

# Preparing for Life



## Winter Quarter 2013–14

Disciple Making—the Reason for Teaching .....	2
Junior Resources .....	4
Basic Supplies for Junior Teachers .....	5
Explaining Salvation to Juniors .....	6

### Facing Hardships

UNIT 1 OVERVIEW .....	7
December 1, 2013      Bad Day, Good God .....	8
December 8, 2013      Healthy Response to Illness .....	17
December 15, 2013      Triumph through Trust .....	25
December 22, 2013      Overcoming Obstacles .....	33

### Managing Life

UNIT 2 OVERVIEW .....	42
December 29, 2013      Life as a Steward .....	43
January 5, 2014      Doing God's Will .....	51
January 12, 2014      My Body, God's Temple .....	59
January 19, 2014      Stewards of the Earth .....	67

### Building Relationships

UNIT 3 OVERVIEW .....	75
January 26, 2014      Extreme Obedience .....	77
February 2, 2014      Choosing Friends .....	86
February 9, 2014      Conflict under Control .....	95
February 16, 2014      Good Citizenship .....	103
February 23, 2014      Working in God's Fields .....	112
Bible Investigation File Puzzle Answers .....	121
Answers to Harder Case Review Puzzles .....	122

#### The Doctrinal Basis of Our Curriculum

*A more detailed statement with references is available upon request.*

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked



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# Disciple Making— the Reason for Teaching

**Don't forget!  
Making disciples is the  
reason you teach Sunday  
School!**

**T**his Junior Sunday School curriculum is organized around the seven essential aims of the discipleship process. Those aims are as follows:

Believe the Gospel  
Understand Biblical Ethics  
Internalize Godliness  
Learn Doctrine  
Develop Life Skills  
Uplift Others  
Prepare to Serve

There is an article on the resource CD that helps you understand these aims. The article is titled *Making Disciples in Sunday School*. If you have not read the article, do so now so you have a better understanding of your overall goals for your Junior students. Your success as a Junior teacher will be enhanced when you have a clear picture of where you are headed in the process of discipling your students.

The lessons for this quarter focus on the Develop

Life Skills aim. The lessons will help your students live in a godly way during the circumstances of life. While some of your students live in the mundane and have yet to experience difficult circumstances, all of them eventually will face trials. Some of your students might be going through tough trials right now. These lessons will help them respond to the trials with humble dependence on God.

The lessons for this quarter are packed with vital truths as well as activities to help you communicate those truths. Look beyond the set lessons and consider how you can reinforce the Develop Life Skills aim throughout this quarter. Be willing to be flexible with your plans for this quarter. You don't have to cover every point in every lesson. Pay attention to what is going on in the lives of your students. Remember that you are discipling them and not just getting through a set of lessons. Focus on their lives and their specific needs this quarter. Spend purposeful time with them outside your classroom. Ask yourself, "How does God want me to help my students Develop Life Skills in order to prepare them for life?"

## Ideas for Developing Life Skills

*The following are ideas to implement either inside or outside your class time.*

1. Have the students **research modern examples of people who are persecuted** for their stand for Christ. Several websites provide lots of information. Choose one that fits your needs.
2. **Read snippets of missionary newsletters** that talk about how God helped the missionaries face the challenges of being on a mission field.
3. **Assign missionary stories to your students** to read. Choose stories that demonstrate God's grace and sovereignty. Have the students give oral reports on the stories they read.
4. **Pray for church members** who are going through difficult times. Assign each student to pray for and encourage one person in particular.
5. **Ask a modern day Job to share how God has ministered grace** in his life. Personal testimonies are highly effective in communicating the reality of God's sustaining grace. Give your students an opportunity to interact with the person sharing his testimony.
6. **Plan a class outing to a rock climbing wall.** Relate the challenges of trying to climb the wall to the challenges we face in life. Have the students write a summary of the relationship between the two.
7. Set aside an area of a wall in your classroom to **record truths about God.** Put the words "God is . . ." at the top of the wall and the words ". . . no matter what happens to me" near the bottom of the wall. Ask the students to write truths about God on strips of paper and post them on the wall. They can decorate their "truths" if they desire.
8. Have a different class member **begin each class time with a prayer of praise** to God. Have the students focus especially on God's greatness and goodness. Students might fall into the habit of praying for things. This exercise will help them focus on God's character.
9. **Share a testimony of how God's grace sustained you** through a difficult experience in your life. Be honest with your students. Tell them about any doubts you had as you went through the experience. Be sure the focus of your testimony is on God and not you.
10. **Ask students to share prayer requests** for the difficulties their families are facing. Have the students pray for each other's families.

Don't forget to include the Closing the Case sections of the lessons in your teaching times. Those sections help to reinforce the practical applications of the lesson themes. The Bible Investigation Files you send home with your students are also an important part of their learning. Create an incentive for them to get them done each week if they have trouble remembering to do them. Day 5 of each Bible Investigation File also helps reinforce the practical applications of the lessons.

Pray that God will use your efforts to impact your students this quarter. Stay focused on discipling them, and God will bless your ministry!



### Questions or Ideas?

Feel free to contact me with any questions you have about RBP Sunday School curriculum. Several teachers have over the last couple of quarters. You can reach me at [abauman@garbc.org](mailto:abauman@garbc.org). I would love to hear what you like and dislike. And feel free to share any ideas you have used to disciple your students.

# Junior Resources

## Your Bible

GROWING FAITH

### Junior Teacher's Guide

Winter Quarter 2013–14 (1525)

Order one guide for each superintendent and teacher in Sunday School each quarter.

GROWING FAITH

### Junior Teaching Resources

Winter Quarter 2013–14 (1526K)

Order one packet for each group of students in Sunday School.

GROWING FAITH

### Student Handwork Book

Winter Quarter 2013–14 (1527)

Order one student book for each teacher and student in Sunday School each quarter.

FAITH DETECTIVES

### Take-home Papers

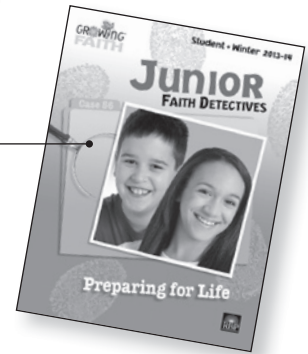
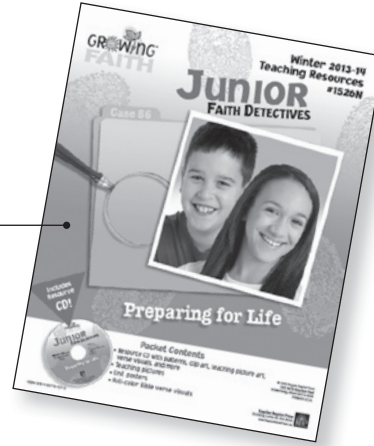
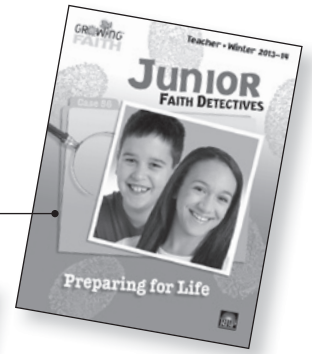
Winter Quarter 2013–14 (1528)

Order one set of take-home papers for each teacher and student.

### Junior Recognition Stickers

Winter Quarter 2013–14 (1529)

Order one package of stickers for every five students. (Recognition charts are in the back of the Junior Student Books.)



## Ordering information

All materials—except your Bible—are available from Regular Baptist Press

- 1300 N. Meacham Rd., Schaumburg, IL 60173-4806
- Web: [www.RegularBaptistPress.org](http://www.RegularBaptistPress.org)
- E-mail: [orders@rbpstore.org](mailto:orders@rbpstore.org)
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

# Basic Supplies for Junior Teachers

## Teaching Aids

Offering container  
Pocket chart (8664, \$19.99)  
*Salvation Songs Favorites* (7837, \$4.99)

## Paper Products

9" x 12" and 12" x 18" construction paper  
or card stock in all colors  
Poster board or poster sized paper  
3" x 5" note cards  
Large and small envelopes  
File folders

## Art Supplies

Pencils  
Crayons  
Colored pencils  
Black and colored felt-tip markers  
Watercolor paints and brushes  
Smocks

## Adhesives

Glue sticks  
Craft glue  
Plasti-Tak

## Scissors

Pointed scissors

## Office Supplies

Paper clips  
Paper fasteners  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Ruler

## Bulletin Boards

Green scalloped border (8587, \$2.99)  
Black scalloped border (8536, \$2.99)  
3" Black letters (8512, \$4.99)  
3" Red letters (8511, \$4.99)

## Miscellaneous

Drawing supplies  
Modern world map or globe  
Play-Doh

# Explaining Salvation to Juniors

DURING THIS QUARTER you will have many opportunities to present the gospel message and to invite your students to accept the Lord Jesus as their Savior. Treat these moments with prayerful attention. It is the work of the Holy Spirit to convict boys and girls of their sin and draw them to Christ. It is our place to make it as convenient as possible for them to respond to this wooing of the Spirit.

It is usually best to ask students to remain after the class session to talk to you individually about the decision they need to make. You may decide you want to ask children to make some positive move, such as raising their hands to ask for prayer or counseling. When children do raise their hands, dismiss them immediately to a teacher for counseling, or ask them to remain in their seats after the other children are dismissed. Your teaching situation and personal preference will determine how you handle this.

It is important that you be prepared to counsel with juniors who make decisions. Although it is possible to counsel with three or four children at a time, a one-to-one basis is much more desirable. If the child has a Bible, use it as you deal with him. Keep a supply of Testaments on hand so you can give one to a child who doesn't have a Bible.

You can use many methods as you talk with a child about accepting Christ. One of the more common methods uses five verses in the book of Romans. The advantage of this method is that these verses are easy to find, and it seems less confusing to stay in the same book. Explain the verses in a manner similar to this:

*Romans 3:23.* Every individual is a sinner. "Sin" is the wrong we do, that which displeases God. God is holy. Our sin separates us from God.

NOTE: A child must recognize he is a sinner. Do not go on until he is willing to make this admission.

*Romans 6:23.* The penalty for sin is death, eternal separation from God.

*Romans 5:8.* Christ died on the cross to take the punishment for our sins. He was our substitute; He wants to be our Savior.

*Romans 10:9, 10.* A person is saved when he believes these truths (about sin and the Savior) with his heart and confesses them with his mouth.

*Romans 10:13.* This is God's promise to the sinner who comes to Him: he shall be saved.

After you have explained the plan of salvation, invite the child to receive Christ as his Savior. To acknowledge his decision, his prayer might be something like this, "Dear God, I know I am a sinner. I am sorry for my sins. I know You love me. I believe that Jesus died on the cross to take the punishment for my sins. I want Him to be my Savior. In Jesus' name, amen." (Please note that praying does not save a person; believing does. But it is often helpful to express to God the decision a person has made.)

Use *Romans 10:13* once again to help the child have assurance of salvation. Mark this passage in his Bible.

Helpful tracts to use with children are *A Gift for You!* (RBP4059) or *What God's Word Teaches about Salvation* (RBP4005) and *How to Live the Christian Life!* (RBP4006). The tracts are available from Regular Baptist Press for \$4.99 per package of 50. You may also want to use the discipleship book *Welcome to the Family! A Guide for Kids Who Know the Savior* (RBP5255, \$2.99).

# UNIT 1 OVERVIEW **Facing Hardships**

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
12/1	<b>Bad Day, Good God</b> Job 1 (Job loses his children and possessions)	“Naked came I out of my mother’s womb, and naked shall I return thither: the LORD gave, and the LORD hath taken away; blessed be the name of the LORD” (Job 1:21).	Hardships	God’s name is blessed no matter what hardships we face.	The student will list five truths about God that never change and will praise God for being good all the time.
12/8	<b>Healthy Response to Illness</b> Job 2 (Job loses his health)	“What? shall we receive good at the hand of God, and shall we not receive evil? In all this did not Job sin with his lips” (Job 2:10b).	Illness	A wise person accepts illness as part of God’s plan for his life.	The student will write a “prescription” for dealing with illness and will pray for someone who is sick.
12/15	<b>Triumph through Trust</b> Job 38:1—42:10 (God teaches Job to trust Him humbly)	“Where wast thou when I laid the foundations of the earth? declare, if thou hast understanding” (Job 38:4).	Trust	God never stops being trustworthy.	The student will list at least three opportunities he will have to trust God in the coming week.
12/22	<b>Overcoming Obstacles</b> Matthew 1:19–24; Luke 1:30–38; 2:1–7 (Mary and the birth of Christ)	“And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn” (Luke 2:7).	Obstacles	God supplies the grace to overcome the obstacles He allows in our path.	The student will identify obstacles that can get in the way of obedience and determine ways to overcome those obstacles.

## Unit Bulletin Board

Make the bulletin board display before the first Sunday of the quarter. Cover the bulletin board with yellow backing; add a green scalloped border. Use 3" black letters for the title. (Borders and letters are available from Regular Baptist Press; see page 5.) Cut apart poster 26-M along the dashed cut lines. After you teach each lesson, put the corresponding section of the poster on the board.



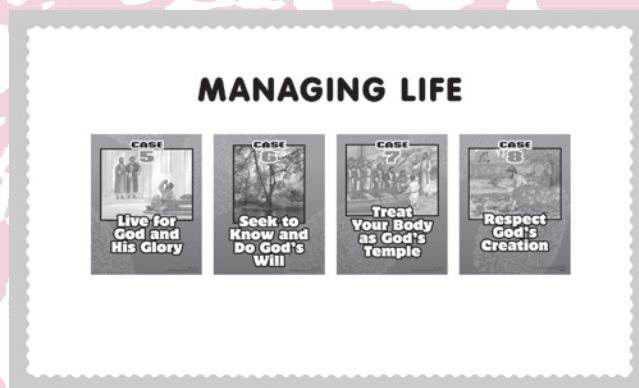
## UNIT 2 OVERVIEW

# Managing Life

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
12/29	<b>Life as a Steward</b> Luke 16:1–13 (The unjust steward)	“Moreover it is required in stewards, that a man be found faithful” (1 Cor. 4:2).	Stewardship	All that we are and have is God’s and is for His glory.	The student will determine ways to be a good steward for God in the coming week.
1/5	<b>Doing God’s Will</b> Psalm 1 (The blessed person)	“But his delight is in the law of the LORD; and in his law doth he meditate day and night” (Ps. 1:2).	God’s will	Knowing God’s will for our lives begins by knowing His Word.	The student will complete an assignment on meditating on God’s Word.
1/12	<b>My Body, God’s Temple</b> Mark 6:30–32; Luke 9:1, 2, 6, 10 (Jesus’ disciples work and rest)	“For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God’s” (1 Cor. 6:20).	Healthy living	God wants us to take care of our bodies so we can serve Him effectively.	The student will sketch two pictures of himself making healthy choices in the coming week.
1/19	<b>Stewards of the Earth</b> Various Scripture passages (History of the earth)	“The earth is the LORD’s, and the fullness thereof; the world, and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods” (Ps. 24:1, 2).	Creation	God expects us to be good stewards of the earth and its resources.	The student will determine appropriate responses to the different stages of the earth’s history.

### Unit Bulletin Board

Make the bulletin board display before the beginning of Unit 2. Cover the bulletin board with yellow backing; use a black border. Add 3" red letters for the new title. (The border and letters are available from Regular Baptist Press; see page 5). Cut apart poster 26-N along the dashed cut lines. After you teach each lesson, put the corresponding section of the poster on the board.



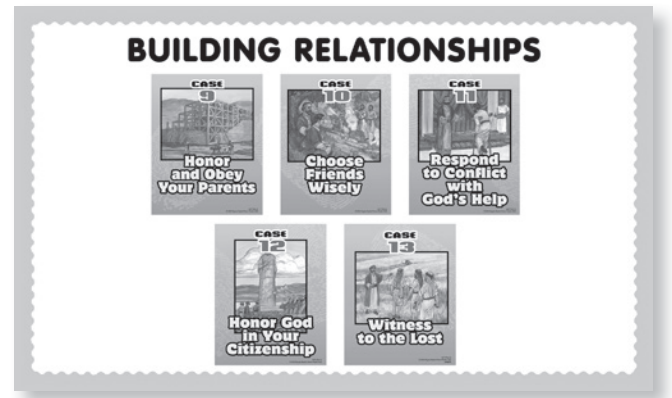


# UNIT 3 OVERVIEW **Building Relationships**

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
1/26	<b>Extreme Obedience</b> Genesis 6—8; Ephesians 6:1–3 (Noah’s sons honor and obey their father)	“Children, obey your parents in the Lord: for this is right. Honour thy father and mother; (which is the first commandment with promise;) That it may be well with thee, and thou mayest live long on the earth” (Eph. 6:1–3).	Relationships to parents	God expects us to honor and obey our parents.	The student will record four ways he can honor and obey his parents.
2/2	<b>Choosing Friends</b> 1 Kings 12:1–20; Proverbs 1:10, 15–18; 13:20; 17:17; 27:17 (Rehoboam fails to follow Solomon’s instructions)	“My son, if sinners entice thee, consent thou not. . . . My son, walk not thou in the way with them; refrain thy foot from their path” (Prov. 1:10, 15).	Friendships	God wants us to choose friends wisely because they will influence us.	The student will review friend scenarios and determine how to build friendships with godly friends.
2/9	<b>Conflict under Control</b> 1 Samuel 23:14, 15; 2 Samuel 9 (David is kind to Mephibosheth)	“The beginning of strife is as when one letteth out water: therefore leave off contention, before it be meddled with” (Prov. 17:14).	Conflict	We should respond to personal conflict with God’s help and direction.	The student will identify a situation in which he might lose control of his anger and come up with a plan to show kindness instead.
2/16	<b>Good Citizenship</b> Daniel 3; 1 Peter 2:13–17 (God’s instructions for godly citizens)	“Submit yourselves to every ordinance of man for the Lord’s sake . . . as unto them that are sent by him for the punishment of evildoers, and for the praise of them that do well” (1 Pet. 2:13a, 14b).	Citizenship	God desires that we become good citizens by respecting governmental authorities.	The student will pray for his government leaders and praise God for the freedoms he enjoys.
2/23	<b>Working in God’s Fields</b> Matthew 9:35–38 (Christ calls for prayer for laborers)	“Then saith he unto his disciples, The harvest truly is plenteous, but the labourers are few; pray ye therefore the Lord of the harvest, that he will send forth labourers into his harvest” (Matt. 9:37, 38).	Witnessing	God expects us to invest our lives in witnessing to the lost.	The student will make plans for witnessing to two people.

## Unit Bulletin Board

Make the bulletin board display before the beginning of Unit 3. Cover the bulletin board with yellow backing; use a green border. Add 3" black letters for the new title. Cut apart poster 26-P along the dashed cut lines. After you teach each lesson, put the corresponding section of the poster on the board.



# Bad Day, Good God

## Lesson 1

### Scripture Focus

Job 1  
(Job loses his children and possessions)

### Memory Verse

"Naked came I out of my mother's womb, and naked shall I return thither: the LORD gave, and the LORD hath taken away; blessed be the name of the LORD" (Job 1:21).

### Topic

Hardships

### Theme

God's name is blessed no matter what hardships we face.

### Desired Student Response

The student will list five truths about God that never change and will praise God for being good all the time.



## Teacher Preparation

- Have you ever questioned God's goodness? If so, what were the circumstances?
- Why is being assured of God's goodness so important?
- Read Job 1 and take note of the tragedies that God allowed in Job's life. How do you think you would have responded to Job's circumstances?
- What did Job conclude about God?
- Praise God for His goodness this week. Learn to trust Him more fully.

**Remember!**

- Attendance file
- Memory verse record

## Previous Case:

*(From students' arrival to 5 minutes into the session)*

This section will normally give your students an opportunity to review the previous lesson. Since this is the first lesson in the quarter, use the first five to ten minutes of the class to have the students use page 5 of their student books to get their agent files ready.



# 1. Case Preview (10 minutes)

Today's mission is to learn how we should respond to God when we experience hardships. Use one of the following options to preview this lesson.

## Option 1—Two Descriptions

### Materials

- Treats (one per student plus two extra)

### Steps

1. Give the students each a treat, and instruct them not to eat until you tell them it is okay.
2. Ask the following questions:
  - What do you think of the treat I gave to you?
  - What word would you use to describe me?
3. Take back the treats from two of the students, smash them up, and throw them in the trash.
4. Let all students eat their treats while you discuss the following questions:
  - What do think about what I just did?
  - What word would you use to describe me now?
5. Give new treats to the students whose treats you smashed.
6. Let all students eat their treats while you discuss the following questions:
  - When have you had something taken away from you? Perhaps you had a bike stolen, your dog died, or your best friend moved away.
  - How did you feel about God when you were experiencing your loss?
7. Transition to the lesson with the following statements:
  - When God blesses us, it is easy to rejoice in Him. But when we experience hardship or loss, rejoicing in God doesn't seem to fit.
  - Today's case is about a person who experienced terrible loss and yet responded to God in the right way.



## Option 2—Bad Day



26-P01



26-P02

### Materials

- Patterns 26-P01 and P02 from resource CD
- Whiteboard and marker

### Steps

1. Organize the students in pairs. Give one person in each pair a copy of pattern 26-P01 and the other person a copy of pattern 26-P02.
2. Students complete the activities on the patterns.
3. Ask the following questions:
  - When have you had a very bad day?
  - How did you react to the circumstances?
  - How did you respond to God?
4. Transition to the lesson with the following statements:
  - When God blesses us, it is easy to rejoice in Him. But when we experience a bad day, rejoicing in God doesn't seem to fit.
  - Today's case is about a person who experienced a very bad day and yet responded to God in the right way.



## 2. Bible Investigation (25 to 30 minutes)



26-P03

### Materials

- Bible Investigation File—Case 1
- Teaching picture 26-01
- Pattern 26-P03 from resource CD

### Introduction

**DISPLAY:** Pattern 26-P03. **ASK:** Have you ever seen the aftermath of a tornado or hurricane in person? What thoughts went through your mind?

Today's Bible passage includes the account of a strong wind that destroyed a house and killed loved ones. Job, the main character in today's account, responded to God in the midst of that tragedy in an incredible way.

### I. Job Lives Uprightly and Well (Job 1:1–5)

#### A. Job's character (1:1)

We don't know exactly when Job lived. Perhaps he was around about the same time as Abraham. Remember that Abraham was the father of God's people, the Jews.

We know that Job lived in the land of Uz, but no one has been able to figure out where that was. The fact that we don't know a lot of the details about when and where Job lived is not a problem. In fact, it actually helps us to relate to him and the troubles he experienced.

**READ:** Read Job 1:1. **ASK:** How does this verse describe Job? (Question 1) *(Job was an honest man with pure motives. He feared God and turned from evil.)*

In reading verse 1 we might conclude that Job was perfect. But we know that can't be true since no one is perfect except God. The verse is telling us that Job was a person of integrity. That means he lived rightly before God and did so with pure motives. In other words, he wasn't just acting like a godly person; he *was* a godly person.

Job also respected God and sought to please Him. In doing so, he turned away from doing evil and from living to please himself.

**ASK:** Whom do you think of when you read about the godly character of Job?

### **B. Job's family and wealth (1:2–5)**

**READ:** Job 1:2.

The fact that Job's children are mentioned before the list of goods he owned is a good indicator that he considered them to be more valuable than all his possessions. We will learn later that Job's family was very close. They enjoyed each other's company and made a point to spend time together.

**READ:** Job 1:3. **ASK:** How did Job compare to the rest of the people of the east? (Question 2) *(Job was the greatest person in all the east.)*

Job's three thousand camels were the clearest sign of his wealth. Camels were prestigious animals and owned only by the wealthy. Job used his camels for transporting goods to and from distant lands. They were important to expanding his wealth.

Job's sons were adults, and each had a house. They regularly held feasts with each other and their sisters. Perhaps they celebrated their birthdays or other special days in the year. Their feasts would last a week and were a sign that they, too, were wealthy.

**READ:** Job 1:4, 5. **ASK:** Job offered sacrifices for his children. Why did he do that? (Question 3) *(Job, acting as his family's priest, wanted to make sure that his children were right before God.)*

Job would call his children together at the end of their feasts and offer sacrifices for any sins they might have committed in their hearts. Job took God very seriously even though his life was going well. His example should cause us to consider how seriously we take God when things are going our way.

## **II. Satan Accuses Job (Job 1:6–12)**

### **A. Satan denies Job's godliness (1:6–11)**

The book of Job presents Satan in a unique way. He plays an important part in the story line of the book.

**READ:** Job 1:6, 7. **ASK:** What had Satan been doing when he appeared before God? (Question 4) *(Walking back and forth across the earth.)*

Satan's ultimate goal is to destroy people. He walks through the earth

looking for opportunities to tempt God's people into sinning (1 Pet. 5:8).

God asked Satan if he had thought about Job. God then went on to describe Job as a person who was godly and who feared Him. No one else on earth at that time was as godly as Job.

**READ:** Job 1:8–11. **ASK:** What was Satan's explanation for Job's good behavior? (Question 5) (*Satan believed that Job was pretending to be good so God would keep blessing him.*)

Satan believed that God was protecting Job and keeping anything bad from happening to him. He challenged God to take away Job's possessions in order to test Job's faith. Satan was sure that Job would stop living for God and would curse Him instead. Satan accused Job of being a fake. He hated Job and wanted more than anything to destroy him.

### **B. God allows Satan to trouble Job (1:12)**

God spoke with confidence as He gave Satan permission to touch Job's possessions. He knew Job's heart and did not doubt that Job would remain true to Him.

**READ:** Job 1:12. **ASK:** What did God not allow Satan to do to Job? (Question 6) (*Satan was not allowed to cause trouble to Job's body. He couldn't make Job sick.*)

## **III. Tragedies Strike Job (Job 1:13–19)**

Job was about to have a bad day that would rank as one of the worst of all times.

**READ:** Job 1:13–17. **ASK:** What did Job lose according to this passage? (Question 7) (*His oxen, donkeys, sheep, camels, and servants.*)

Losing a bunch of animals and servants may not seem like a big loss to us, but it was the equivalent of Job losing his livelihood and his life savings. His oxen and donkeys were work animals. The oxen worked the fields so Job would have grain to sell and trade for other goods.

The sheep were important for food and for clothing. They represented a great deal of wealth for Job.

As mentioned above, the camels were important for Job's trade with other people and countries. Losing them meant he was isolated from distant lands.

No doubt the greatness of Job's loss flooded his mind as he tried to comprehend just how much his life changed that one day. But all that loss would soon be forgotten as the last messenger arrived at Job's doorway.

**READ:** Job 1:18, 19. **ASK:** What did Job lose according to these verses? (Question 8) (*All his children.*)

The last messenger to approach Job must have been exhausted from running to Job's house. He ran because he had an important message to bring. But once he arrived, he didn't want to tell it. He probably cried out in grief as he told of the terrible windstorm that killed all Job's children.

Nothing hurts a person more than the loss of a child. To lose all one's children in one day is an overwhelming loss. This loss would be the one that would test Job's faith in God.

Choose either the concise or the expanded teaching option. The options help you teach about the tragedies Job experienced.



### Option 1—Concise—Tragic Scenes

#### Materials

- Poster-size paper
- Markers

#### Steps

1. Organize the students into four groups of three or less. Give each group markers and a piece of poster-size paper. If you have a large class, organize the students into eight groups of three or less.
2. Assign each group one of the following passages:
  - Job 1:14, 15
  - Job 1:16
  - Job 1:17
  - Job 1:18, 19
3. Students use the markers to draw the scenes from their assigned passages.
4. Ask the following questions:
  - Does what happened to Job seem believable?
  - Have you ever heard of someone losing so much in one day?
  - How do think you would have responded to so much loss?
  - How would God want you to respond? (*With an attitude of dependence on, and trust in, Him.*)



### Option 2—Expanded—Modern Job

#### Materials

- Poster-size paper
- Markers

#### Steps

1. Complete steps 1–3 of the concise teaching option.
2. Ask the following questions:
  - Does what happened to Job seem believable?
  - Have you ever heard of someone losing so much in one day?
3. Students stay in their groups and draw another scene. This time they draw modern tragedies that are similar to what Job experienced. Use the following suggestions to help the groups:
  - A person's lifetime investments were stolen (Job 1:14, 15).
  - A person lost his job (Job 1:16).
  - A person's fleet of trucks were stolen (Job 1:17).
  - All of a person's children died in a plane crash (Job 1:18, 19).



4. Ask the following questions:

- How do you think you would have responded to Job's loss?
- How would God want you to respond? (*With an attitude of dependence on, and trust in, Him.*)

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Though Job lost a lot in one terrible day, he did not lose all that he had. He still had his wife, his house, and his health.

**ASK:** Besides his house and wife, what else did Job still have? (Question 9) (*Job still had a relationship with God, and God was still true, loving, good, and kind.*)

The biggest tragedy that could have happened to Job was for God to turn His back on him and to abandon Him. Those observing Job's life might have concluded that is exactly what God did, but we know that God was still with Job. God didn't stop being good when He allowed Satan to touch Job's life.

#### IV. Job Responds to God (Job 1:20–22)

A flood of bad news is too much for a mind to understand and sort through. Job's head was spinning as he tried to grasp all that had happened to him. The grief and sense of loss was unbearable.

**READ:** Job 1:20. **ASK:** Why did Job tear his robe and shave his head? (Question 10) (*He was sad about losing his goods and children.*)

**DISPLAY:** Teaching picture 26-01.



26-01

Job's shaved head and torn robe were outward signs of his humility before God. He humbly turned to God for help and worshiped Him. Satan was undoubtedly watching. He must have turned away in anger and disgust as Job worshiped God.

**READ:** Job 1:20, 21. **ASK:** What did Job conclude about God after He had blessed him so richly and then had allowed him to lose so much? (Question 11) (*God's name was still blessed, or worthy of praise.*)

God's "name" is a reference to God's total character. Job saw nothing in God's character that was not worthy of praise. He praised God regardless of what he did or did not have.

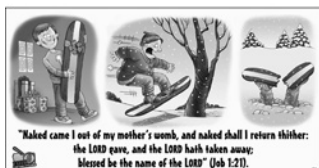
**READ:** Job 1:22. **ASK:** What mean things could Job have said about God? (Question 12) (*That God doesn't care, that He is unfaithful, and that what He allowed was wrong.*)

**ASK:** When have you been tempted to say some mean things about God?

Job wasn't superhuman. He felt tremendous pain and sadness, especially from losing his children. Yet Job didn't conclude that God was wrong in allowing him to have a very bad day. God is good regardless of the disappointments we experience.

We must praise God for His goodness and thank Him for His leading in our lives, even when things don't seem to be going our way. Turn to God in the midst of disappointments. He is your greatest source of strength and comfort.

## 3. Key Evidence Review (10 minutes)



26-A

### Materials

- Poster 26-A

### Steps

1. Mount memory verse poster 26-A.
2. Students read the verse on the poster two times as a class.
3. Ask the following questions:
  - What happened to the boy in the cartoon? (*He got a snowboard as a gift and then broke it in an accident.*)
  - When has something like that happened to you?
  - Based on today's lesson, how should we respond to God when we experience a hardship or loss?
4. Review the meaning of the verse with the students.
5. Students work on memorizing the verse. Give them opportunities to say it to you.

## 4. Closing the Case (10 minutes)



### Materials

- Student book page 6

### Steps

1. Distribute page 6 of the student book to each student.
2. Students follow the instructions on the page.
3. Use the following list of truths about God to supplement the students' lists on their student book pages.
  - God is good.
  - God is loving and kind.
  - God is true.
  - God is always in control.
  - God is wise.
  - God is always right.
  - God is perfect and sinless.
  - God is holy.
4. Students share prayers which praise God for being good all the time.
5. Emphasize the "Think about it!" phrase at the bottom of the page. God is good no matter what happens to you.

**Next Case:**

Distribute Bible Investigation Case 2 and today's *Faith Detectives* take-home paper.

