

**Introduction: *Engage the group by thinking about a concept.***

In Matthew 22:15-22, the Pharisees and Herodians tried to trick Jesus by posing this question, “Is it lawful to pay taxes to Caesar or not?” Jesus masterfully replies, after they bring Him a coin with the image of Caesar on it, “Therefore give back to Caesar the things that are Caesar’s, and to God the things that are God’s” (v. 21). We know that He was teaching it was right to give to Caesar taxes since his image was on the coin. Ask your students, “What do you think Jesus meant when He said ‘and to God the things that are God’s’?” To help them, you might want to suggest that they think about whose image was on the coin and whose image they were made in. Allow time for discussion.

**Part 1: *Assist your group members in their understanding of stewardship of God’s creation using “Think-Pair-Share” technique.***

The main precept we focus on in this section is our rule of God’s creation (or lack thereof) is really an expression of God’s image in us (or our ignoring that fact). Have your group members view the video clip “Banged Up a Little” from *Seabiscuit* (1 minute, 47 seconds). It can be found at <http://www.wingclips.com/movie-clips/seabiscuit/banged-up-a-little>.

***Think-Pair-Share:*** As your group members watch the video, ask them to note statements the trainer makes describing the value of life. “**Think** for 30 seconds about these statements. Choose one in particular. Now I want you to discuss this in **pairs** with a person on your left or right who is not your spouse.” (Pause for 60 seconds). Call on 3-4 pairs to **share** one idea.

**Part 2: *Help your group members connect with the lesson using a quote.***

Write this quote on the board: “The image of God infused in us never sees the light of day in the service of self, but it becomes the light of day in the service of

others.”

Ask your students to comment on this quote and its validity. Ask, “What is the author trying to communicate? Do you agree or disagree? Why or why not?” Instruct a few students to share their thoughts with the group.

[Craig D. Lounsbrough, “Quotes About the Image of God,” Goodreads [online], 2015 [cited 5 August 2015]. Available from the Internet: <http://www.goodreads.com/quotes/tag/image-of-god.>]

### ***Part 3: Engage your group on the theme of the section.***

There are two concepts discussed in this section: work and rest. Divide your class into two groups. Have one group discuss among themselves their insights on work and the other talk about rest. Give the groups about five minutes and then ask each group to share their insights.

### ***Conclusion: Challenge for application.***

Ask the following questions: “What kind of ‘reflector’ are you? A reflector is only effective if it is clean and focused on what it reflects. Are you ‘clean’? Are there areas of your life that you need to clean up? Are you focused on the ‘light’? Jesus is the light and we are commanded to reflect Him. Are you focused on someone or something else?” Assign your group members the task of spending some time with God this week dealing with these specific areas.

### **Teaching Tip of the Week**

There are three main types of sensory perception: auditory, visual, and kinesthetic. It is crucial that the teacher understand the need to vary lessons based on learning styles. We use all three in varying degrees but tend to have a dominant one. An ***auditory learner*** learns by listening to verbal instruction and remembers by forming the sounds of words. Auditory learners do not necessarily only need to hear something once to remember it. In most circumstances, they need to hear themselves say it in order to effectively commit it to memory. One way to help these learners is to have them read aloud instead of silently and to repeat

instructions to ensure they understand them. Often these people process their thoughts verbally so that they may often think aloud and need to talk things through. Ensure your lessons have an opportunity for them to participate verbally and you will be encouraged by the results. In the next two lessons, we will examine the other types of sensory perception.