- 1) Begin your time by briefly praying and asking the Holy Spirit to help you as you discuss and study.
- 2) Read Proverbs 4:1-9 together.
- 3) What stuck out to you as you read? Is there anything you don't understand? Is there anything you'd like to discuss?
- 4) In Proverbs 4:1–9, Solomon, after giving an opening encouragement, cites the appeal that his own father, David, made to him. His son is therefore hearing wisdom garnered from the preceding two generations. The boy's grandmother is also mentioned in the passage.

Read the following passages with a similar theme:

• Deuteronomy 6:4–8

• Psalm 78:1–8

- Matthew 19:13
- Ephesians 6:1-4

How do these passages deepen your understanding of Proverbs 4:1-9?

- 5) What is the Bible teaching us that we should pass on to the next generation?
- 6) Read Proverbs 4:10-19 together.
- 7) Another paternal appeal comes in Proverbs 4:10–19, and it asserts that everyone must make a choice between the way of wisdom and the way of folly. How would you describe these two different paths?
- 8) Do you feel like your life has been more characterized by the way of wisdom or the way of folly? Explain.
- 9) How can we make sure that we are on the path of wisdom? And how can we lead the next generation to choose the path of wisdom?
- 10) Read Proverbs 4:20-27 together.

- 11) Proverbs 4:20–27 holds another paternal appeal. The emphasis here is on safeguarding oneself on the path of wisdom. Staying on course involves disciplining the heart (v. 23), the tongue (v. 24), the eyes (v. 25), and the feet (vv. 26–27). Read Mark 7:21–23 and Luke 6:45. How do these two Gospel texts add additional detail about safeguarding the path of wisdom?
- 12) How does the gospel empower us to follow the path of wisdom?
- 13) End your time in prayer. Ask God to help you apply the things you've discussed and learned during this time of study.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Some of these questions taken or adapted from Brownback, Lydia. Proverbs (Knowing the Bible) . Crossway. Kindle Edition.