

Crowns and Prison



Strong Kids Introduction	2
Middler Resources	3
Basic Classroom Supplies	4
Unit Bulletin Board Ideas	4
Knowing Your Middler Students	5

Session	Date	Title	Theme	Page
Unit 1 Divided Kingdom				
1	Dec. 7, 2025	Israel Ripped Apart	God wants us to submit to His loving authority over our lives.	6
2	Dec. 14, 2025	God Defeated Baal	God hears us because He is real.	14
3	Dec. 21, 2025	Ahab Paid for Stealing	God's relationship with us gives us the opportunity to live contentedly.	22
4	Dec. 28, 2025	Isaiah Told of a Coming King	God will send Jesus to be the perfect King of kings.	31
5	Jan. 4, 2026	Elisha Revealed God's Heart	God provides for our needs from His loving, giving heart.	40
6	Jan. 11, 2026	Joash Stopped Listening	God desires our lifelong devotion.	49
7	Jan. 18, 2026	Jonah Got a Second Chance	God wants us to share the message of His mercy and grace.	57
Unit 2 Exile and Return				
8	Jan. 25, 2026	Israel Finally Fell	God warns us about the seriousness of sin.	66
9	Feb. 1, 2026	God Answered Hezekiah	God hears and answers our prayers.	74
10	Feb. 8, 2026	Judah's Light Dimmed	God shows compassion to the humble.	82
11	Feb. 15, 2026	Daniel's Historic Interpretation	God controls history as the sovereign over all.	90
12	Feb. 22, 2026	Esther's Bravery in Exile	God's plans are unstoppable because He is all-powerful.	98
13	Mar. 1, 2026	Jerusalem's Restoration	God offers us hope and forgiveness when we sin.	107

Note: The final lesson in the winter quarter falls on March 1st. The spring lessons start on March 8th and run through May 31st. There are 13 lessons in both quarters.



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King James Version

STRONG[®]

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[®] curriculum

Kit Contents

- ☐ Teacher Guide
- ☐ Student Book*
- ☐ Set of Take-Home Papers*
- ☐ One sheet of Recognition Stickers*
- ☐ Teaching Picture Book
- ☐ Set of Time-line 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.

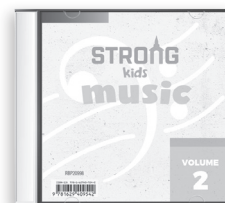
- Web: www.StrongCurriculum.com
- E-mail: orders@rbpstore.org
- Toll-free orders in the United States:
1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

In this quarter's Strong Kids for Middlers, students continue the Bible timeline, covering the Divided Kingdom, God's prophets, the exile, and the return. Students will realize the seriousness of sin, trust God as the sovereign over history, praise God for His mercy, and rejoice in forgiveness of sin through Jesus' death on the cross.



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"> • The verbal, plenary inspiration of the Scriptures • Only one true God • The Trinity of the Godhead • The Holy Spirit and His ministry • The personality of Satan • The Genesis account of creation • Original sin and the fall of man | <ul style="list-style-type: none"> • The virgin birth of Christ • Salvation through faith in the shed blood of Christ • The bodily resurrection and priesthood of Christ • Grace and the new birth • Justification by faith • Sanctification of the believer | <ul style="list-style-type: none"> • The security of the believer • The church • The ordinances of the local church: baptism by immersion and the Lord's Supper • Biblical separation—ecclesiastical and personal • Obedience to civil government • The place of Israel | <ul style="list-style-type: none"> • The pretribulation rapture of the church • The premillennial return of Christ • The millennial reign of Christ • Eternal glory in Heaven for the righteous • Eternal torment in Hell for the wicked |
|---|--|---|---|

Basic Classroom Supplies

Unit Bulletin Board Ideas

Paper Products

Construction paper
White copy paper
Butcher paper
Poster board
Post-it Notes
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
Ziplock bags
Yarn
Chenille wires
Cotton balls

Consider the following way to use your bulletin board.

Units 1 and 2

God's people in Israel and Judah were both led away from the Promised Land in chains. But God was not done with them. He worked through His prophets to encourage them in captivity and then worked to bring Judah back to the Promised Land in preparation for the coming of the Savior. In the end, there was a positive "chain reaction" to being in captivity. God's people returned with a deeper appreciation for God and a renewed desire to serve Him. They left idolatry and even separated from those who practiced idolatry.

Cover the bulletin board with backing. Use Blue Scalloped Border (RBP8537) around the edges. Using black (RBP8512) or blue (RBP8510) Ready Letters, put the following title across the top of the bulletin board: Chain Reactions to God's Greatness.

Make one sample chain out of construction paper. On the first link write "God Is Merciful." On subsequent links, write reactions to God's mercy (e.g., I will share the gospel; I will praise Him; I will be merciful). Attach your sample chain to the bulletin board. Feel free to add blank links to make the chain longer. Not every link needs a reaction.

Give your students an opportunity to give their own "chain reactions" to learning about God through the captivities and returns of His people. Prompt them throughout the quarter to start new chains. Give them time before class to create new chains or add to existing ones.

This exercise teaches your students to take ownership of their application of Scripture. It challenges them to think about how their lives should be impacted by God's Word.

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 students 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

Israel Ripped Apart

The kingdom of Israel divides

Scripture Focus

1 Kings 11:26—13:28

BuildUP Theme



INTERNALIZE GODLINESS

God wants us to submit to His loving authority over our lives.

Measurable Response

The students will determine ways to submit to God's authority.

Memory Verse

"O LORD, I know that the way of man is not in himself: it is not in man that walketh to direct his steps" (Jeremiah 10:23).

Teacher Preparation

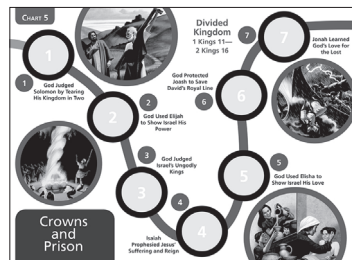
- The world tells today's children to choose their own path through life and that they can become whatever their hearts desire. What do you think of such advice?
- Read Jeremiah 10:23. In today's lesson, three kings and a man of God ignored God's will and lived according to their selfish, sinful desires. God showed all four of them that He is their highest authority and that following His leading is wise.
- Encourage your students to submit to God's authority over them by acknowledging Him and seeking to please Him in all they do.

Recognition Charts

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

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 fall quarter by quoting Ecclesiastes 12:14. Give the students their fall quarter charts and post their winter charts.

Poster 97-P1 continues the timeline from the previous five quarters. Instructions for the timeline cards are included in the appropriate lessons.

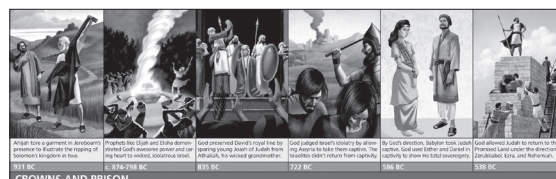


Sticker Chart



Recognition Stickers

Week 1



97-P1

Session Starters

Option 1—Mad Lib Instructions

Gather

- Resource 97-R1.

Steps

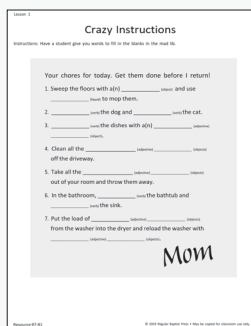
1. Ask students for words to fill in the mad lib on resource 97-R1. If you would like, print enough copies of the mad lib to have students complete it in pairs.
2. Read the mad lib with the students' words filled in.

ASK: What do you think of the crazy list of instructions the mom left for her child?

ASK: How would you respond to the instructions?

3. Transition to the Bible lesson.

In our lesson for today, four men failed to listen to God's instructions. Of course, God's instructions were clear and sensible, unlike the instructions in our mad lib. All four men missed out on God's great blessings and suffered for failing to obey God. One of the men lost a large part of his kingdom while another lost his life. Our lesson will remind us of our need to listen to God's wisdom and follow His ways.



97-R1

Option 2—Simon Says

Gather

- Small prize.

Steps

1. Students spread out across the room. Show them the small prize they can win playing Simon Says.
2. You be Simon. Give the students commands to follow. However, they should only follow your commands if you first say, "Simon says." If they follow a command not prefaced with "Simon says," then they are out.
3. Play until you have a winner. Give the winner a small prize.

4. Discuss following directions.

ASK: How carefully did you listen for the words “Simon says”?

ASK: How carefully do you listen for God’s instructions to you?

ASK: How could you find out what “God says” for you to do?

Read the Bible, pay attention in Sunday School, listen closely to the pastor’s message, respect and listen to my parents.

5. Transition to the Bible lesson.

In our lesson for today, four men failed to listen to God. When they heard “God says,” they did their own thing instead. All four men missed out on God’s great blessings and suffered for failing to obey God. One of the men lost a large part of his kingdom while another lost his life. Our lesson will remind us of our need to listen to God’s wisdom and follow His ways.

Bible Study

Gather

- Teaching pictures 97-1 and 97-2.
- Poster 97-P2.
- Old shirt or robe to tear up.
- Video 1 from DVD—“The Kingdom of Israel Divides.”

This lesson covers four characters who sinned against God because they believed they could direct their lives apart from God’s instructions. They were wrong. They needed to follow God’s instructions and love Him above all else. They suffered greatly because of their decisions.

I. Solomon’s Sinful Rebellion (1 Kings 11:26–38)

God made Solomon the wisest king who ever lived. But Solomon unwisely married many foreign wives who encouraged him to worship false gods instead of the one true God. So God planned to take much of the kingdom of Israel away from Solomon’s royal family.

God chose to give a large chunk of Solomon’s kingdom to Jeroboam, the officer over Solomon’s labor force. One day as Jeroboam traveled from Jerusalem, the prophet Ahijah met him, took off his cloak, and began to tear it up.

DISPLAY: Teaching picture 97-1.

READ: 1 Kings 11:30–33.



97-1

ACTIVITY: Take an old shirt or robe and tear it up into twelve pieces. Separate two pieces from the rest of the pieces.

Ahijah handed Jeroboam ten pieces of his torn cloak. God planned to make Jeroboam king over ten tribes because of Solomon's terrible idolatry. God left two tribes for Rehoboam, Solomon's son, because God promised to keep one of David's descendants on the throne in Jerusalem.

READ: 1 Kings 11:36.

We know Jesus will eventually come back to earth and sit on David's throne in Jerusalem as the final king of Israel in the line of David (11:36). The "light" in Jerusalem symbolizes Jesus, the light of the world and the way of salvation.

The prophet Ahijah promised Jeroboam a long-lasting kingdom too, but he had to meet some conditions.

READ: 1 Kings 11:38.

ASK: What did Jeroboam need to do in order to have a long-lasting kingdom? *Obey God's commandments.*

When Solomon heard about the plan to make Jeroboam king over the northern tribes, Solomon should have turned from his sin. Instead, he tried to stop God's plans by hunting down Jeroboam to kill him. Jeroboam escaped to Egypt and lived there until Solomon's death (11:39–43). Solomon had great wisdom, wealth, and fame, but nothing he tried could stop God from carrying out His plan.

II. Rehoboam's Selfish Choices (1 Kings 12:1–24)

After Solomon died, Rehoboam became king of Israel. Like all kings, he had to decide how to rule his kingdom. The people of Israel wanted him to demand less from them than Solomon had demanded. So they called Jeroboam back from Egypt to represent them before king Rehoboam (12:1–4). Jeroboam asked Rehoboam to take it easy on the nation.

Before making his decision, Rehoboam sought advice. His father's advisors told him to be kind to the people. Rehoboam didn't like that advice. He asked the guys his own age what they thought. They told him to take all he could get from the people. Rehoboam decided to follow their advice.

READ: 1 Kings 12:13, 14.

ASK: What do you think of Rehoboam's decision to beat his people into giving him all he wanted?

ASK: What do you think God thought of the king's decision?

Rehoboam promised to beat the people's money out of them if they didn't pay their taxes. Of course, the people told Rehoboam they wouldn't submit to his authority. Who wants to be beaten by the king?

READ: 1 Kings 12:15, 16.

The prophet Ahijah said God would take ten tribes from Rehoboam's kingdom. That's exactly what happened. "Back to your tents, everyone!" the ten tribes of Israel shouted as they left Shechem without accepting Rehoboam as their king.

King Rehoboam didn't give up. He sent Adoram, his finance officer, to restore order and set up a process for collecting taxes. The people weren't impressed. They stoned Adoram to death! When King Rehoboam heard the report, he quickly jumped into his chariot and fled back to Jerusalem (12:17–19).

Meanwhile, the people of northern Israel called a meeting and made Jeroboam their king. In response, King Rehoboam, still thinking he could beat Israel into submission, assembled his army to attack the rebelling Israelites. He was wrong. God sent Shemaiah to tell him not to fight against Israel. "For this thing is from me," said the Lord (12:20–24). Rehoboam listened and did not attack.

DISPLAY: Poster 97-P2. Point out Judah, where Rehoboam ruled, and Israel, where Jeroboam ruled.

Rehoboam failed to submit to God's authority. He bullied the northern tribes instead and ended up losing nearly his entire kingdom.

III. Jeroboam's Idolatrous Plan (1 Kings 12:25–13:10)

Back in the north, Jeroboam worried he might lose his support if the people traveled to Jerusalem to worship God in the temple.

READ: 1 Kings 12:26–30.

DISPLAY: Poster 97-P2. Point out Dan and Bethel, the cities where Jeroboam erected golden calves for the people to worship.

After setting up the golden calves, King Jeroboam told the people that it was too much trouble for them to worship in Jerusalem. "Look, Israel," he said. "These are the gods that brought you out of Egypt!"

The people believed Jeroboam's lie and worshiped before the idols instead of before God in His temple. Before long, they had built more altars and places and invented a priesthood to worship their idea of God (12:31). God, of course, noticed their gross sin and sent a prophet to Bethel to speak against Israel's idolatry.

The man of God shouted a prophecy concerning the altar: "O altar, altar! A child named Josiah will be born from the house of David," he



97-P2



97-P2

predicted. "On you, altar, he will sacrifice the priests from the pagan shrines, priests who come here to burn incense. Human bones will be burned on you!" (13:2).

To prove that his message was from the Lord, the man said that the altar would split apart and drop its ashes on the ground.

King Jeroboam had heard enough. He pointed at the man and shouted, "Seize that man!" But immediately the king's hand became paralyzed. He stood there alarmed as a big crack appeared in the altar causing ashes to pour out of it, just as the man of God had predicted (13:3–5).

ACTIVITY: Have a student stand next to you to give the command, "Seize that man!" When he sticks out his hand, grab his wrist to keep him from returning his arm to his side. Explain that God essentially did the same thing to Jeroboam. He literally stopped Jeroboam's hand to show that Jeroboam had no power over Him.

Amazingly, Jeroboam pleaded with the man of God to pray to the Lord to heal his hand. The man mercifully prayed for the king's hand, and the Lord restored it to the way it was before (13:6). Instead of repenting of his sin, Jeroboam asked the man to come and eat with him as a reward for the healing. Most likely Jeroboam wanted to try to gain the prophet's favor and use the man's powers to benefit his kingdom. The man of God refused, for God had told him not to eat a meal but to return home (13:7–10).

IV. The Prophet's Fatal Decision (1 Kings 13:11–28)

After hearing about the man of God, an old prophet tracked him down and enticed him to come back for a meal. The old prophet lied and said an angel told him it was okay. The man of God believed him and returned to the old prophet's house in disobedience to God (13:11–19). As the two conversed, the old prophet received a message from God concerning the disobedient man of God. He announced God's judgment on the man (13:20–22).

READ: 1 Kings 13:23–28.

DISPLAY: Teaching picture 97-2.

ASK: What unnatural events did God bring about? *A lion killed the man of God but didn't devour him; the lion didn't attack anybody passing by; the lion didn't kill the donkey; the donkey didn't run away in fear.*



97-2

The unnatural actions of the donkey and lion communicated to the old prophet, Israel, and Jeroboam that God has the highest authority and power in the world. Even the mighty lion must submit to God.

After observing the unnatural circumstances, the old prophet concluded that what God plans will always come to pass (13:29–32). But Jeroboam

didn't get the message. He continued in his evil ways. And just as God had warned, his royal line ended after just two generations (13:33, 34).

VIDEO: Show video 1 ("The Kingdom of Israel Divides") from the DVD. Emphasize the consequences of not submitting to God.

God is the greatest power and highest authority in our lives too. His plans for our lives always work out for good because He leads us with love and wisdom. Submitting to Him is a privilege filled with rich blessings.

Memory Builder

Gather

- Poster 97-P4.

Steps

1. Before class, use a pencil to divide the robe on poster 97-P4 into 12 sections. Make sure the verse is spread over several of the pieces. Cut out the robe and cut the pieces apart along your pencil lines.
2. Put the pieces of the robe in order on the table or floor. Read the verse together as a class.
3. Explain the meaning of the verse.

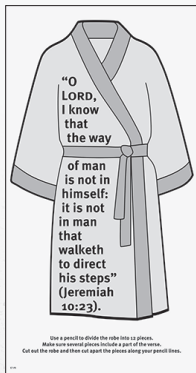
The prophet Jeremiah wrote this verse about Judah years after King Solomon led God's people into idolatry. The verse says that no one can direct his own life (steps) in a way that pleases God. Everyone needs God's help. Solomon, Rehoboam, Jeroboam, and the man of God all decided to ignore God's help and do their own thing. No doubt, they all regretted their decisions when they experienced the trouble sin causes. We all need God to guide us through life. He wants us to humbly submit to His authority throughout our lives.

4. Mix up the twelve pieces of the robe and have students put them in order as quickly as they can before reading the verse.
5. Alternate between removing pieces of the robe and having the students say the verse.

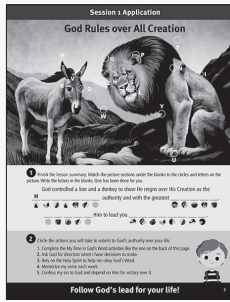
Session Application

Gather

- Student book page 3.



97-P4



Student book page 3

Steps

1. Distribute a copy of student book page 3 to each student.
2. Students complete the puzzle for section 1. The completed answer is as follows: God controlled a lion and a donkey to show He reigns over His creation as the HIGHEST authority and with the greatest POWER. TRUST Him to lead you LOVINGLY.
3. Students consider which of the following actions they will take to submit to God's authority over their lives.
 - Complete the My Time in God's Word activities included on my student book pages.
 - Ask God for direction when I have decisions to make.
 - Rely on the Holy Spirit to help me obey God's Word.
 - Memorize my verse each week.
 - Confess my sin to God and depend on Him for victory over it.
4. Close in prayer. Praise God for the blessings He gives when we submit to His authority and do His will.

Session Takeaways

PERSONAL FOCUS

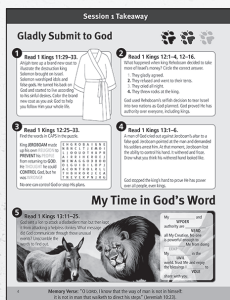
Before dismissing the students, draw their attention to the My Time in God's Word activity on page 4 of their student books. Instruct them to complete the activity at home as a guide for interacting with God's Word in the coming week. The activity reviews the Bible lesson for this week.

PARENT CONNECT

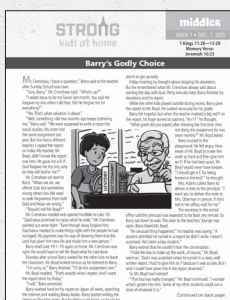
Distribute the Strong Kids at Home sheet for lesson 1. Point out the Measuring Growth section on the back of the take-home paper. This is an opportunity for the students' parents to get a snapshot of the lesson and to consider what applying the lesson should look like in their child's life.

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 yet 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.



Student book page 4



Take-home Paper Week 1