesus," said Mommy. "We took our friend to the hospital. And God helped the doctor know just what to do for her."

Molly smiled as she remembered the Bible story from Sunday School. In the car she started to sing the song "Love One Another."



The next day Molly went to visit Becky. Molly gave Becky some pretty flowers from Mommy's garden. (*Put flowers cling in Molly's hand.*)

"Those flowers are pretty!" said Becky. "Thank you for being such a kind friend."

### Pray

Let's ask God to help us be kind to one another like Molly was to Becky. (*Pray briefly.*)

## Activity Time

### Gather

- Resource 17-R6 (circles) from resource CD #1117.
- Colored construction paper.
- Adhesive-backed felt dots.
- Two wide rubber bands; 1 regular rubber band.
- Glue; tape; scissors.

### Instructions

1. Before class: Copy resource 17-R6 (circles) on colored construction paper (one copy for every two children). Cut out all the circles. Make a sample craft.
2. Help each child glue the head to the body and place adhesive-backed felt circles for buttons.
3. Cut two wide rubber bands in half, and help children tape the pieces to the back of the body where the arms and legs should be. For hands and feet, tape a small circle to the other end of each rubber band.
4. Tape an uncut rubber band to the back of the head (so it can hang from a doorknob at home).
5. Review the story. Show how to make the man's arms and legs move up and down like he's jumping.

### Conversation

How did the friends help the man who couldn't walk? They took him to Jesus. What did Jesus do for the man? Jesus, the Son of God, made him walk! (*Show your completed project and move the man up and down.*) Watch how he can jump up and down! Can you make your man jump up and down? Good job!



# Closing Time

## Group Activity

### Gather

- *2s and 3s Music* CD Vol. 1 from resource kit #1117.
- Lesson Truths card, Bible Verses card, and lesson 1 take-home card for each student.
- Six plastic bowling pins, plastic bottles, or large plastic cups.
- Soft foam ball.

### Instructions

Play a game of “stop and go” to music. Demonstrate an action our legs can do, such as tiptoeing. Begin playing music and instruct the children to start tiptoeing around the room. Stop the music and have the children freeze. Next have the children hop only while the music is playing. Continue to start and stop the music after you demonstrate an action (e.g., walking, stomping, marching).

### Conversation

God gave us legs so we can walk, even on our tiptoes. See how I can tiptoe around the room? Now you walk on your tiptoes. Good job! Let’s play “stop and go.” I’m going to play some music. As soon as it starts, I want you to walk around on your tiptoes. When the music stops playing, I want you to stop.

*Optional activity:* Clear an area and set up six plastic bowling pins (plastic bottles or plastic cups) in a triangle pattern (three in the back row, two in the middle row, and one in front). Let each child take a turn rolling a soft foam ball to knock down the pins. The child who rolled the ball helps you pick up the pins and sets them up for the next child.

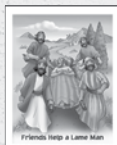
You did a good job helping your friend, Matthew! You are being a helper by setting up the bowling pins! You are kind to Emily!

Have all the take-home items, including today’s take-home card, ready for the children. In addition, distribute a Lesson Truths card and Bible Verses card to each parent. Call the child from the group activity when the parent comes to the door. Remind children to be kind friends as they leave class today.



#### Teacher Tip

Lesson 4 uses the Animal Finger Puppets available from Regular Baptist Press ([rbpStore.org](http://rbpStore.org), product number 9058).



#### Partner with Parents

Tell parents to remind their children to use their feet in helpful ways (e.g., helping Mommy or Daddy around the house or in the yard).