

Humbled and Hopeful

JOB



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STRONG

curriculum

A world weak on truth needs a strong, trustworthy message. STRONG Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ.

A Plan You Can Trust








The Bible has the answers to what adult learners need most. No other book or philosophy contains God's power to save and transform lives. Because of this, we've made it our unwavering commitment to build Strong Adults upon the sure foundation of God's Word. With this curriculum, your church can develop adults who will be strong defenders of the faith.

Strong Adults is designed around the seven teaching aims Jesus modeled in His ministry. Those aims are listed in the box to the right. Note that the first letter of each aim spells out **BuildUP**, a word that captures the curriculum's overall aim to build stronger churches through God's Word.

Every session in the Strong Adults courses addresses one of Jesus' seven teaching aims. Since the **BuildUP** aims are Jesus' aims, you can be confident in their importance and effectiveness. Take time to familiarize yourself with each of the aims. And plan to introduce them to your learners. Look for the **BuildUP** icons in the table of contents and on the first page of each lesson.

The Strong Adults scope and sequence covers every Bible book, the major doctrines, and important topics. The Bible books alternate between Old Testament and New Testament, going in order of their appearance in the Bible. The scope and sequence will begin with the courses on Philipians and Job and proceed to the end of each testament before starting over with Genesis and Matthew.

JESUS' TEACHING AIMS

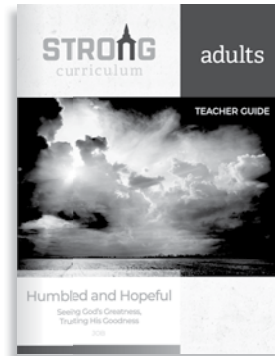
-  **BELIEVE THE GOSPEL.** Jesus taught His students to trust in Him alone for salvation and to share the gospel with others. This aim is obviously fundamental to all the rest.
-  **UNDERSTAND BIBLICAL ETHICS.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.
-  **INTERNALIZE GODLINESS.** Jesus taught His followers to be godly on the inside. He warned them not to become like the Pharisees, with a mere outward appearance of godliness.
-  **LEARN DOCTRINE.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.
-  **DEVELOP LIFE SKILLS.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.
-  **UPLIFT OTHERS.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.
-  **PREPARE TO SERVE.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

STRONG[®] curriculum

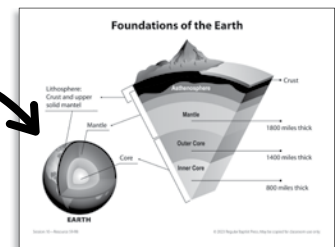
This Strong Adults course covers the book of Job. Job suffers greatly and presents his case to God, demanding to know why he is suffering as a righteous man. God uses His creation to teach Job to trust Him. The students will be challenged to trust God through trials and difficulties.

Kit Contents

- Teacher Guide
- 6 Bible Study Books
Order one book for each learner
- Digital Access Download Code
Gives you access to downloadable PowerPoint presentations, Prezis, visuals, promotional materials, and more.
- Posters



Digital Access Card



Ordering Information

All materials are available from Regular Baptist Press.

- Web: www.StrongCurriculum.com
- E-mail: orders@rbpstore.org
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.



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

How to Teach STRONG adults Lessons

Leading a Student to Christ

STRONG ADULTS has been designed to help you clearly present God's Word to your students. Each lesson will guide students through the Bible, encouraging them to interact with the material and apply it to their lives.

Familiarize yourself with the teaching resources so you can maximize your effectiveness in the classroom. Find the download card in your kit. Follow the instructions on the card to gain access to the teaching resources you will need throughout the course. The downloadable resources include a PowerPoint for each session, a Prezi presentation for select sessions, visual resources, and promotional materials.

Encourage students to do their Bible study book lessons before class so they are ready to interact when you ask the questions during your lesson. Note that the questions and commentary in this leader's guide match those in the Bible study books.

Some of the PowerPoint presentations contain additional slides that obviously tie into the teacher guide lessons. Make sure you review the PowerPoint presentations before teaching.

Before Each Lesson

- Read the **Scripture Focus** passage several times. Read and ponder the **Teacher Preparation** section on the first page of the lesson.
- Read the **BuildUP Theme, Measurable Response, and Session Summary** to get an overview of the lesson. Work on the **Memory Verse**.
- Read the **Bible Study** and the passages referenced in the lesson. Read the questions and answers. Consider additional questions and answers to add to the session.
- Plan how to use the PowerPoint or the Prezi. Practice using them along with the lesson.
- Prepare any materials you will need for the **Session Starters**.
- Read the steps and questions in the **Session Application** section of the lesson. Consider how to personalize the application.
- Pray for yourself, your students, and your lesson.

AS A TEACHER, your most important concern is the personal salvation of your learners. Talk to them about whether they know Jesus Christ as their Savior. Consider giving your students several minutes to write out an answer to a question like, How can a person get to Heaven? Collect their answers and read them during the following week. Talk to any of your students who seem confused about salvation. Present the gospel to them and provide the opportunity for them to trust in Christ. If possible, deal with students individually.

The Plan of Salvation

- Everyone is a sinner. No one can live up to God's perfect standard (Romans 3:23).
- Sin's penalty is death (Romans 6:23).
- God loves us and sent His Son, Jesus Christ, to pay for our sin. Christ died in our place (John 3:16; Romans 5:8).
- When people place their trust in Jesus' payment for sins, Christ becomes their Savior. God forgives their sins and grants them eternal life (John 1:12; 5:24). Everlasting life begins the moment we trust in Jesus (John 3:36).
- Once people are saved, they are always saved. Nothing could take them out of God's hand; they are secure (John 10:27–29).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage students to pray, but explain that prayer does not save a person. Prayer is how we communicate our inward thoughts to God. Ask new believers to explain what they have done and what has happened to them.

Discipleship

Give new believers guidance in reading the Bible and explain the importance of prayer. Connect them to someone to who can invest in teaching them how to live the Christian life. Your goal is for the new believer to become a disciple maker him- or herself.

SESSION 1

Job as poetry

SCRIPTURE FOCUS

Select verses in Job

BUILDUP THEME



LEARN DOCTRINE

God gave us the book of Job to both humble us and give us sure hope in Him.

MEASURABLE RESPONSE

The learners will value the book of Job and seek to understand and apply its message.

MEMORY VERSE

“Deep calls unto deep at the noise of Your waterfalls; all Your waves and billows have gone over me. The Lord will command His lovingkindness in the daytime, and in the night His song shall be with me—a prayer to the God of my life” (Psalm 42:7, 8). NKJV

“Deep calls to deep in the roar of your waterfalls; all your waves and breakers have swept over me. By day the Lord directs his love, at night his song is with me—a prayer to the God of my life” (Psalm 42:7, 8). ESV

Teacher Preparation

- He is a modern day Job! Have you said that upon hearing the news of someone facing multiple tragedies or losses? Perhaps you thought that about yourself at some point. In reality, no one has faced the tremendous loss Job experienced in such a short amount of time. We would all have to admit anything we have faced or will face won't raise to the level of Job's tragedy. But that doesn't make our experiences any easier. We still need help and hope in life. That's why God gave us the book of Job.
- Read Job 42:5 and 6. Job stopped asking why questions but only after he gained a deeper understanding of who God is. He saw and experienced God's greatness and goodness. He then humbled himself and resolved to trust God no matter what happened.
- Your students need a fresh gaze at God's greatness and goodness. Use this session to prepare them for that fresh gaze by introducing them to reading Job as poetry. Encourage them to be ready to learn alongside Job and come out the other side with humility and a renewed hope in the Lord.

Session Summary

Suffering is the blight of life, and poetry is the language of the soul. Job presents his message about suffering through poetry. It is his personal message of the humility he gained from a revelation of God's greatness and the hope he gained from a demonstration of God's goodness. This session presents the book of Job as a piece of poetic literature. It is unlike any other book in the Bible. We can best gain from Job's experiences as we understand the book's poetic structure.

Session Starters

Option 1—New Lessons

Steps

1. Talk about the opportunities God gives us to learn to know and trust Him more.

Just when our lives are humming along and we think we know God well, God teaches us deeper truths about His goodness and greatness. Job had an unbelievable opportunity to learn about God. God taught him the “Who” behind the “whys” and “why nots” of life.

ASK: When has God used troubles to teach you? (Q1)

ASK: What did you learn? (Q2)

2. Transition to the Bible study.

God gave us the book of Job to help us when we face opportunities to deepen our trust in God. We will witness God’s humbling of Job and Job’s hopefulness in God as a result. Our study of Job’s account will transform our lives, humbling us so we might build our hope in God.

Option 2—Common Issues

Steps

1. Present and discuss two or three current event tragedies or disasters that caused widespread destruction and despair (e.g., forest fire, hurricane, mass shooting, disease outbreak, earthquake).

ASK: How do you respond when you first hear the report of a terrible disaster or tragedy?

ASK: What are your thoughts toward God? Have you ever been tempted to question His goodness?

2. Discuss facing struggles that don’t make sense or seem undeserved.

All of us have “issues” in life. None of us has a dream life that glides along without any bumps or setbacks. And we sometimes watch each other go through trials that we hope and pray never happen to us. We would all certainly say that about the trials that came upon Job.

ASK: What common issues make the book of Job applicable to all of us? *We all experience personal, family, or national losses. Everyone is touched by disasters and tragedies eventually.*

3. Transition to the Bible study.

God included the book of Job in the Bible because we need it. It both humbles us by presenting God's greatness and moves us to hope by presenting God's goodness. Our study of Job's account will transform our lives, humbling us so we might build our hope in God.

Bible Study

I. Introduction to Job

The book of Job provides the thoughtful reader with a depth of understanding concerning the profound issues of human suffering. Job is a treasure, a gift from a loving God to those who love Him enough to seek deep and substantial wisdom that speaks to life's most perplexing questions regarding affliction.

A. The purpose of Job

The book of Job addresses the problem of human suffering; more particularly, the problem of suffering by the righteous person. The purpose of Job is to teach deep and profound lessons about God to those who hope and trust in Him. In so doing, Job also teaches important lessons on how believers are to respond suffering.

Job is not a book for the faint of faith. It is not a "how to" on hard times in daily life. It doesn't present a series of steps to take to overcome life's downturns. (Other portions of Scripture provide help in these areas.) Job is a book for the strong of faith, or those who desire to be. It is a majestic presentation of God Almighty and the wonder of Who He is. To some extent, Job doesn't seek to answer the "why" questions of human suffering. It does, however, answer the "Who" question of human suffering for the careful reader and seeking believer.

ASK: What are some "why" questions of human suffering? (Q3) *Why do "good" people suffer when so many "evil" people seem to live carefree? Why does God allow suffering to continue seemingly without end? Why does God allow things to happen that cause deep heartache? Why doesn't God always answer prayers to take suffering away?*

B. The literary style of Job

Poetry is the language of the soul. It communicates feelings along with its message. Like a work of art that blends colors on a painter's canvas, a poet creatively arranges his or her words in verse form to present a vivid picture. Jonah provides a good example of communicating feelings as part of his message.

READ: Jonah 2. **ASK:** What evidence in this passage suggests poems are the "language of the soul"? (Q4) *Jonah cries out to God*

in desperation; he talks about his inner life and soul; he describes his feelings of helplessness and then his newfound hope in God.

Jonah isn't an exclusively poetic book. Neither is Genesis, which includes Jacob's poetic blessing of his sons (Gen. 49:2–27), nor Judges, which includes the Song of Deborah (Judg. 5). The books that are exclusively poetic, or nearly so, are Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Such poetic books display powerfully emotional language, yet each bears its own distinct style and purpose.

Job is a poetic narrative drama and Psalms a poetic hymnbook. Proverbs contains wise maxims while Ecclesiastes is a poetic discourse on the philosophy of life. Song of Solomon is a poetic love cantata and Lamentations includes poetic dirges lamenting the destruction of Jerusalem.

Hebrew poetry has three basic characteristics: meter, parallelism, and a rich use of figurative language. The writers incorporated these language tools under the Holy Spirit's guidance to present truth with emotion.

"Meter" refers to a pattern of stressed and unstressed syllables, establishing a line of poetry. The Hebrew language has meter in the stressed and unstressed syllables used by the writer. Linguists, though, don't agree on how to identify Hebrew meter. Any Hebrew meter is obviously lost in the English translations. We can, however, learn something of the Hebrew meter by observing the poetic structure.

Most English editions of the Bible display the structure of poetic verse by how they group verses or sections of verses. Translators knew how to group the verses and phrases by simply paying attention to the meaning. Meaning reveals Hebrew poetic structure. Job often wrote with multiple lines working together to communicate an overarching idea.

BIBLE STUDY: Have learners browse Job 38–41, looking for groups of verses or phrases that are obviously related. **ASK:** What connects the grouped phrases and verses you observed? (Q5) *They communicate one idea or emotion though sometimes from different perspectives. They share a common message and purpose.*

READ: Job 38:39–41. **ASK:** What common point does God make through this group of verses? (Q6) *God's care for and attention to both the majestic and mundane of His creatures proves He is neither distant from nor disinterested in the affairs of men.*

Meter creates a general "feeling" or "atmosphere." For example, the "qinah" meter, or dirge meter, expresses sadness. Other kinds of meter communicate emotions ranging from joy to the adventuresome note of epic discovery. The book of Job includes a wide variety of meters, thereby expressing a wide spectrum of human emotion.

ASK: What problems might arise if we read Job like any other

book and thereby failed to read it as poetry? (Q7) *We would risk overlooking the heart of the message and getting lost in the minutia. We would overemphasize examples and symbols and miss the intended meaning.*

II. Literary Features of Job

A. Parallelism

There are six major kinds of parallelism. Each includes various numbers of lines to communicate ideas. The basic linear unit in Hebrew poetry is a “bicolon” or “couplet,” which is two lines of poetry, usually of similar length and style and with parallel or related ideas. A “monostich” is one line of poetry that stands alone. Three related lines working together make a “tricolon” and four a “quatrain.”

In **synonymous parallelism**, line two states essentially the same thought as line one. It may even use the same words and terms or similar words and terms. The speakers in Job use synonymous parallelism frequently.

READ: Job 3:11; 38:26. **ASK:** How does the repetition of thought in these couplets impact the reader? (Q8) *The repetition of thought causes the reader to take notice. The reader can't help but ponder the repeated thought.*

In **synthetic parallelism**, line two further develops the idea of line one. Line two either defines, proves, applies, or adds further information to line one. Synthetic parallelism gives further explanation or information in a striking way. Synthetic parallelism is common in Job and other wisdom literature. (See Proverbs 18:7.)

READ: Job 3:20; 5:17. **ASK:** How does line two in each couplet further develop the idea of line one? (Q9) *In Job 3:20, the second line adds further information about how Job feels about himself. In 5:17, the second line applies the information in the first line.*

In **antithetic parallelism**, line two of a couplet contrasts the idea of line one. Just as the whiteness of a pearl stands out sharply against a black velvet background, so an idea in antithetic parallelism stands out sharply against the background of its contrasting idea. Job 32:7 and 8 is an example of antithetic parallelism. Elihu contrasts the wisdom of man with the wisdom that is from God.

READ: Job 41:10. **ASK:** The first line in the couplet refers to Leviathan, a terrible sea creature. How does antithetic parallelism in this verse help the reader? (Q10) *The reader sees the foolishness of thinking one could successfully stand against Almighty God.*

The speakers in the book of Job didn't use antithetic parallelism

as much as some of the others types of parallelism. Proverbs uses antithetic parallelism far more frequently. Still, when we come across it, we should pause to take in the contrast and learn from it.

In **emblematic parallelism**, the writer states a truth in one line and gives a figure of speech that conveys that same truth in the other line. Psalm 23:1 is an example of emblematic parallelism. The figure of speech in the first line, the Lord as a shepherd, explains why David is sure all his needs will be met.

READ: Job 9:25, 26. **ASK:** How does the emblematic parallelism help us understand what the speaker wants to communicate? (Q11) *The three figures of speech help the reader visualize Job's view of his life from the perspective of his loss and suffering. He contemplates his life and sees it as brief and fleeting.*

In emblematic parallelism, the figures of speech make abstract points more concrete. We should spend time on the figure, not to read too much into it, but to understand the truth more fully.

Formal parallelism does not bear any semantic relationship, but simply uses poetic structure (meter) to emphasize the point. The second line finishes the same thought began in the first line.

READ: Job 38:3.

Even in English, we can hear the poetic structure, or meter, in the Job 38:3 couplet. But this couplet does not bear any of the other semantic features common to parallelism. Nor does Job 40:1 and 2, another example of formal parallelism.

Climactic parallelism usually requires at least a three-line stanza of poetry (tricolon) or a four-lined poem (quatrain). In climactic parallelism, all the lines of the stanza begin nearly the same way except for the last line, which gives the climactic statement or grand conclusion. David used this pattern in Psalm 29:1 and 2. In some cases, as in Isaiah 40:31, the point is given first and then the three parallel lines. God effectively used climactic parallelism when He questioned Job in 38:36–38.

READ: Job 12:14–25. **ASK:** There are two sets of climactic parallelisms in this passage (verses 14–16 and 17–25). What are the key points they reveal? (Q12) *All wisdom and power belong to God; the most powerful and brightest people on earth grope in darkness like drunkards without God's help.*

When studying climactic parallelism, we should not read into the parallel statements so much that we ignore the main idea revealed in the climactic statement.

The message of the book of Job is greatly enhanced through poetry.

Job, his wife, his friends, and even God braided their words together with strong emotions. Understanding the types of parallelism they all used allows us to capture their emotions and ponder their points.

B. Figures of speech

1. Interpreting figures

Old Testament poetry employs figures of speech. A figure of speech is a word or phrase used in unusual ways to create intensity, feeling, or emphasis. Figures of speech broaden our understanding. The figures of speech in the book of Job give us important insights, but we need to know what they are and how to gain a greater understanding from them.

Job lived in an ancient culture with limited experiences and objects to use as the basis of his figures of speech. So he and the other speakers in the book often turned to nature to convey truths. Even God used figures from nature that Job would understand. Though our understanding and encounters with nature are like Job's, there are differences we must take into account.

Note that some Bible versions replace figures of speech with what the translators believe were the authors' intended meanings. God, however, purposefully chose specific figures of speech to communicate specific truths. It is impossible to capture every nuance of a figure of speech by using a translator's plain language. We gain the most from a passage by studying its original figures of speech.

2. Types of figures

A **simile** is a comparison, stating that something is like something else. Similes normally use the words "like" or "as." The book of Job employs many similes to reveal truth or to communicate a speaker's thoughts or point of view.

READ: Job 19:10. **ASK:** What information does Job's simile reveal? (Q13) *Job communicates that his loss of hope in this life seems permanent. An uprooted tree would surely die and cease to live and prosper as it once did.*

Job's use of simile in 19:10 reveals his feelings and perspective. It gives us a window into his heart, but it doesn't reveal God's perspective. God knew Job wasn't like an uprooted tree. Job still had a secure hope for both the present and the future. Job even admitted later in the passage that his future was still secure. He anticipated seeing his Redeemer (19:25, 26); he just didn't have much hope in his immediate circumstances. Job's simile, then, helps us understand the hopelessness that can accompany tragedy and pain. It also teaches us that we must trust God rather than our feelings.

A **metaphor** is a comparison that says one thing represents another. Metaphors state something is something else.

READ: Job 29:15. **ASK:** What does Job communicate about himself by calling himself “eyes” and “feet”? (Q14) *That he regularly made a practice of helping those who couldn't help themselves.*

Job also used metaphors to reveal what he is not. For instance, he said he is not a tree that has been cut down (14:7–10). Tree stumps can sprout again and return to strength. Job didn't have any hope in restoration. As with his uprooted tree simile in 19:10, Job's tree stump metaphor reveals what he is thinking and his outlook on life in the face of such deep despair and pain.

A **merism** communicates one basic truth or idea by expressing two opposites or extremes. For example, someone might say, “I worried about you day and night.” “Day and night” is a merism for every moment.

READ: Job 38:19. **ASK:** What merism is found in this verse? (Q15) *The Lord uses the place of light and darkness to refer to everywhere.*

With merisms, we must consider the truth the two parts reveal as a pair. We shouldn't get hung up on one or the other. They find their meaning when used together.

Personification attributes the characteristics of personality to an inanimate object or to an idea.

READ: Job 38:12. **ASK:** What does the personification of the dawn reveal to Job about God's greatness? (Q16) *Dawn's “obedience” to God reveals God's complete control over the daily processes of nature.*

God faithfully commands the sun and keeps it on a consistent and highly predictable path through the sky. Such attention and control demonstrate that God is both powerful and good. God's personification of the dawn revealed His goodness to Job, who counted on the sun to grow his crops that fed his family and provided for their needs and well-being.

Job isn't a book that can be read or studied on the fly. There is more in the book than this course could possibly cover. Commit to reading the book thoughtfully. Pause to ponder God's use of parallelism and figurative language. And praise Him for being so thoughtful in communicating truth to both our hearts and minds.

Session Application

Steps

1. Encourage your students to learn to read Job as poetry, reviewing the materials from this session on parallelism and figures of speech.

ASK: When have you gained from reading Bible poetry as poetry? (Q17)

ASK: What do you expect to gain from reading Job as poetry? (Q18)

Linger over Job as you would a fine meal and be nourished by the knowledge of God to be gained from the study. Job is meant to be pondered, not run through.

ASK: How might you linger over Job? (Q19) *By making the study a priority, meditating on its meaning, discussing it with others, and memorizing its key verses.*

2. Challenge your students to capture in a poetic way their responses to the many lessons in Job. Using their own parallelism and figures of speech can help them expand their understanding of God's truth. Give them a few of your own figures of speech to communicate your desire for the teaching of Job to impact their lives. See the following examples.
 - I pray God's teaching in Job will nourish your life like rain soaking a thirsty ground.
 - I trust the truths in Job are bright lights to illumine your walk with God.
3. Close in prayer, asking God to reveal His truth through Job as you study it over the next 12 weeks.