

# Crowns and Prophets



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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.

### 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 Middlers teaches students the Bible timeline. It is chronological from beginning to end so students understand how God's plan unfolded in the past, what His plan is for today, and how His plan will unfold in the future. Students will grasp the Bible's story and will confidently place themselves in the middle of God's plan.


The Strong Kids scope and sequence is built on the seven teaching aims Jesus had during His earthly ministry. Identifying Jesus' aims helps you teach the Bible with purpose and clear goals in sight. Every lesson in the Strong Kids scope and sequence addresses at least one of Jesus' teaching aims.





Look for the BuildUP icons in the table of contents and on the first page of each lesson.


### JESUS' TEACHING AIMS


 **Believe the gospel.** Jesus taught His students to understand, believe, and then share the gospel. This aim is obviously fundamental to all the rest.


 **Understand Biblical ethics.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.

 **Internalize godliness.** Jesus taught His followers to be godly on the inside. He warned them not to become like Pharisees, with a mere outward appearance of godliness.

 **Learn doctrine.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.

 **Develop life skills.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.

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

 **Prepare to serve.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

# STRONG<sup>®</sup> curriculum

## Kit Contents

- ☐ Teacher Guide
- ☐ Student Book\*
- ☐ Set of Take-Home Papers\*
- ☐ One sheet of Recognition Stickers\*
- ☐ Teaching Picture Book
- ☐ Set of Timeline Cards
- ☐ Card with online download code
- ☐ Bible Story DVD
- ☐ Posters

\*Order one book or set for each child.

## 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.

In this quarter's Strong Kids for Middlers, students will continue the Bible timeline, covering Israel's united kingdom. Samuel's life teaches God's faithfulness. Saul's life reveals that God's plans can't be stopped. David shows God's love and forgiveness. And Solomon's life communicates the need to heed God's warnings about sin.



## Onetime Purchase (Sold Separately)

- ☐ Strong Kids Music, vol. 2



## 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> |
|---|--|---|---|



# Basic Classroom Supplies

# Unit Bulletin Board Ideas

## Paper Products

Construction paper  
White copy paper  
Butcher paper  
Poster board  
4" x 6" index cards  
Self-adhesive labels  
Sentence strips

## Markers

Pencils  
Crayons  
Colored pencils  
Permanent markers  
Washable markers

## Office Supplies

Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors

## Adhesives

Glue sticks  
Craft glue  
Plasti-Tak

## Miscellaneous

Play-Doh  
World map or globe  
Craft sticks (regular and jumbo size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloth  
Paper towels  
Ziploc bags  
Yarn  
Chenille wires  
Cotton balls

Consider the following way to use your bulletin board.

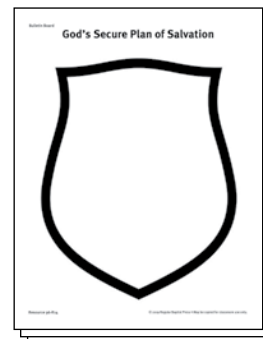
## Units 1—3

In the lessons for this quarter, there is an emphasis on God's developing plan of salvation. God worked to give Hannah an unexpected son named Samuel. Samuel grew up to anoint David as the king through whom Israel's Savior would be born. God then protected David from murderous threats before promising him an everlasting throne. Jesus will one day sit on David's everlasting throne as the fulfillment of God's promises to David. Nothing can stop God's plan of salvation. We can know for sure He will carry it out to the end because He defends it and directs by His awesome power.

Cover the bulletin board with blue or white backing. Use Red Scalloped Border (RBP8538) around the edges. Using black EZ Letters (RBP8512), put the following title across the top of the bulletin board: God's Salvation Plan Is Secure.

Print several copies of the shields on resources 96-R14, 96-R15, and 96-R16. Make them available to the students throughout the quarter. Students use crayons, markers, or colored pencils to color one of the shields to their liking. Provide foam shapes or other craft items to add to their shields. Students cut out their shields when they are finished designing them. Post them on the bulletin board.

Encourage the students to work on the shields before or after class.



Resources 96-R14—96-R16

# Knowing Your Middler Students

## Description of Physical, Social, and Emotional Development

- I may be experiencing uneven growth in my bones and muscles, making me appear awkward.
- I am developing new skills like riding a bike, climbing, and catching a ball.
- I may be developing faster or slower than my peers.
- I like playing team games and I like to win. I may not lose cheerfully. I understand rules but may cheat or get upset and not want to play.
- I want to be liked by my peer group.
- I like having a best friend with whom I enjoy sharing activities.
- I like to tell jokes and riddles.
- I may have trouble thinking or concentrating if I have a negative opinion about myself.
- I understand what it means to respect others and help someone in need.
- I may talk back as a way to express frustration.

## Cognitive (Learning) Development

- I may be reluctant to try new things for fear of failing. I don't want to look bad in front of my peers.
- I am learning to think for myself, develop my own opinions, and explain what I think and feel.
- I can empathize with others and want to help those in need.
- I have begun to accumulate knowledge and can use it to understand new concepts.
- I like to learn new life skills, like cooking and fixing things.

## Effective Responses

- Supervise activities with a goal of maintaining a positive experience for all.
- Model behavior that makes each student feel special.
- Inspire all students to encourage one another and build each other up.
- Support students with encouragement and assurance that God created and loves each of us and each is valuable to God.
- Be prepared to step in and offer counsel when people display poor attitudes.
- Respond calmly but firmly when students are disrespectful; do not treat their appearance of disrespect as a threat to you or your authority.

## Effective Instructional Methods

- Use conversations about friendship as a way to teach students that God is our ultimate friend.
- Build on what students already know about God and the Bible. (This requires you to know your students.)
- Be ready to respond to spiritual questions with simple, concise answers.
- Use students' abilities to state opinions. Ask for their opinions and insights about matters related to the lesson.
- Encourage participation, but allow reluctant students to opt out.
- Invite volunteers to read aloud Bible verses, but don't embarrass students by calling on them to do something they are not comfortable doing.
- Use riddles about Bible characters and story content to stimulate interest and for review.
- Discuss how we can use our knowledge and skills to serve God by serving others. Talk together about people who need help and how helping them shows God's love.

SESSION 1 | UNIT 1

# God Answered Hannah's Prayer

Hannah's generosity and Samuel's birth

## Scripture Focus

1 Sam. 1:1—2:11

## BuildUP Theme



INTERNALIZE GODLINESS

God blesses us when we are generous.

## Measurable Response

The students will consider how they might be generous.

## Memory Verse

"There is that scattereth,  
and yet increaseth;  
and there is that withholdeth  
more than is meet,  
but it tendeth to poverty"  
(Proverbs 11:24).

## Teacher Preparation

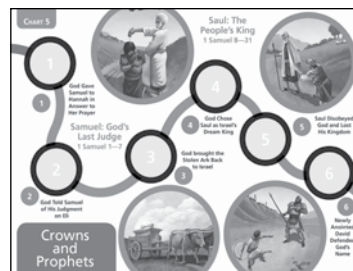
- ☐ Read Proverbs 11:24. This verse seems to support a health and wealth gospel. But God's peace and joy are the blessings Solomon had in mind.
- ☐ Peninnah tried to find peace and joy by provoking Hannah. Hannah turned to God and found God's peace and joy when she promised to give her son to God.
- ☐ Emphasize God's blessings on the generous. Also challenge students who try to find joy and peace by tearing others down or by robbing them of their joy. Such practice only leads to regret and emptiness.

## Recognition and Timeline

The chart on pages 29 and 31 of the student book is a timeline of significant Bible events and people. Last quarter's timeline chart fits next to the timeline chart from this quarter. When the two-year cycle is over, your students will have a 16-page timeline chart.

Give each student an attendance and verse chart from page 29 of their student books. Give the students sticker 1 to put in place for attendance. Allow them an opportunity to earn the smaller Bible sticker for week 13 of the summer quarter by quoting 1 Corinthians 15:57. Give the students their summer quarter charts. Post their fall charts, making sure the students have their names on them.

Poster 96-P1 is a continuation of the poster timeline. The timeline cards that came in your packet reflect the events on the timeline poster. Use the cards as instructed in the coming lessons.

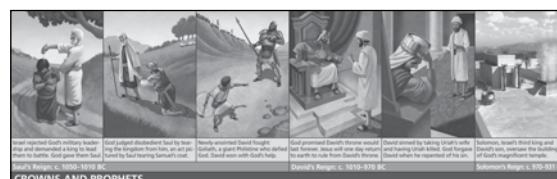


Student Book Page 29



Recognition Stickers

Week 1



96-P1



# Session Starters

## Option 1—Lip-reading Tests

### Gather

- Pencils and paper.

### Steps

1. Students come up with a 5- to 8-word sentence in their heads. They can write it on paper if they would like, but they should not let anyone see their sentences.
2. Students take turns mouthing their sentences while the other students try to read their lips. Students write what they think their fellow students said.
3. The students read what they wrote before the student reveals what he mouthed.
4. Continue as you have time. If you have a large class, have students work in groups of three.
5. Transition to the Bible lesson.

A character in today's Bible account tried to lip-read; he failed miserably. We will learn that the message he missed communicated humility and generosity that brought great joy.

## Option 2—Facial Expressions

### Gather

- Resource 96-R1.
- Markers or colored pencils.

### Steps

1. Give each student a copy of resource 96-R1 and access to the markers or colored pencils.
2. Students add facial expressions to the characters on the resource.
3. Students display their creations and discuss facial expressions.

**ASK:** How can you tell when someone is frustrated? What happens to their eyes, eyebrows, and mouth?

**ASK:** How does a person's face show sadness?



96-R1

**ASK:** How does a person's face show joy?

4. Transition to the Bible lesson.

A character in today's Bible account experienced all three of these emotions. What brought her to the point of being overjoyed is surprising; it had more to do with what she gave up than with what she received. We will learn that God gives joy to those who give to Him.

## Bible Study

### Gather

- Flannelgraph figures 96-15 through 96-22.
- Poster 96-P2.

### I. Peninnah Taunted Hannah (1 Sam. 1:1–8)

A man named Elkanah and his two wives, Hannah and Peninnah, lived in a hilly area of Israel in the city of Ramah (1 Sam. 1:1, 2).

**DISPLAY:** Poster 96-P2. Point to Ramah.

Elkanah wanted a son to carry on the family name, and his wife Hannah was childless. Hannah desperately wanted to give birth to a son and become a mother, but the Lord had not allowed her to have children. So Elkanah married Peninnah with hopes of having a son.

(Display flannelgraph figure 96-15.)

**ASK:** How do you think Hannah felt after Elkanah married Peninnah? *Very sad. She might have even felt worthless.*

As Elkanah hoped, Peninnah was able to have several children, including sons. Knowing Peninnah could bless Elkanah with children—something Hannah longed to do—only added to Hannah's misery.

Elkanah was a Levite, and each year he and his family traveled north to the tabernacle in Shiloh to offer a sacrifice to the Lord and worship Him (1:3).

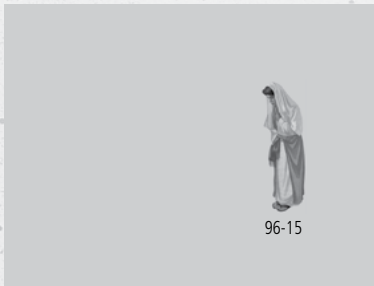
**DISPLAY:** Poster 96-P2. Point to Shiloh.

On the day of the annual sacrifice, Elkanah gave portions of the meat to Peninnah and to all her sons and daughters for a feast. He gave Hannah a double portion of meat, however, because he loved her more and felt bad that she couldn't have children.

Peninnah understood that Elkanah loved Hannah more than her. She became jealous of his attention and turned against Hannah. She made fun of Hannah's lack of children. She would say mean things to Hannah and make her feel bad.



96-P2

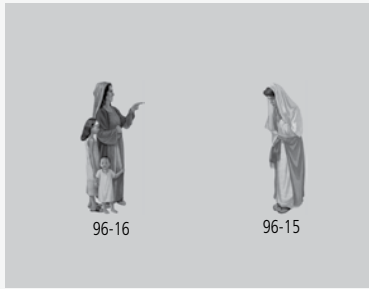


96-15



96-P2





(Add flannelgraph figure 96-16.)

Peninnah's teasing did not happen just once. She taunted and teased Hannah every year. "Look, kids," Peninnah might have said, "that poor little wife can't have any children, not even a daughter." Or, she might have said, "Hannah, you should quit trying to have a baby. God obviously isn't answering your prayers."

**ASK:** How do you think Peninnah felt after she made fun of Hannah? Do you think it made her feel better? *It didn't make her feel better. Making fun of people never brings satisfaction. It only brings deeper despair, jealousy, and regret.*

Peninnah met her problem of dissatisfaction by trying to take Hannah's joy. She sought to hurt Hannah in an attempt to bury her own hurt. As a result, both Peninnah and Hannah felt worse.

**READ:** 1 Samuel 1:5–7.

**ASK:** When have you been so sad you didn't feel like eating?

**READ:** 1 Samuel 1:8.

Elkanah had a great wife in Hannah and an heir from Peninnah. He felt pleased and wanted Hannah to cheer up and be happy too. He didn't understand her pain, but God did. And Hannah soon went to Him in prayer.

## II. Hannah Prayed for a Son (1 Sam. 1:9–18)

The next time Elkanah took his family to Shiloh, Hannah left her double portion without eating and went to the tabernacle to pour her heart out to God. She told God about her longing for a child and expressed her trust in Him as the Lord over all. Hannah even made a promise to God if He would answer her prayer.

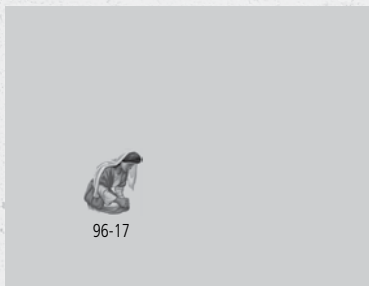
(Remove figures 96-15 and 96-16. Display figure 96-17.)

**READ:** 1 Samuel 1:9–11.

Hannah knew that only the Lord of Hosts could change her situation. The name "Lord of Hosts" means "God over all Creation." God has unlimited resources to use however He wants. He can meet any need at any moment. Hannah believed that with all her heart.

Hannah responded to her feelings of longing by *giving* to the Lord. In her prayer, she promised to give her son to God to use as He pleased. Remember that Peninnah responded to her longing by *robbing* Hannah of joy. Hannah knew that giving to God would open the door to the peace and joy she longed for.

(Add figure 96-18.)



While Hannah intensely prayed, Eli, the high priest, sat by the door of the tabernacle and watched her. Hannah's lips moved, but no sounds came from her mouth. Eli misread Hannah's lips and expression. He thought Hannah had drunk too much wine, so he questioned her (1:12–14).

"How long will you keep getting drunk on wine?" he asked her. "Get rid of your wine!"

Hannah turned to Eli. "I am not drunk," she said. "I have not been drinking wine or strong drink. I am a woman who is deeply distressed. I am pouring out my soul to God. Please don't take me as a wicked woman! I have been praying here out of my sadness and grief!"

(Replace figure 96-17 with figure 96-19.)

Eli understood and believed Hannah. "Go in peace," he told her, "and may the God of Israel grant you what you have asked of Him" (1:15–17).

**READ:** 1 Samuel 1:18.

**ASK:** Why did Hannah's face look happy and content rather than sad? *She learned to be generous to the Lord. She experienced the joy of giving her best to God.*

Giving generously brings the joy of the Lord to our hearts.

### III. Hannah Gave Birth to Samuel (1 Sam. 1:19–23)

(Remove all figures and display figure 96-20.)

Eli's words came true. The Lord of Hosts, the God over all Creation, answered Hannah's prayer for a baby boy. She was so happy and full of joy, not just because she had a son, but because she looked forward to giving him to the Lord (1:19, 20).

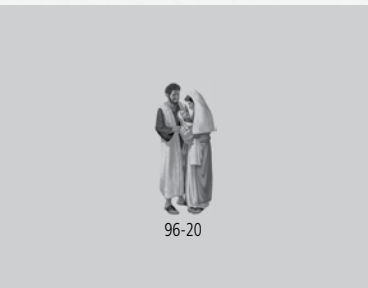
Hannah named her son "Samuel," which means "asked of God." The name reminded Hannah that God gave her a son, but more importantly, the name reminded Hannah that God gave her peace and joy during troubling days. Eventually Samuel left for the tabernacle, but Hannah's peace and joy remained the rest of her life. She learned the blessings of giving last a lifetime.

### IV. Hannah Gave Her Son to God (1 Sam. 1:24–2:11)

After Hannah had Samuel, she chose not to go with Elkanah as he went back to the tabernacle to offer his annual sacrifice to the Lord. For the first few years of Samuel's life, Hannah stayed home and cared for young Samuel (1:22, 23).

(Replace figure 96-20 with figures 96-21 and 96-22.)

When Samuel was perhaps three years old, Elkanah and Hannah took



Samuel to the tabernacle in Shiloh. They presented Eli the priest with some gifts, and Hannah reminded him that she was the woman who had prayed for a son in the tabernacle a few years earlier. She told him about the promise she made to God, and then presented Samuel to Eli to stay with him and serve in the house of the Lord (1:24–28).

**READ:** 1 Samuel 1:26–28; 2:1.

**ASK:** What clue tells us that Hannah was glad to give Samuel to the Lord? *She worshiped the Lord.*

**ASK:** How do you think your mom would respond to leaving her three-year-old child in someone else's care?

Hannah worshiped God not only for giving her Samuel, but also for giving her peace and contentment. Normally, a mother would be upset to give her three-year-old son into the care of someone else in another town. Hannah must have felt some sadness, but her delight in the Lord overwhelmed any sorrow in her heart.

(Remove all figures.)

**READ:** 1 Samuel 2:2.

Peninnah must have told Hannah that her barrenness proved God didn't love her. But Hannah knew better. She believed that her personal circumstances didn't define God's character. God never treats people unjustly. His holiness is rock solid! Hannah, therefore, smiled at Peninnah with a heart of true joy.

As far as we know, Peninnah never experienced God's peace and joy. No one can find satisfaction in life by making other people feel bad.

**READ:** 1 Samuel 2:3.

Peninnah made fun of Hannah out of pride. She thought the fact that she had kids made her better than Hannah. She believed God played favorites and blessed only the people He liked. Hannah told Peninnah to stop talking so proudly for God knew her heart. Hannah warned that God would weigh Peninnah's actions, meaning He would judge her for misrepresenting Him and for being mean to Hannah.

Hannah also emphasized that God justly controls the affairs of humanity as the sovereign over all (2:4–8). And as God directs the world's affairs, He sometimes directs people's lives in ways they wouldn't expect. For instance, God chose David to be Israel's second king even though David was the youngest boy in his family. David's brothers considered him no better than a beggar, but God raised up David to sit on Israel's throne.

**READ:** 1 Samuel 2:9, 10.

Hannah didn't know it at the time, but God had already chosen Samuel



to grow up to be the prophet who anointed David as king. Much later in history, Jesus, the Son of God, came to earth as a descendant of David. He died on the cross for our sins, but one day He will return to establish His Kingdom on earth and rule from David's throne. Jesus is the king mentioned in the second half of verse 10.

It's fitting that an account about giving and joy concludes with a reference to Jesus, Who gave His life on the cross so we might know His everlasting joy and have eternal life.

## Memory Builder

### Gather

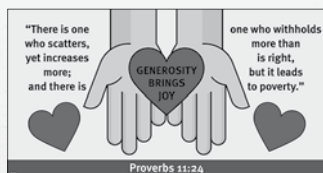
- Poster 96-P3.
- Construction paper.
- Scissors.
- Plasti-Tak.

### Steps

1. Before class, make two 4-inch hearts out of construction paper.
2. Hang the Proverbs 11:24 memory verse poster on the wall (96-P3). Read the verse together as a class.
3. Explain the verse.

This proverb means that those who give generously to help others will experience God's blessings in the form of joy and peace. Those who refuse to help others will miss out on God's blessings.

4. Organize the students into two teams. Designate one student from each team to be the first to play "pin the heart on the poster." Give each student a construction paper heart and a piece of Plasti-Tak.
5. The first student stands ten feet or more from the verse poster with his eyes closed. Spin him around three times and face him toward the verse poster. With his eyes closed, the student works his way to the poster while the opposing team gives him instructions. His own team is not allowed to speak to him. The player must decide whether to follow the opposing team's instructions.
6. The second student takes his turn.
7. Announce that the team who helped the opposing player the most is the winner. If neither team did anything to help the player, then neither team wins. Take additional turns as time allows.
8. Explain the activity.



96-P3

Our activity reflects how we often act in life. We think reward comes when we hurt others. The opposite is true. God blesses us when we generously help others.

9. Students work on their memory verse.

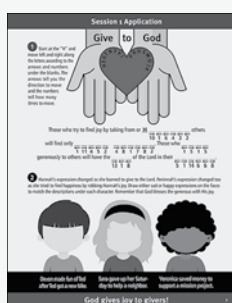
## Session Application

### Gather

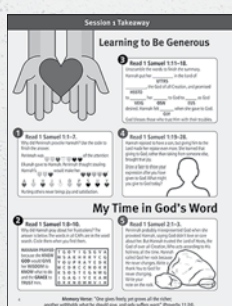
- Student book page 3.

### Steps

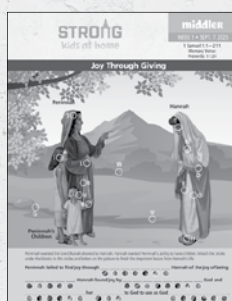
1. Distribute a copy of student book page 3 to each student.
2. Students complete the puzzle in section 1. The completed answer is as follows: Those who try to find joy by taking from or HURTING others will find only EMPTY REGRET. Those who GIVE generously to others will have the JOY of the Lord in their HEARTS.
3. Students draw expressions on the faces in section 2 to match the activities listed under the faces. The following are the activities listed on the student book page.
  - Devon made fun of Ted after Ted got a new bike. (Devon's face should be sad for trying to make Ted unhappy.)
  - Sara gave up her Saturday to help a neighbor. (Sara's face should be smiling for giving to help others.)
  - Veronica saved money to support a mission project. (Veronica's face should be smiling for giving money to spread the gospel.)
4. Close in prayer for your students, asking God to help them see the joy in being generous.



Student Book Page 3



Student Book Page 4



Take-home Paper Week 1

## Session Takeaways

### PERSONAL FOCUS

Before dismissing the students, draw their attention to the My Time in God's Word activity on page 4 of their student books. Instruct them to complete the activity at home as a guide for interacting with God's Word in the coming week. The activity reviews and applies the Bible lesson.

### PARENT CONNECT

Distribute the Strong Kids at Home sheet for lesson 1. Point out the Measuring Growth section on the back of the take-home paper. This is an



Quarter Overview

opportunity for the students' parents to get a snapshot of the lesson and to consider what applying the lesson should look like in their child's life.

Plan to give the Quarter Overview page included at the front of the Strong Kids at Home sheets to a parent of each student in your class. This page informs the parents of what their students are learning and guides the parents to have meaningful spiritual interaction with their children. For your convenience, the summary page is also available for download. The access code is on the download card in the kit.

If you have not ordered the Strong Kids at Home sheets for this quarter, we encourage you to do so. They provide a valuable connection between your classroom and the home.