

Group

# Teacher Guide

## TODDLERS & 2s

Spring



Teach as  
Jesus Taught!®



# Toddlers & 2s

Teacher Guide • Spring  
[group.com/sunday-school](http://group.com/sunday-school)

## Group resources really work!

This Group resource incorporates our R.E.A.L. approach to ministry. It reinforces a growing friendship with Jesus, encourages long-term learning, and results in life transformation, because it's



### Relational

Learner-to-learner interaction enhances learning and builds Christian friendships.

### Experiential

What learners experience through discussion and action sticks with them up to 9 times longer than what they simply hear or read.

### Applicable

The aim of Christian education is to equip learners to be both hearers and doers of God's Word.

### Learner-based

Learners understand and retain more when the learning process takes into consideration how they learn best.

## We know you care about kids...

We do, too!

That's why we attempt to ensure that all crafts, toys, and gizmos meet or exceed national safety standards—and are produced by manufacturers that don't use child labor or abuse their labor force. You can order Group resources knowing that in addition to caring for *your* kids, you're also caring for children elsewhere.

### Let's keep kids safe!

We strive to provide products that are mechanically reliable and hold together during normal, intended usage. Items are also checked for flammability, and both paint and surface coatings are checked for heavy metals—including lead.

You can help your children stay safe by seeing that toys and gizmos are used as designed, for the purposes designed, and that any broken pieces are disposed of promptly and properly. We value your feedback. If you become aware of a problem affecting the safety of any of our products, please inform us immediately.



# Group

## Hands-On Bible Curriculum®, Toddlers & 2s, Spring

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\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 6 with the week of Easter.

## UNDERSTANDING YOUR TODDLERS AND 2s

### SOCIAL/EMOTIONAL DEVELOPMENT

Toddlers and 2s

- play beside but not with other children (parallel play).
- are possessive about toys and are reluctant to share.
- have tantrums when they're frustrated.
- can chew food well.
- can drink from cups and eat with spoons.
- need adult help in socialization.
- imitate adults.
- often say "no" in response to questions.

### PHYSICAL DEVELOPMENT

Toddlers and 2s

- pick up tiny objects.
- turn pages and point to pictures in books.
- put together three- to 10-piece puzzles.
- build with blocks.
- move with lots of energy but lack coordination.
- pull wheel toys backward and forward.
- run, jump, and climb but aren't always sure of their balance.

### COMMUNICATION DEVELOPMENT

Toddlers and 2s

- engage in simple dramatic play.
- use 50 to 100 recognizable words.
- put together two or more words to make a sentence.
- constantly ask "What's that?"
- refer to themselves by name.
- can point to and identify parts of the body and pictures of familiar objects.

### SPIRITUAL DEVELOPMENT

Toddlers and 2s

- pray short, simple prayers.
- learn that God made everything.
- learn that the Bible is a book about God and Jesus.
- learn about God as a loving and kind Father.
- sing and talk about God.



# Welcome to the Adventure!

The toddlers and 2s are your domain for this year! Whether this is your first year with them or your 30th, you will be blessed! These little ones are just learning about trust and the world around them. You can be the one who helps them trust Jesus and find him in the world they are discovering. What an adventure for you and for them!

Toddlers and 2-year-olds think very concretely. They pay attention for only a minute or two, and then they are off to satisfy their curiosity about something else. They are working on mastering their basic physical movements and are very proud of their accomplishments. They love consistency and repetition. They will listen to the same story about Jesus for weeks. The love of Jesus will become real to them through the love they experience from you. You will be an example of Jesus that they can touch firsthand!

Your children will learn best by hearing the story over and over again. They will want to touch, taste, smell, hear, and see what you are talking about. If you show them how to do things, they will imitate you. You will change their lives because you have opened their minds and hearts to the most important person in their lives, Jesus.

Here are a few helpful do's and don'ts to make experiential learning work best for you and your kids:

- **Do think outside the learning-space box!** Move tables so children can move around freely and work in groups. Use blocks and blankets to create unique spaces.
- **Don't expect them to sit still.** Allow children to move through experiences—touching, manipulating, tasting, smelling, and making noise—all for the glory of God.
- **Do take advantage of teachable moments.** Watch how your children act, and weave what happens into the lesson. Look for ways to bring tastes, smells, and sounds into your classroom, and use them during the lesson.
- **Don't show children the contents of the Learning Lab®** before they are used in the lessons. Keep them guessing what's coming next!
- **Do get to know your children.** They are anxious to share what they are learning. They will look for you every week.
- **Don't forget—experiential learning is fun and captivating!** Enjoy it! A positive experience learning about God within the safe boundaries of your classroom will lead to more positive experiences with God outside the classroom. What a great way to encourage your students to discover the joy of the Lord firsthand and to grow in a personal relationship with Jesus Christ!

Be aware that some children have food allergies that can be

dangerous. Know your children, and consult with parents about allergies your kids may have. Also, be sure to read food labels carefully as hidden ingredients can cause allergy-related problems.



# Making the Most of Your Hands-On Bible Curriculum®

## **WARNING:** **CHOKING HAZARD—**

Learning Lab items are not to be used by a child under 3 years of age without adult supervision. Adult assembly required.

**Module Introductions** Within each quarter of Hands-On Bible Curriculum, there are three modules. Each module has a theme that runs throughout the lessons. The introduction to each module includes an overview of the lessons and a chart listing the Bible Point and Scripture used in each lesson.

**Bible Point** There's one point that you want your children to take home at the end of your lesson. That's the Bible Point. You'll see it referenced in the margin as well as italicized and underlined in the lesson. We've designed for it to be repeated numerous times during the lesson so no one will miss it.

**Bible Verse** These words, taken from God's Word, show the biblical basis for the lesson. The Bible verse appears in boldface in the lesson.

**Teacher Enrichment** This part of the lesson is just for you. If you can, read it early in the week. It includes an explanation of the Bible passage and some suggested ways to pray during the week so you'll be prepared, heart and mind, for your important hour with your children.

**This Lesson at a Glance** This valuable chart shows you the big picture for your lesson. You can quickly see what supplies you'll need and what needs to be done before you begin. A minute on this page will save you 10 during your lesson!

**The Jesus Connection** To us, this is the most important thing—making the connection between the story and Jesus, the reason for the story. You'll find a Jesus connection in every lesson, set apart in a box. We want children to find Jesus every week in your class, so don't miss this part of the lesson.

**Teacher Tips** You'll find these in the margin throughout the lesson. They're just to give you additional ideas to enhance what you're doing. They vary from alternative ideas for activities to age-level insights.

**Parent Pages** In each module introduction, there is a photocopiable Parent Page. These pages that you send home with your families will help to reinforce the module's theme and encourage learning at home!

# “There is only one thing worth being concerned about.”

—Luke 10:42

## What is this one thing? It’s the whole reason for this curriculum—

it’s the whole reason for Sunday school. It’s what we (and you) want your kids to know! Check out what Thom and Joani Schultz (Group’s chairman and chief creative officer) have to say about the one thing and what it means in your life.

In Luke chapter 10, Jesus visits the home of Mary and Martha. As Martha worries about preparing dinner and being a busy servant, she gets upset because Mary isn’t helping. But Jesus tells her, “There is only one thing worth being concerned about. Mary has discovered it, and it will not be taken away from her.”

Martha was doing good work. In fact, she was serving the Lord. But Jesus made his priority for us clear. He wants to have a loving relationship with us even more than he wants us to serve him.

Many might say Jesus is the one thing. But no, it’s a **growing relationship with Jesus**. Martha would have identified serving Jesus as the one thing. But Mary better understood the *real* one thing.

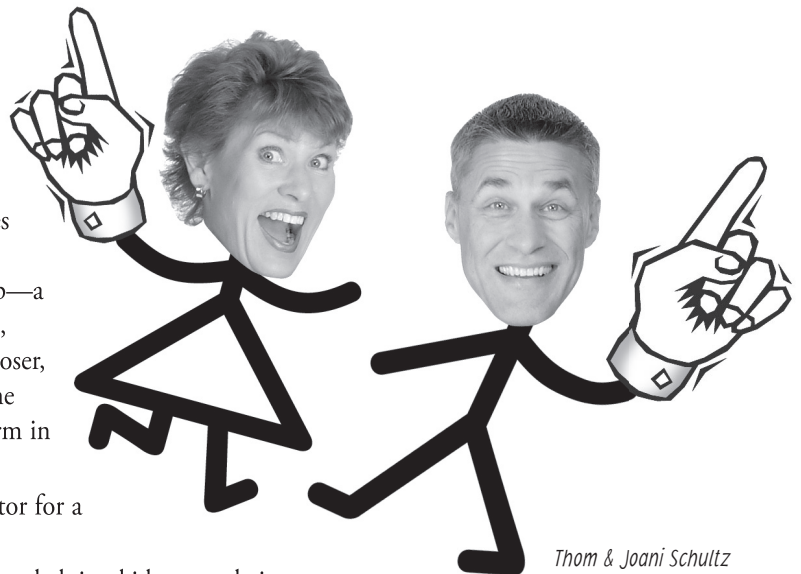
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals, theological disputes, solemnity, rituals, and more. To the spiritually hungry, churches often seem more preoccupied with these distractions than the one thing.

If the church wishes to pursue a growing relationship with Jesus, it will need to rethink and reprioritize its ministry. A one-thing ministry emphasizes relationship. And we believe a relationship with Jesus resembles in many ways a human-to-human relationship—a friendship. The process of attraction, getting acquainted, enjoying one another’s company, having fun, growing closer, and forming a bond of love and devotion is a natural one that lends clues to how a one-thing relationship may form in the context of church ministry.

How can we build a church that becomes an incubator for a one-thing relationship, for *real* friendship with Jesus?

That’s what Hands-On Bible Curriculum is all about—helping kids grow their friendships with Jesus. As they experience the Scriptures and do the activities, they’re building that relationship in a real and relevant way.

What’s the most important thing your church can do for kids? Help them choose the one thing. And use tools like Hands-On Bible Curriculum to make it a reality.

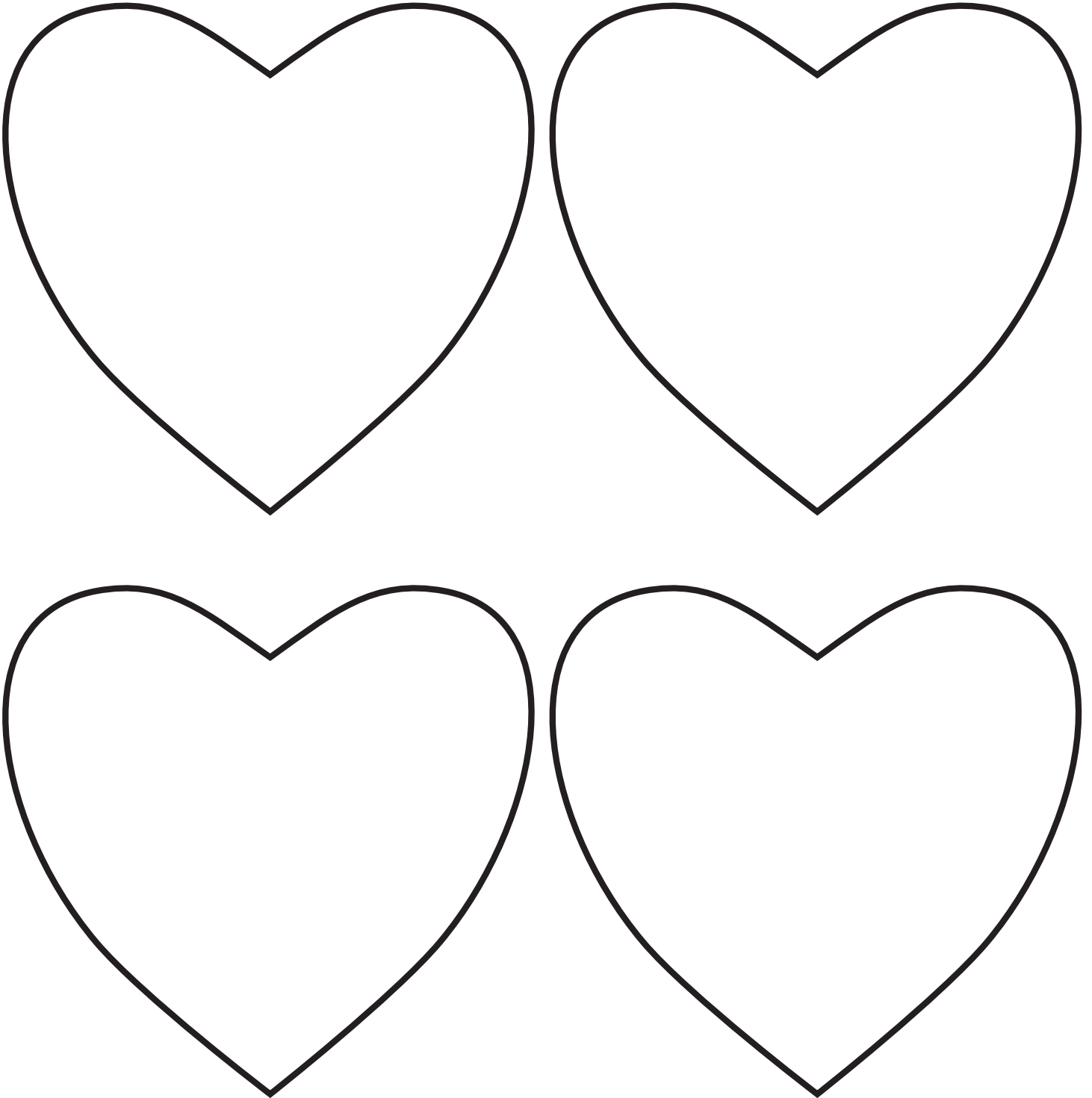


Thom & Joani Schultz



# Name Tag Pattern

Photocopy and cut out the heart name tags.



# Jesus Cares

**Bible Basis:** Luke 10:25-37

Toddlers and 2s are ready and willing helpers! Helping others gives toddlers a sense of self-satisfaction and allows them the opportunity to reach out to others and experience the good feelings that come from showing they care. It's important to help toddlers see that Jesus cares for us and wants us to care for others, too. The lessons in this module will encourage your toddlers and 2s to look for ways to help others and show they care.

## Jesus Cares

Lesson	Emphasis	Page
<b>1</b>	Jesus cares about us all the time.	11
<b>2</b>	Jesus sends people to care for us.	25
<b>3</b>	We can care for others like Jesus cares.	39
<b>4</b>	We can be happy that Jesus cares.	53
<b>5</b>	We are thankful that Jesus cares.	65

Toddlers & 2s

# Parent Page

## Jesus Cares

For the next five weeks, the toddlers and 2s class will be learning that Jesus cares. The children will use their five senses to discover that Jesus shows his love by caring for us in many ways. Use this Parent Page to help reinforce the point that ► *Jesus cares.*

### Preschool Pointers

Parents often feel taken for granted because young children don't say "thank you" for the things parents do or the sacrifices they make. Be happy because your toddler's lack of comment simply demonstrates that he or she trusts your care and protection. By looking at the ways Jesus cares for us and learning to thank Jesus for what he does, toddlers will begin to develop a sense of thankfulness and appreciation for the loving ways you show you care.

### Together Time

- Let your toddler help make Care Cookies. Invite your child to spread softened icing on ready-made cookies. Allow him or her to sprinkle colored cake decorations or tiny candies on the cookies. Present a plate of Care Cookies to family members or friends to remind them that they're loved. Explain to your child that doing something nice like sharing cookies is a way to show you care.
- Take a walk with your child and play Care, Care Everywhere. Take turns pointing out ways God cares for people and other living things. For example, point to a flower and explain that God cares by giving us beautiful flowers to smell and see. Or find a worm or bug and explain that God cares for birds by giving them things to eat. Remind your child that we know God cares for us because of the beautiful world he's given us to live in.
- Sing this song from class with your toddler:

### The Good Samaritan

(sung to the tune of "The Farmer in the Dell")

**The man lay in the road.  
The man lay in the road.  
Oh me, oh my, don't pass me by.  
The man lay in the road.**

**A priest walked right by.  
A Levite walked right by.  
Oh me, oh my, don't pass me by.  
They both walked right by.**

**The good Samaritan helped.  
The good Samaritan helped.  
Hooray! Hooray! He saved the day!  
The good Samaritan helped.**



**Bible Point**

# Jesus cares.

## Bible Verse

Jesus cares (adapted from 1 Peter 5:7).

## Growing Closer to Jesus

- Children will
- understand what caring means,
  - feel their classroom as a friendly, caring place, and
  - realize that Jesus cares for them all the time.



## Teacher Enrichment

### Bible Basis

- Jesus cares about us all the time.

**Luke  
10:25-37**



In today's passage, we see two religious "professionals" really blow it. By their callous disregard for the injured man, they showed that it is possible to be outwardly religious and yet totally out of sync with God's priorities. How easy it is for us to fall into the same trap! Toddlers and 2s need us to model genuine love for God and for our neighbor—as Jesus defined "neighbor"—lest they grow up to be outwardly religious but inwardly selfish.

### Prayer

- Read 1 John 4:19.
- How does understanding Christ's love for us help us to love others?
- In what ways might you better keep God's command to love your neighbor as yourself today?
- Pray: Lord, help me to understand the depth of your love for me, and then help me to show that same love to others. Help me model that love to the children by...

## Before the Lesson

- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart on the next page.
- Pray for the children in your class and for God's direction in teaching the lesson.














Repeating the Bible Point over and over will help the children remember it and apply it to their lives. Help children learn one point that will stay with them for days and even years to come.



The Lesson at a Glance chart gives you a quick overview of the lesson and lists the supplies you'll need for each activity. Most of the supplies are items you may already have in your home or classroom. Simplify your preparation by choosing which Arrival Activities and For Extra Time activities (found at the end of the lesson) you'll use.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Arrival Activities</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Welcome Time</b> —Receive a warm welcome from the teacher and Cuddles the Lamb.	Name tags (p. 8), marker, tape or safety pins	
	<b>Option 1: Dress-Up Fun</b> —Dress in costumes from the story of the good Samaritan.	Hand towels, bathrobes, old neckties or scarves, sandals	
	<b>Option 2: Care for a Bear</b> —Care for teddy bears.	Teddy bears or other stuffed animals, combs, brushes, blankets, picture books	
	<b>Pick-Up Time</b> —Sing a song as they help clean up the room.	CD player	
<b>Bible Story Time</b>	<b>Bible Song</b> —Sing a song about the Bible.	Bible, CD player	
	<b>Jesus Cares</b> —Interact with sensory items on the StoryBoard as they hear the story from Luke 10:25-37.	2 pennies	 
	<b>The Good Samaritan</b> —Sing a song about the good Samaritan.	CD player	
<b>Bible Activities</b>	<b>Interactive Bible Bulletin Board</b> —Decorate a bulletin board with Cuddles the Lamb.	House patterns (pp. 22-23); scissors; gray or brown, green, and light blue construction paper; tape or stapler	 
	<b>Sing It Out</b> —Sing a song about the good Samaritan.	CD player	
	<b>Bible Craft</b> —Make donkeys to “ride.”	Donkey-face pattern (p. 22), yarn, crayons, tape, scissors, paper plates, marker	
	<b>Bible Game</b> —“Ride” their donkeys, and pretend to be good Samaritans.	Donkeys from Bible Craft activity, CD player	
<b>Closing</b>  	<b>Care Prayer</b> —Say a prayer, and have a snack.	Jelly, graham crackers, cupcake papers, spoon, tongue depressors or craft sticks	

\*See the end of this lesson for extra-time ideas and supplies.

# Arrival Activities

## Welcome Time

**SUPPLIES:** name tags (p. 8), tape or safety pins, marker



- Use Cuddles the Lamb to help you greet each child by name and with a warm smile.
- Tape or pin a name tag to each child's clothing.
- Say: Today we're going to learn that ► Jesus cares.
- Place Cuddles out of sight so the children won't be distracted by him during the next activity.



If you wish to provide soothing background music as the children arrive, play a CD of your choice.

## BIBLE POINT



## Option 1: Dress-Up Fun

**SUPPLIES:** bathrobes, hand towels, sandals, old neckties or scarves

Set out bathrobes, hand towels, sandals, and old neckties or scarves. Invite children to dress as people did in Jesus' time. Use neckties as colorful belts or gently tie them around children's foreheads to secure towels as headaddresses. Encourage the children to help each other put on the bathrobes and choose which ties to wear. Point out that helping each other is a way to show we care. Explain that they'll hear a story about a man who helped someone who was hurt. Tell them that ► Jesus cares for us and wants people to care for each other, too.



## Option 2: Care for a Bear

**SUPPLIES:** teddy bears or stuffed animals, combs, brushes, blankets, picture books

Provide a variety of fuzzy teddy bears or other stuffed animals. Set out combs, brushes, blankets, and a few picture books. Encourage children to care for their stuffed friends by combing and brushing their fur, wrapping them warmly in blankets, and "reading" to them. Explain that caring for others is a way to show our love. Tell children that ► Jesus cares about us all the time. Point out that they'll hear a story about how much ► Jesus cares and how a man cared for someone who was hurt.

## BIBLE POINT



## Pick-Up Time

**SUPPLIES:** CD player



As Arrival Activities draw to a close, gently mention that it will soon be time to clean up. Encourage children to help you pick up things in the room as you lead them in singing "Let's Pick Up All Our Things." Use the CD (track 2) and sing the song to the tune of "Looby Loo."



It's important to say the Bible Point just as it's written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.



**Let's pick up all our things.  
Let's pick up all our things.  
Let's pick up all our things  
And put them all away.**

**Everyone here can help.  
Everyone here can help.  
Everyone here can help.  
Let's put it all away.**

**Let's pick up all our things.  
Let's pick up all our things.  
Let's pick up all our things.  
It's time to stop our play.**

# Bible Story Time

## ■ Bible Song

SUPPLIES: Bible, CD player

### BIBLE VERSE ►



Say: **How do we know that Jesus cares? The Bible tells us in 1 Peter. Show children the Bible. It says ► Jesus cares. The Bible is God’s special book. The Bible tells us about God. Let’s learn a song about the Bible.** Using the CD (track 3), lead the children in singing “God’s Special Book” to the tune of “Row, Row, Row Your Boat.”



**This is God’s special book.  
Yes, it’s God’s book you see!  
I learn about all God has done,  
And his love for me!**

*(Repeat.)*

**Bible!**

## ■ Bible Story: Jesus Cares

SUPPLIES: 2 pennies



Before class begins, prepare the “Jesus Cares” StoryBoard by following the instructions provided in the Learning Lab. (You’ll need the two pennies for the StoryBoard.) The purpose of the StoryBoard is to provide an interactive, sensory learning opportunity for your toddlers and 2s. Set aside the *flower scratch-and-sniff sticker* found in the Sensory Packet for use in a later lesson Please attach the sensory items securely so the children can touch them without the danger of pulling the items off or putting them into their mouths.

### Panel 1



Fold back the StoryBoard so that children see only Panel 1. Say: **We’re going to hear a Bible story about how much ► Jesus cares.**

Ask: • **Can you find the man in the road?** Let children come to the StoryBoard and point to the man. Have them lift the piece of fabric on his arm and look underneath.

Ask: • **What’s under the patch?** (An owie; a hurt.)

Say: **One day a man was walking down a road. Some mean people hit the man and pushed him down on the rocks. Let’s touch the rocks to see what they’re like.**

Ask: • **How do the rocks feel?** (Bumpy; hard.)

• **How does the man in the road feel?** (Hurt; he has an owie.)

Say: **After the mean people hurt the man, they took his money. Let’s see**

what the robbers have in their bag. Invite the children to jingle the moneybag. The robbers ran away and left the man in the road. “Won’t someone help me?” he asked.

Ask: • **Who cares about us all the time?** (Jesus.)

Say: **Let’s see if someone comes and helps the man.**

### Panel 2



Show Panel 2 of the StoryBoard. Say: **The man was hurt and couldn’t get up. Let’s see if his arm is still hurt.** After everyone has lifted the patch, say: **The man needed help.** Pause. **Listen!** Quietly tap the back of the StoryBoard. **Someone’s coming!** Slide the priest figure up through the slit. **A man was coming. He was a leader in the church—a priest. Step, step, step—down the road he came.** Move the priest figure along the road slowly. Then

stop. **Look at the priest’s robe. Let’s touch his robe.** Have the children touch the velvet around the priest’s neck. Then ask:

• **Do you think the priest will stop and care for the man?** Allow children to express their ideas.

Shake your head “no” as you move the priest past the man. Say: **The priest walked right by. He didn’t help the man.** Remove the priest figure from the slit. **The hurt man asked, “Will someone help?”** Cup your hand around your ear. **Listen.** Make more tapping sounds behind the StoryBoard. **Someone’s coming!** Slide the Levite figure up through the slit. **Look, it’s another churchman—a Levite. Can you say that with me? Levite. Let’s touch his pretty robe.** Have children touch the trim on the Levite’s robe.

Ask: • **Do you think the Levite will stop and help?** Allow children to respond.

Say: **Step, step, step—down the road he came.** Move the Levite figure along the slit. Shake your head “no” as you move the Levite figure past the man. **The Levite walked right by. He didn’t help the man.** Remove the Levite figure from the slit. **The man asked, “Will someone help?”**

Ask: • **Who cares for the man?** Allow children to respond.

Then say: ► **Jesus cares for us all the time. Let’s see if someone helps the man. Oh...someone else is coming!**



### Panel 3



Unfold Panel 3.

Make clip-clop noises with your tongue. Say: **Who’s coming now? Clippety-clop, clippety-clop—a man on a donkey came along. He was from a different country. The man was called a Samaritan. Can you say that with me? Samaritan. The Samaritan was a very nice man. Let’s pat his donkey.** Let children pat the donkey’s fur.

Ask: • **How does the donkey feel?** (Soft; nice; fuzzy.)

Say: **The Samaritan saw the hurt man. And guess what? The good Samaritan stopped! He put medicine on the man’s hurt arm. Let’s smell the medicine.** Open an antiseptic wipe from Sensory Packet 1, and let the children smell the medicine.




 teacher tips

**Important:** Put the StoryBoard away and out of reach of children.

**The good Samaritan made the man's arm better.** Hold up a cotton ball from Sensory Packet 1 and say: **Let's pretend we're the good Samaritan. We can care for the man, too.** Have children dab the cotton ball on the man's arm. After everyone has had a turn, say: **Then the Samaritan took the man to a place where he could rest and get well.**

Ask: • **Who cares for the hurt man?** (The good Samaritan; Jesus; God.)


**BIBLE POINT**


Say: **Just as the good Samaritan cared for the man, ► *Jesus cares* for us. In fact, Jesus cares so much that he died on the cross for us. If we believe in Jesus, we can live with him in heaven some day. That makes me happy! Let's sing a happy song right now!**

## ■ *The Good Samaritan*

**SUPPLIES:** CD player


**BIBLE POINT**


Say: **We've been learning that ► *Jesus cares*. And we heard a story about how the good Samaritan cared. Let's learn a song about the good Samaritan.**

Using the CD (track 6), lead children in singing "The Good Samaritan" to the tune of "The Farmer in the Dell." Encourage children to act out the song by lying beside a make-believe road throughout the song. Choose one child to be the priest and one to be the Levite, and help them walk among the children during the second verse. Choose a third child to be the good Samaritan in verse 3, and let him or her pat each child on the head.


**SING**

**The man lay in the road.  
The man lay in the road.  
Oh me, oh my, don't pass me by.  
The man lay in the road.**

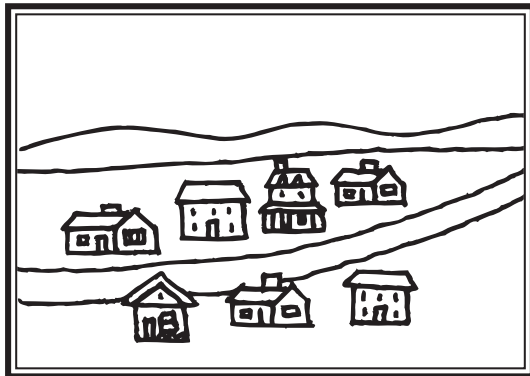
**A priest walked right by.  
A Levite walked right by.  
Oh me, oh my, don't pass me by.  
They both walked right by.**

**The good Samaritan helped.  
The good Samaritan helped.  
Hooray! Hooray! He saved the day!  
The good Samaritan helped.**

# Bible Activities

## Interactive Bible Bulletin Board

**SUPPLIES:** light blue paper, green paper, gray or brown paper, tape or stapler, house patterns (pp. 22-23), scissors



Before class, cover the top portion of the bulletin board or wall space with light blue construction paper, and cover the bottom portion with green construction paper. Make a gray or brown road that crosses the bulletin board. Photocopy the house patterns, and cut out a house for each child. You may wish to decorate the cutouts with markers or crayons.



If you meet in a rented facility or in a multipurpose room, consider purchasing a bulletin board on wheels or a board that is small enough to carry. Your efforts will provide opportunities for learning as well as familiar decorations for your kids!



*Bring out Cuddles the Lamb, and go through the following script. Then put Cuddles away out of sight.*

**Cuddles:** Hi! I'm so happy to be here. What did you learn today?

**Teacher:** We've been learning that ► Jesus cares about us all the time. Would you like to help us make a bulletin board, Cuddles?

**Cuddles:** Yes! I like to help. What can I do?

**Teacher:** Well, we're going to learn about the people in our homes who care for us just as ► Jesus cares. We can all care about people and help them, too.

**Cuddles:** Yep. That's why I want to help you. You're my friends, and I care about you lots.

**Teacher:** Boys and girls, who lives with you? (*Allow children to tell who lives in their homes with them.*) We all have places to live and people we live with because ► Jesus cares. Jesus wants us to live in loving homes. Let's put some houses on our bulletin board to show us that ► Jesus cares about us all the time, wherever we live.

*Have Cuddles hand each child a paper house. Help children tape the pictures to the bulletin board. Each time a child places a picture, say: ► "Jesus cares all the time." Have children repeat that sentence with you.*

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When everyone's picture is in place, say: **Isn't it nice to have a safe place to live and play? I'm glad that ► Jesus cares for all the people in our neighborhoods.**

Say: **Let's sing a fun song to help us remember the story of the good Samaritan.**

Remove two of the *foam friends* from the Learning Lab.

Sing "Where Is the Hurt Man?" to the tune of "Where is Thumbkin?" Have the children stand up and copy the actions that you do. Explain to the children that the good Samaritan cared for the hurt man, just as ► *Jesus cares* for us.

Pick up one *foam friend* to use as the "hurt man." The other *foam friend* will be used as each of the other men.



## BIBLE POINT



## SING

**Where is the hurt man?** (*Shrug shoulders.*)

**Where is the hurt man?** (*Shrug shoulders.*)

**Here he is.** (*Hold up the foam friend.*)

**Here he is.** (*Hold up the foam friend.*)

**Who can come and help him?** (*Continue holding the foam friend up. Shrug shoulders.*)

**Who can come and help him?** (*Continue holding the foam friend up. Shrug shoulders.*)

**Jesus cares. Jesus cares.** (*Hug yourself.*)

Hold up one *foam friend* as the "hurt man." As you say "Here comes the priest," bring the other one closer to it in a walking-type motion. Do the same for the Levite and the Samaritan.

**Here comes the priest.** (*Move the priest foam friend toward the hurt man in a walking motion.*)

**Here comes the priest.** (*Move the priest foam friend toward the hurt man in a walking motion.*)

**Will he help?** (*Shrug shoulders.*)

**Will he help?** (*Shrug shoulders.*)

**No, he just keeps walking.** (*Move the priest past the hurt man.*)

**No, he just keeps walking.** (*Move the priest past the hurt man.*)

**Jesus cares. Jesus cares.** (*Hug yourself.*)

**Here comes the Levite.** (*Move the Levite foam friend toward the hurt man in a walking motion.*)

**Here comes the Levite.** (*Move the Levite foam friend toward the hurt man in a walking motion.*)

**Will he help?** (*Shrug shoulders.*)

**Will he help?** (*Shrug shoulders.*)

**No, he just keeps walking.** (*Move the Levite past the hurt man.*)

**No, he just keeps walking.** (*Move the Levite past the hurt man.*)

**Jesus cares. Jesus cares.** (*Hug yourself.*)

**Here comes the Samaritan.** (*Move the Samaritan foam friend toward the hurt man in a walking motion.*)

**Here comes the Samaritan.** (*Move the Samaritan foam friend toward the hurt man in a walking motion.*)

**Will he help?** (*Shrug shoulders.*)

**Will he help?** (*Shrug shoulders.*)

**He helps the man get better.** (*Put the two foam friends side-by-side.*)

**He helps the man get better.** (*Put the two foam friends side-by-side.*)

**Jesus cares. Jesus cares.** (*Hold the foam friends together as if they're hugging.*)

Ask: • **Who helped the hurt man get better?** (The good Samaritan.)

• **Who always cares for you?** (Jesus; my mom; my grandma.)

• **Why do you think Jesus cares for us?** (Because he loves us.)

Say: **It's good to remember that ► *Jesus cares* for us all the time.**

Place the *foam friends* back in the Learning Lab.

Say: **Now let's sing our song about the good Samaritan.**



## ■ Sing It Out

*SUPPLIES: CD player*



Using the *CD* (track 6), lead children in singing “The Good Samaritan” to the tune of “The Farmer in the Dell.”



**The man lay in the road.  
The man lay in the road.  
Oh me, oh my, don't pass me by.  
The man lay in the road.**

**A priest walked right by.  
A Levite walked right by.  
Oh me, oh my, don't pass me by.  
They both walked right by.**

**The good Samaritan helped.  
The good Samaritan helped.  
Hooray! Hooray! He saved the day!  
The good Samaritan helped.**

If there's time, repeat the song without the *CD*, and choose other children to play the parts of the priest, Levite, and good Samaritan. When you've finished, say: **Let's make donkeys like the one the good Samaritan rode.**



## ■ Bible Craft

**SUPPLIES:** donkey-face pattern (p. 22), scissors, yarn, crayons, tape, paper plates, marker

Before class, photocopy the donkey face pattern for each child. Cut four 3-inch pieces of yarn for each child.

Tell children they're going to make the good Samaritan's donkey. Set out crayons, tape, and the pieces of yarn. Hand each child a paper plate. Invite children to color their donkeys. Then help them tape the donkey faces to the paper plates. Tape four pieces of yarn to each donkey's forehead. Be sure to write each child's name on the back of his or her paper plate.

When children have finished, encourage them to think of names for their donkeys. Have them pat the donkeys' manes, and ask them how the manes feel. Then say: **The good Samaritan helped the man in the road. The Samaritan let the hurt man ride his donkey. Wasn't he nice? That showed the good Samaritan cared for the hurt man just as ► Jesus cares for us. Let's have fun riding our donkeys.**



### BIBLE POINT ►

## ■ Bible Game

**SUPPLIES:** donkey crafts from previous activity, CD player



Say: **Let's pretend we're good Samaritans. When I say "giddyap," ride your donkey around the room. When I say "whoa," hop off your donkey and pretend to help the man in the road.** Show children how to hold the sides of the

paper plates like reins and gallop. Alternate saying "giddyap" and "whoa" as children ride their donkeys. When you've finished, say: **Now we'll ride our donkeys quietly to the wall and let them rest while we sing a new song.** Have children set their paper plates along one wall.

With the CD (track 7), lead children in singing "God Cares" (1 Peter 5:7) to the tune of "Looby Loo."



### SING

**Give all your cares to God.  
Give God your worries, too.  
Give all your cares to God.  
God cares what happens to you.**

*(Repeat.)*

After the song, say: **Thanks for singing with me! All that singing made me hungry. Let's have a yummy snack to help us remember that ► Jesus cares.**



### BIBLE POINT ►

## Closing

### ■ Care Prayer

**SUPPLIES:** graham crackers, cupcake papers, jelly, spoon, tongue depressors or craft sticks

Invite the children to sit around the snack table. Say: **We've been learning that ► Jesus cares for us all the time. He keeps us safe and gives us nice places**



to live. Jesus also gives us good food to eat, such as the snacks we have today. Let's pray before we eat our snacks. Pray: Dear God, thank you that ► *Jesus cares* for us all the time. In Jesus' name, amen.

Hand each child a graham cracker, a cupcake paper with jelly in it, and a tongue depressor or craft stick. Help children use the tongue depressors to spread jelly on their crackers. As they fix their snacks, say: **Doctors use tongue depressors like these to look at our throats and help us get well. The good Samaritan helped the hurt man get well, too. Helping people when they're sick or hurt is a good way to show we care. Jesus cares, and he helps us care for others.**

Let children "ride" their donkeys from the Bible Craft activity home.



### Growing closer to Jesus extends beyond the classroom.

Photocopy the "Parent Page" handout (p. 10) for this module, and send it home with your children. Encourage parents to use the handout to plan meaningful family activities to reinforce this module's topic.



### For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

#### ■ *Wrap-Ups*

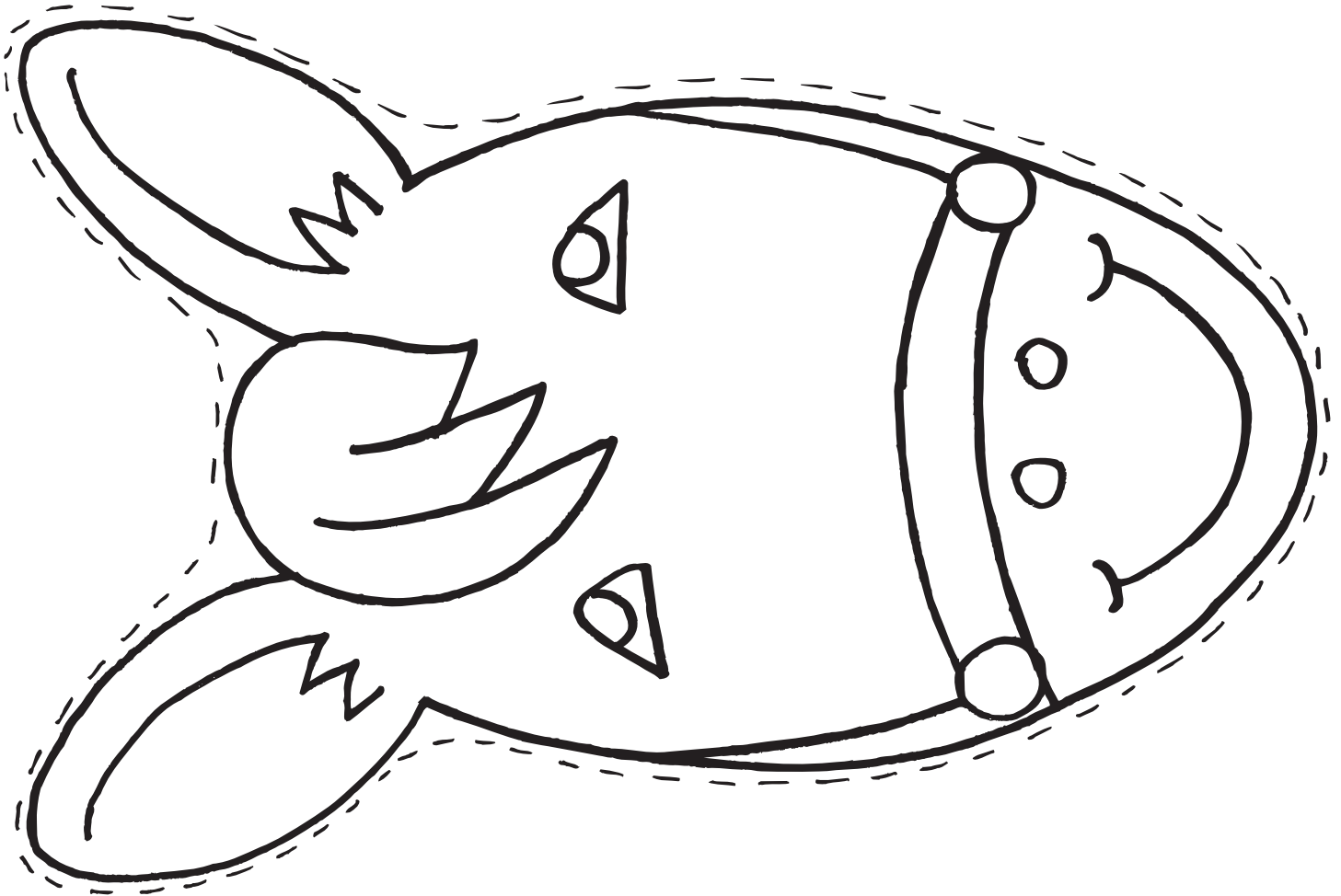
Wrap each child's arm or leg with crepe paper or bathroom tissue. Tell children to pretend their wrapped arms or legs are injured. Talk about owies the children have had, and ask who helped them feel better. Point out that doctors and nurses and parents all help care for us when we're hurt, just as the good Samaritan helped the man in the road. Remind children that ► *Jesus cares* for us all the time and other people care for us, too.

#### ■ *Healthy Pictures*

Set out cotton swabs, adhesive bandages, cotton balls, and tape. Help children tape the items on sheets of construction paper. As children work on their pictures, ask questions such as "How do these things help us when we're hurt?" and "Who cares for us all the time?" Reassure children that ► *Jesus cares* for us all the time whether we're healthy or sick. Have children point to each item on their pictures and tell how each one helps.

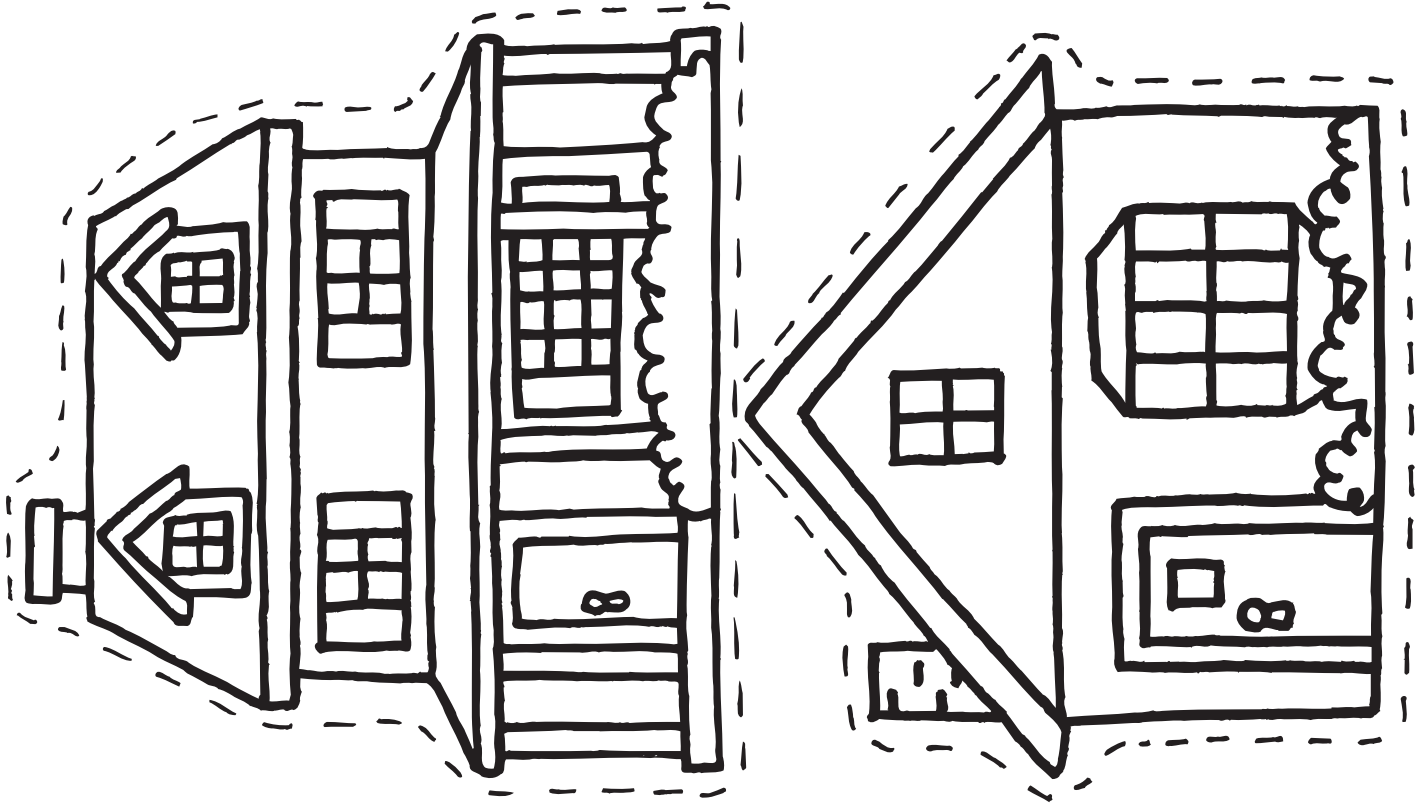
# Patterns

Cut loosely around each pattern instead of cutting exactly on the outlines.



# Patterns

Cut loosely around each pattern instead of cutting exactly on the outlines.







# Teacher Guide

## TODDLERS & 2s

### Spring

## Teach as Jesus Taught!®

JESUS USED EVERYDAY OBJECTS—a mustard seed, a fig tree, a lost coin—to teach his disciples the truths that would change the world. With Hands-On Bible Curriculum, you can teach as Jesus taught, using fun surprises that children can touch, see, and smell to relate eternal truths they won't forget.

### This quarter your Toddlers & 2s will learn these important Bible lessons:

#### MODULE 1

Luke 10:25-37

Jesus cares.

#### \* MODULE 2

Luke 24:1-9, 36-39, 50-53

Jesus is alive.

#### MODULE 3

2 Chronicles 34:1-35:19

The Bible is God's book.

\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 6 with the week of Easter.



### Also available:

#### MY FIRST HANDS-ON BIBLE™ FOR PRESCHOOLERS

God's Word comes alive with one-point lessons and interactive activities. It also coordinates with Hands-On Bible Curriculum!





**THIS IS A SAMPLE**  
**The number of pages is limited.**

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