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SEPTEMBER 2008

TEACHING PLANS

AN EXPLORATION OF THE BOOKS OF 1 AND 2 KINGS

TELL ME THE STORY AGAIN...

This issue we're going old school—way back to the first part of the Old Testament. Not sure what your students remember about all the kings (and queen)? You're going to have the opportunity to introduce or reacquaint them with some amazing stories. If this is the first time they're digging into the Scriptures of the OT, they are in for a drama-filled treat—and an opportunity to discover a lot about wisdom, obedience, and knowing God in a deeper way.

WHAT'S OLD IS NEW...

With this quarter, we have redesigned the *Collegiate* online features, bringing you a more structured teaching plan with additional helps and more relevant questions to equip you to lead a strong discussion-based lesson. The same sections are here: *Getting Started* helps introduce the topic and get your students engaged in the lesson. *Explore the Bible* leads them through the Scripture passages of the lesson, helping them understand the text, its historical and cultural context, and what it means to them today. *Apply to Life* gives you ideas for furthering the application of the Scripture, so students can take active steps to process what they're learning and how it impacts their lives. Be sure you also utilize the commentary provided (threadsmedia.com/collegiate) to help with your preparation and personal study of the lessons.

Of course, we know our work is not done. All things can be improved and we are anxious to know what you think of the new *Collegiate*. So please send us your questions, thoughts, and suggestions. Let us know what we could do better and how these teaching plans could be even more relevant to your students and your ministry.

Waiting to hear from you,

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70 sheets/college ruled
11x8½in/27.9x21.5cm

notebook



THIS WEEK YOU'LL NEED

- A COPY OF THIS LEADER GUIDE
- YOUR *COLLEGIATE* MAGAZINE
- QUOTES AND DEFINITIONS OF *WISDOM* TO DISTRIBUTE TO THE CLASS

NEED TO KNOWS

CHARACTERS

KING DAVID
KING SOLOMON

IMPORTANT DATE

c. 970 B.C.—BEGINNING OF SOLOMON'S REIGN

HISTORICAL CONTEXT

King David dies and his son, Solomon, takes over the throne amid Adonijah's manipulative efforts to steal it.

KEY VERSES

1 KINGS 3:5-10

HOW CAN I GAIN WISDOM?

GETTING STARTED

As students arrive, make available various definitions and quotes of the word *wisdom*. One definition is provided in the “Dig Deeper” section of your *Collegiate*.

“DIG DEEPER” (p. 30 of *Collegiate*)

“*Wisdom*—the quality of having experience, knowledge, and good judgment; the quality of being wise.”

“Wisdom in Israel and the ancient Near East was not synonymous with knowledge or education. It involved the ability to live life in a skillful way so at the end one’s life would amount to something worthwhile. To the Israelites this was possible only if a person knew and responded appropriately to (i.e., feared) Yahweh.”

—From James L. Crenshaw’s *Old Testament Wisdom: An Introduction*

“When I was a boy of 14, my father was so ignorant I could hardly stand to have the old man around. But when I got to be 21, I was astonished at how much the old man had learned in seven years.” — Mark Twain

To get students thinking about the concept of wisdom, have them form small groups of three or four and read over these definitions and quotes. In addition to the definitions you provided, encourage each group to answer the following:

- In your own words, define *wisdom*.
- When you think of wise people, who comes to mind? Why do you consider them “wise”?
- How do wisdom and knowledge differ?
- What are some of the main differences between how our culture defines wisdom versus how the Bible defines wisdom?

Allow a few minutes for sharing, then bring small groups together. In the large group, call on volunteers to describe attributes of the wisest person they know. Highlight some of the key adjectives students use in their descriptions and list them on the board or a large sheet of paper.

- Do any of these descriptions apply to the character of Solomon? If yes, which ones and why?

The first two chapters of 1 Kings not only bridge the gap between the reigns of King David and King Solomon, but they also reveal the importance of basing our lives on God’s wisdom as exemplified through the beginning of Solomon’s rule.



THIS WEEK YOU'LL NEED

- A COPY OF THIS LEADER GUIDE
- YOUR *COLLEGIATE* MAGAZINE
- A WORSHIP CD TO PLAY AS STUDENTS ARRIVE. WE SUGGEST *GLORY REVEALED, ENTER THE WORSHIP CIRCLE VOLS. 1-3*, OR *PASSION: GOD OF THIS CITY*.
- OPTIONAL: PHOTOGRAPHS OF THE SISTINE CHAPEL AND A COFFEE SHOP
- THE WISDOM PRAYER CARDS FOR YOUR GROUP, IF YOU SELECTED OPTION NO. 2 LAST WEEK.

NEED TO KNOWS

CHARACTER SOLOMON

HISTORICAL CONTEXT

These chapters focus on the preparations for, building, and dedication of the Lord's temple in Jerusalem and Solomon's palace. The temple became the center for the Israelites' worship of Yahweh.

KEY VERSE 1 KINGS 8:23

HOW DO I COME TO GOD IN WORSHIP?

GETTING STARTED

As students arrive, play the worship CD. Explain that you'll be discussing worship and giving your best to God.

- What does *worship* mean?

One possible definition of *worship* is provided on page 31 of *Collegiate* magazine. Share the location and elements you're personally drawn to in order to worship God and in what ways those things inspire worship for you. Explain that in thinking about how we approach God in worship, we should consider that outward details often reflect our inner attitudes and thoughts about God.

- What elements of worship are important to you?
List responses on the board or a large sheet of paper.
[Think: lighting, music, seating, instruments]
- Describe your most meaningful worship experience.
- What specifically made it so memorable?
- How would you have changed the experience?

OPTION:

Display a photograph of the Sistine Chapel and one of a local coffee shop. Ask volunteers to describe the differences between the two locations.

- Where and when can true worship take place?



THIS WEEK YOU'LL NEED

- A COPY OF THIS LEADER GUIDE
- YOUR *COLLEGIATE* MAGAZINE
- RECORDING AND LYRICS OF THE HYMN “TRUST AND OBEY”
- YOUR *COLLEGIATE* MAGAZINE

NEED TO KNOWS

CHARACTERS

SOLOMON AND THE QUEEN OF SHEBA

HISTORICAL CONTEXT

Solomon has completed the building of the royal palace and the temple, the Jews' house of worship. Inside was the Ark of the Covenant which contained the Ten Commandments.

FOCAL PASSAGES

1 KINGS 9–11; 2 CHRONICLES 7:11–9:31

KEY PASSAGE

1 KINGS 9:4-5

DID YOU KNOW?

“Trust and Obey” was written by John H. Sammis, a Presbyterian pastor, in 1887. The song was inspired by a young man's testimony at a Moody preaching campaign in Massachusetts: “I am not quite sure—but I am going to trust, and I am going to obey.” The hymn addresses key areas of our lives we need to trust God with—Verse one: daily life; verse two: struggles and difficulties; verse three: submitting to God; and verse four: following God's will.

WHY DOES OBEDIENCE MATTER?

GETTING STARTED

Play the hymn “Trust and Obey” as your students arrive. Consider a contemporary version from an artist such as Big Daddy Weave. As your study begins, draw students into a discussion, analyzing the lyrics to this great hymn. Consider providing copies of the lyrics for group members to read. (Music and lyrics are public domain.)

- Have you ever considered the tie between trust and obedience?
- How do they work together?
- Do you agree with Sammis' words?
- Do the lyrics seem theologically sound?
- What key areas of life does the hymn address?
- Can we obey God fully without trusting Him fully? Why or why not?

Our current culture tends to portray obedience as a negative thing—something that interferes with our freedom and prohibits us from enjoying life.

- Why does obedience seem so restrictive?
- How have you struggled with obedience in your life? Being obedient to your parents? Teachers? God?
- How does our obedience to God differ from our obedience to people of authority in our lives?

Even though people may naturally tend to resist following the rules of others, truly obeying the Word of God actually brings freedom and fullness to our lives.

DIG DEEPER

Found on page 32 of *Collegiate* magazine: *obedience*—to hear God's Word and act accordingly. The person's obedient response to God's Word is a response of trust and faith. To really hear God's Word is to obey God's Word.



HOW CAN I MAKE GOOD DECISIONS?

GETTING STARTED

To get the conversation on decision-making started, begin discussing various good but trivial decisions group members have made, such as movies they saw recently and liked, places they've visited, good restaurants in town, etc. Then move the discussion to more significant decisions, such as taking a part-time job, switching majors, or quitting a sports team. Invite the group to share major decisions they've made and the processes they went through to arrive at the decisions. Share about a decision of your own at this time too.

- Where do you usually go first for advice on decisions you need to make? Is it a friend, a parent, or a particular author's self-help books? Why do you choose these people?
- Are there people you tend to avoid asking for advice? What are your reasons for not asking them?
- Think about the most recent big decision you made. What different factors motivated you to make the choice you made? Explain. Did you consider the effect your choice would make on the people in your life? Why or why not?
- If you're honest with yourself, how high on your list is consulting God? Why does He fall at that place on your list?

As we saw in last week's lesson, Solomon fell prey to the pride and egotism that often accompanies power. While Solomon began his kingship desiring to serve God alone, his intermarriages with foreign women were in direct disobedience to God's command. Following Solomon's disobedient actions, Rehoboam inherited a rich and powerful kingdom, but it was one filled with problems, beginning with unhappy northern tribes who were burdened by heavy taxation and forced labor.

Take a minute to walk students through 1 Kings 11:29-40, which includes Ahijah's prophecy about the division of the kingdom and Jeroboam's escape to Egypt. Both of these events will resurface later in the lesson (see 1 Kings 12:15).

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- YOUR *COLLEGIATE* MAGAZINE

NEED TO KNOWS

CHARACTERS

REHOBOAM—Solomon's son; King of Israel after Solomon's death and became king of Judah (Southern Kingdom) after the kingdom split.

JEROBOAM—Chief leader of the forced laborers in Solomon's kingdom (1 Kings 11:28); became the first king of the Northern Kingdom of Israel after the kingdom split.

ELDERS

REHOBOAM'S FRIENDS

IMPORTANT DATE

c. 920 B.C. — DIVISION OF THE KINGDOM OF ISRAEL

HISTORICAL CONTEXT

Rehoboam's decision to increase the hardship of the Israelites was the final straw that led to the division of the kingdom of Israel into two kingdoms: Israel (Northern Kingdom) and Judah (Southern Kingdom).

KEY VERSES

1 KINGS 12:7
1 KINGS 12:24

For an article that looks at practical decision-making in a college student's life, refer to "Before You Rush In," on page 24 of your *Collegiate* magazine.

