

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. Ask your class to listen to this story:

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 a 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.

[J. Wisniewski, "10 Absurdly Outnumbered Underdogs Who Won." Available from the Internet: <http://listverse.com/2013/07/15/10-absurdly-outnumbered-underdogs-who-won/>]

Ask them, “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. We want them to begin thinking about the importance of a quality leader as we explore the rest of this lesson.

Part 1: Help your group understand the major theme through use of comparison.

Have a group member read aloud 1 Samuel 17:38-39. Note that David was urged to wear Saul’s armor to fight Goliath. He was probably also told of the inferiority of his slingshot compared to the modern armor of Saul. His methods weren’t time-tested or battle-proven, according to the critics. Ask your class, “Why do you think David rejected the armor offered him and used his slingshot instead?” Write their responses on the board. The class should come up with answers leading to the idea that David knew himself and his equipment; he had used it in the past against lions. He also trusted God and knew that God had used these tools in the past to protect him, so why would he change and use the “world’s methods”? It is important to know who we are and how God’s choices are made. Have a group member read 1 Corinthians 1:25-29 to see this truth.

Part 2: Help your group members connect with the major theme through use of the New Testament.

Divide your class into three groups. Give each group a 3-by-5-inch card with a Bible passage on it. The passages are: Philippians 2:5-11; Colossians 1:19-22; and Hebrews 2:14-15. Give them three minutes to examine the passage and list how God’s ultimate chosen king, Jesus, accomplished a decisive victory for His people. Have each group report their findings to the class.

Part 3: Check for understanding using “Think-Pair-Share.”

Play the clip “Thou Art God” from the movie *The Ten Commandments*. It can be found at <http://www.wingclips.com/movie-clips/the-ten-commandments/thou-art-god> (3 minutes, 3 seconds).

The movie is based on the story of God’s deliverance of the Jews from the nation of Egypt and the oppression of the Pharaoh. The Egyptian army was the most powerful of its time and from a human perspective, the Jews had no chance. The Jews were led by Moses, a God-called deliverer, who followed God’s instructions

and was able to deliver the Jews from the Egyptians. Ask, “Think about the leadership of Moses. Are there any indications that he was a man after God’s own heart?”

“**Think** for 30 seconds about this statement...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 from their discussion.

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

The title of our lesson for this week is “A Glimpse of the King.” While the lesson focused primarily on the earthly king David, it ultimately points us to our heavenly king, Jesus. All godly leaders ultimately are effective because they are submissive to the King of Kings. All of us have some kind of authority: home, work, coaching, etc. Have your group members read Mark 10:42-45. Challenge your students to spend a few minutes of introspection examining their leadership style. If it’s not the same as Jesus’ (i.e., servant leader), then they need to confess it to God and repent of this sin.

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 the one and only source of truth, the Bible, and have them evaluate their presuppositions in light of it.