

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

We love underdogs. It seems to be a universal truth that people like to support those who are overwhelmed either numerically, intellectually, physically, or strategically. Read the following account of the Battle of Watling Street to your group:

In 61 A.D., the recently conquered Britons united under Queen Boudica and decided to overthrow their new Roman overlords. The Roman governor Gaius Paulinus couldn't afford to wait for things like reinforcements or an actual army to arrive from Rome.

So Paulinus made like a good Roman and did the best with what he had. The best Paulinus had? Two legions, amounting to just 10,000 men.

Paulinus knew the Britons outnumbered him, and used their overconfidence to draw them into battle on a narrow field flanked by dense forest. The overconfident Britons ignored the fact their enemy was positioned at the base of a literal funnel, and brought their families along in an enormous wagon train that they left just behind their lines.

Paulinus' legions weren't exactly thrilled at facing a force of 80,000 screaming warriors. But the Romans' funnel-like position prevented the Britons from overrunning the Roman shield line. Most of the massive Briton force had to wait in line to close with the Roman ranks. And while they waited to get in melee range, the Romans' rear ranks poured javelins into the mass of lightly armored Britons. Paulinus subbed out his front line like a hockey coach, so the few Britons who actually got close enough to engage always faced fresh legionnaires.

The Britons tried to retreat, only to be trapped by their own wagon train. The Romans methodically closed in like a slow-moving pointy metal wave and killed everything they could stab.

Ask group members the following question: "How was an outnumbered force able to win such a victory?"

They will probably mention such things as strategy, better training and tactics, and leadership. Ask them to also think about how God worked in the various participants.

[Source: J. Wisniewski, “10 Absurdly Outnumbered Underdogs Who One,” Listverse, July 15, 2013, <http://listverse.com/2013/07/15/10-absurdly-outnumbered-underdogs-who-won/>]

Point 2: *Check for understanding using the “Think-Pair-Share” technique.*

The main precept we focus on in this point is the importance of God’s people trusting His faithfulness.

Think-Pair-Share: State something like the following to your group: “**Think** about an incident in your life where someone was unfaithful to their word. How did that make you feel? What was your response? What is God’s response when we are unfaithful? How are God’s promises different than man’s?” 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.

Point 3: *Help your group members connect with the major theme.*

Ask your group members to think about the significance of their first name. Ask 3-4 to share its meaning with the group. Use this exercise in order to transition into the content of Point 3.

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

Ask your students to spend a few minutes thinking over the session and have them identify 1-2 areas where they might need to pursue repentance. Have them spend a few minutes in prayer, thanking God for His provision, blessing, faithfulness, and love.

Teaching Tip of the Week

Classroom discussion is particularly good at revealing students’ attitudes. The questions presented by the teacher as a stimulus for discussion should frequently focus on students’ emotional predisposition or values. For example, you might ask, “Are you or are you not in favor of homosexual marriage, and how did you arrive at your position?”

Whether they participate in the discussion or not, group members will be more aware of their own attitudes and values by comparing them with the values and attitudes of others. When they have strong and differing opinions about concepts, it is relatively easy to bring these out in discussion. Then we should point our

students to our ultimate authority and source for truth, God and His revelation that is the Bible, and have them evaluate their presuppositions in light of it.