

The Gospel Project for Adults, Winter 2014-15
Extended Instructional Approaches for Session 5

Introduction: *Engage your group by stimulating their thinking by relating to a personal experience.*

Ask of your group members, “Describe what you ate the last time you went to an all-you-can eat restaurant.” Have a few of them share. Then ask, “Did you eat too much? Was it sinful?”

Part 1: *Assist your group members in their understanding of the gluttony by using an Old Testament example.*

We often dismiss gluttony as just a weakness. But God seems to have a different perspective. Have one of your students read Deuteronomy 21:18-21 aloud. The context deals with the punishment of continually rebellious children who have been repeatedly chastised by their parents and still refuse to submit to authority. Note what the parents say to the elders of the city (Deut. 21:20). Have your students comment on God’s linking of stubbornness and rebellion with gluttony and drunkenness.

Part 2: *Help your group members connect to the major theme.*

The author of the text points out that gluttony is evil because we “fixate on the gift to the neglect of the Giver” (p. 62 of Leader’s Guide). Because a glutton is one who seeks satisfaction in something other than the Lord, he/she will never be satisfied with food.

Divide your class into four different groups. Give each group a 3-by-5-inch card with one of the following verses on it: Philippians 3:19; Psalm 78:18; Proverbs 23:2; and Ezekiel 16:49. Have them spend a few minutes examining the passage and ask them to share with the class what God says about gluttony and its relationship to our spiritual condition.

Part 3: *Illustrate the principle using “Think-Pair-Share” technique.*

The main precept we focus on in this section is the desire to seek ultimate satisfaction in food rather than in the Father of food. Have your group members view the video clip “Humans Live to Eat” from the movie *Over the Hedge* (1

minute, 20 seconds). This clip is available on Daily Motion at http://www.dailymotion.com/video/xqs3al_over-the-hedge-clip-humans-live-to-eat_shortfilms

Think-Pair-Share: As your group members watch the video, ask them to think about what the raccoon is saying about human eating, especially the statement, “Humans live to eat, we eat to live.” “**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** their insights.

Conclusion: *Challenge for application.*

We often hear of the term “comfort food.” It describes the food that we eat when we feel insecure, depressed, or homesick. Have your students spend some time with John 6:22-37. The emphasis of this passage is a contrast between temporary bread (Jesus had just miraculously fed over 5,000 people; see John 6:1-15). The people who were fed followed Him across the Sea of Galilee because they wanted another meal. That is the context of this passage.

Ask your group members to assess honestly if they are seeking comfort in the physical “bread” that God provides or in the “Bread of Life” Himself. If the former is true, ask them to confess their sin to God and commit to seeking true satisfaction through Him alone.

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. In the next three lessons, we will examine some approaches to teaching that might enhance your lessons and allow different types of learners to understand and assimilate the principles you teach more effectively.

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.”

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

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