

Introduction: *Engage your group by stimulating their thinking.*

The author gives a wonderfully succinct statement on the relationship between pride and independence. Read the following statement from page 34 of the Leader Guide: “Adam and Eve were dependent upon God for life, purpose, and their daily sustenance. Soon, however, in the arrogance of their independence, the couple chose to be *like* God rather than *depend upon* God (Gen. 3:4-5).”

Ask your students their thoughts on this statement, especially looking at the motive behind the action of independence. Also, ask if they can think of examples, other than Adam and Eve, where this statement was proven true.

Part 1: *Engage using “Think-Pair-Share” technique.*

Write the following statement on the board, “One reason sin flourishes is that it is treated like a cream puff instead of a rattlesnake.”

Think-Pair-Share: After your group members read the quote, ask them to think about its meaning.

“**Think** for 30 seconds on the meaning. What is the author saying about our mindset toward sin? 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.

{Billy Sunday, “Billy Sunday quotes,” Goodreads [online], 2016 [17 August 2016]. Available from the Internet:
https://www.goodreads.com/author/quotes/2319780.Billy_Sunday.}

Part 2: *Engage using a quote.*

Ask for a volunteer to read the following Voices from the Church quote by Sally Lloyd-Jones from page 39 of the Leader’s Guide: “All Naaman needed was nothing. It was the one thing he didn’t have.”

For a person to realize that they cannot do anything to earn favor with God is very humbling and takes faith. Ask your class members, “What kind of things do we use to replace ‘nothing’? Why?”

Part 3: *Check for understanding using a psalm.*

Ask your group members to read Psalm 150. Have them write down at least two insights on praise. Call on 2-3 people to share their answers with the class.

Conclusion: *Challenge your students to live the lesson.*

The opposite of rebellion is submission. As believers, we are to be submissive to God in everything. When we choose to sin, we are telling God that we are on the throne.

Ask your class to take a few minutes for reflection, confession, and prayer dealing with the issue of rebellion.

Teaching Tip of the Week

Howard Gardner has done some trailblazing work on multiple intelligences. His two classic books on the subject are *Frames of Mind: The Theory of Multiple Intelligences* and *Intelligence Reframed: Multiple Intelligences for the 21st Century*. He posits that we learn in more ways than we traditionally understood.

The *kinesthetic* learner can be considered by the teacher engaging all five senses in their lesson presentation. The more you involve yourself physically, the more learning takes place. There is a tendency among adult teachers to resort primarily to lecture. We have forgotten how we learned as children. Many of these types of learners tend to be dancers, athletes, coaches, craftsmen, and mechanics. They are “hands-on doers.”

To help these learners, try incorporating some of the following in your lessons: charades, crafts, use manipulatives like artifacts and coins, use role play, and sign language. Sometimes it is helpful for a teacher to think as if they are training children! That way you are more likely to engage your group members using a variety of senses.

[Source: Barbara Bruce, *Seven Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith* (Nashville: Abingdon Press, 2000), 52.]