

4

Awesome God

Grace
We find comfort in God's grace.

POWER TEXT

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

KEY REFERENCES

- Job 38-41
- *Prophets and Kings*, chap. 12, pp. 162-164
- *The Desire of Ages*, chap. 51, p. 471
- *The Bible Story* (1994), vol. 6, pp. 173, 174
- Student story on page 52 of this guide

OUR BELIEFS

- No. 3, The Father
- No. 5, The Holy Spirit
- No. 11, Growing in Christ

OBJECTIVES

The students will:

- **Know** that they can trust God's awesome creative power.
- **Feel** confident that they are cared for by God.
- **Respond** by choosing to trust God's great, overall purpose for their lives.

POWERPOINT

We can trust that the God who created us will also sustain us.

The Bible Lesson at a Glance

God patiently reestablishes His authority in Job's eyes by reminding him of His awesome creative power. Everywhere Job looks he is to see the hand of God, working for the best of all concerned.
As we see the big picture of God's activity in all creation, we can find peace in surrendering our fears and questions to Him.

This is a lesson about grace.

We can be confident in God's care. As the Creator of everything, He is also our sustainer.

Teacher Enrichment

" 'The Lord answered Job out of the whirlwind' (Job 38:1), and revealed to His servant the might of His power. When Job caught a glimpse of his Creator, he abhorred himself and repented in dust and ashes. Then the Lord was able to bless him abundantly and to make his last years the best of his life" (*Prophets and Kings*, p. 164).

"God does not vindicate Job at once. His divine purpose is not to settle an argument, but to reveal Himself. Neither does He explain to Job the reason for his suffering. A clear understanding of God is superior in importance to an unfolding of all the reasons for divine providence. God does not explain why the wicked prosper or why the righteous suffer. He says nothing about the future world, or future compensation for present inequalities. God simply reveals Himself—His goodness, His power, His wisdom—and He intends that this revelation shall answer Job's problems" (*The Seventh-day Adventist Bible Commentary*, vol. 3, p. 598).

How do I relate to God's authority in my life? What can I do to find peace in the midst of questions and fears?

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the Readiness Activity of your choice.

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at the door. Ask about their week.	
1 Readiness	10-15	*A. Trust Ride* *B. Upside Down*	index cards, small drinking cups with mouths narrower than cards, pans of water, paper towels
* Prayer & Praise	15-20	See page 47. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, gift box with slit, colored strips of paper, glue, tape OR staples, pens/pencils, OR markers
2 Bible Lesson	15-20	Introducing the Bible Story Experiencing the Story Exploring the Bible	six copies of *Net Kids* script (p. 148) Bibles, mural paper, art supplies (optional: nature/music video, video player) Bibles
3 Applying the Lesson	10-15	*The Sustainer*	
4 Sharing the Lesson	10-15	*Roller-Coaster Life*	art supplies, large paper OR poster board
* Closing		A. Prayer and Closing Comments B. Reminder to Parents C. Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

Trust Ride

Invite to Sabbath School a parent with his/her toddler. Tell the parent what activity you will be asking them to model to the class.

Ask: **How many of you remember your parents holding you up or carrying you when you were younger?** (Allow students to share their experiences.) **Did you trust complete strangers to carry you as well? Why were your parents or other family members more trustworthy to you than anyone else?** Say: **Today we are going to see how such a situation is played out in real life.** Invite the parent to model carrying the child either on his/her shoulders or raising the child up in the air and then lowering him/her. Have another adult from the church with whom the child is not familiar to offer to carry him/her as well. Have the students observe the child's reactions.

Debriefing

Ask: **What have you observed? Why was the child completely confident in the parent's ability to carry him/her? Would you trust anyone to lift you up or carry you? Can you trust anyone with your problems? Why? Why not?** Say: **Let's say together our power text, Isaiah 46:4:**

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

Ask: **What does God promise to do for us in this verse?** (Sustain, carry, rescue us.) **Why does He do that?** (He made us.)

Say: **As our power point this week reminds us:**

We can trust that the God who created us will also sustain us.

B

YOU NEED:

- ☐ index cards
- ☐ small drinking cups with mouths narrower than cards
- ☐ pans of water
- ☐ paper towels

Upside Down

Form groups of three, and give each group an index card, a cup, and a pan of water. Provide paper towels in case of spills.

Say: **We're going to try an experiment that might seem impossible. I want one of you in each group to dip the cup in the water and fill it about half full. Now place the card over the top of the cup, and hold it there with your hand. Quickly turn the cup upside down over the dishpan. Slowly remove your hand that holds the index card and . . . look!**

Students should see that the index card seems to be holding the water in the cup, even when the cup is upside down. If it doesn't work the first time, allow them to try again. Let each person in each group have a turn. Gather the students back into a large group.

Debriefing

Ask: **What surprised you about this experiment?** (That the card could keep the water in the cup even when it was turned upside down.) **How could this apply to your life?** (Sometimes my life gets turned upside down; sometimes I think I am going to "lose it.") Say: **Let's say together our power text, Isaiah 46:4:**

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

Ask: **How is it possible to keep from "losing it" when our lives get turned upside down?** (trusting God) **As our power point reminds us:**

We can trust that the God who created us will also sustain us.

(Adapted from *The Children's Worker's Encyclopedia of Bible Teaching Ideas: Old Testament* [Loveland, Colo.: Group Publishing, 1997], pp. 92, 93. Used by permission.)

Prayer & Praise

Notes

Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"He Is" (*He Is Our Song*, no. 56)
"In His Time" (*He Is Our Song*, no. 93)
"Worthy of Praise" (*He Is Our Song*, no. 24)

Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use *Adventist Mission for Youth and Adults* (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

Offering

YOU NEED:
- ☐ gift box

Say: **Giving to God requires trust, especially when it seems as if we don't have enough for our own needs. But God has promised that because He created us, He will sustain us as we honor Him with our gifts of money and time.**

Prayer

YOU NEED:
- ☐ prayer-chain materials

Continue adding links to the prayer chain that was started on the previous Sabbath based on the directions given in the previous lesson. Have the students pray silently as they write and attach their links to the chain. Close with a prayer for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

2

BIBLE LESSON

YOU NEED:

- ☐ six copies of *Net Kids* script (p. 148)

Introducing the Bible Story

***The* Net Kids**

(Note: The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. Refer to Lesson 2 for background and setup information.)

Make six copies of the *Net Kids* script found on page 148 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

Debriefing

Say: **In our lesson today, God reminds Job that He is the mighty Creator. He wants Job to trust Him, even if he doesn't understand exactly what is going on in his life.**

YOU NEED:

- ☐ Bibles
- ☐ mural paper
- ☐ art supplies
- ☐ (optional: nature/music video, video player)

Experiencing the Story

Divide the students into four groups, each with an adult facilitator, if possible. Supply each group with a length of mural paper (enough for each group member to be working at the same time), and other art supplies. Give each group one of the following passages. Ask each group to first take turns reading all the verses in their passage aloud, then to decide together how they will illustrate their passage by a mural on which each member has worked.

- Job 38:4-18 (the earth)
- Job 38:19-38 (the heavens)
- Job 38:39-41; 39 (animals)
- Job 40:15-24; 41 (mighty beasts)

If you have the resources available, play a nature video with worship music while they work on their drawings. Set a time limit. When the murals are complete, post them where all can see. (Art supplies will be used again for Sharing the Lesson.)

Debriefing

Ask: **What did you think about God's questions? How did you feel about the wonders of nature that He described?** (They are so complicated, so big, so powerful, so awesome.) **What did you discover about God?** (His awesome creative power and His patience with us.) **about yourself?** (How small we are, how little we know, how helpless we are without God.)

Say: **As our power point reminds us,**

We can trust that the God who created us will also sustain us.

Accommodation for students with special needs

Guide students with special needs to groups that offer them assistance in participation. Identify their skills and encourage these students to contribute in ways that allow them to experience success.

YOU NEED:
- ☐ Bibles

Exploring the Bible

Say: **Let's read a few texts that promise God's sustaining power.** Ask volunteers to find and read the following verses from the New International Version: Psalm 55:22; Psalm 89:21; Psalm 119:116; Psalm 119:175; Isaiah 46:4.

Debriefing

Ask: **What do you think the word "sustain" means?** (Allow discussion. According to Webster, "to give support or relief to, to supply with sustenance, to buoy up." "Sustenance" is defined by Webster as: "means of support, maintenance, or subsistence: . . . LIVING . . . FOOD . . . PROVISIONS . . . NOURISHMENT . . . a supplying or being supplied with the necessaries of life.")

Say: **Let's say together our power text, Isaiah 46:4:**

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

Our power point reminds us that

We can trust that the God who created us will also sustain us.

The Sustainer

Read the following situations and ask for student responses.

- **Your best friend has cancer that has spread. She has lived longer than anyone thought possible, and you've assumed she will recover completely. How can God sustain you in this situation?**
- **Your parents have announced that they are getting a divorce. Your father is going to move to a city miles away. How can God sustain you in this situation?**

Debriefing

Ask: **What are some other life situations in which God sustains us?** (Refer them to the definitions that were discussed in Exploring the Bible.)

Say: **Let's say our power text in unison:**

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

As our power point reminds us:

We can trust that the God who created us will also sustain us.

4

SHARING THE LESSON

YOU NEED:
- ☐ art supplies
- ☐ large paper OR poster board

Roller-Coaster Life

Allow time for students to share if they had the opportunity to tell someone who doesn't believe in God about the many wonders found in nature that are silent witnesses of a Creator God Who designed the universe in perfect order and sustains all forms of life.

Lead students in a discussion of the events of Job's life. Let them know that after Job's depressing time of sickness, he was blessed again with more than he lost in the first place. But whatever stage of ups and downs Job was experiencing, it was God who sustained him. It was as if he were on a roller coaster, but God was always there to keep him from flying off.

Ask: **What types of roller-coaster experiences do young people your age have?** Encourage sharing. **What role do you think God wants to play in those experiences?**

Distribute large sheets of paper or poster board. Ask students to draw a roller coaster that represents their lives. The high points represent good times with Jesus, low points or scary turns represent places where they were confused or doubting, as Job was. They might include special effects (waterfalls for tears, loops for surprises, etc.). They can label their roller-coaster pictures with the events they represent.

When they have finished their drawings, ask them to share their pictures in pairs or groups of three.

Debriefing

Read Psalm 3:5, 6 to your students. Ask: **When your roller-coaster of life gets incredibly scary, what can you hold on to? How do you know that you can trust God no matter what?** (Because He created us, sustains us, never changes.) Ask students to take their pictures home and share them with someone.

Closing

Prayer and closing comments:

Repeat the power point together.

We can trust that the God who created us will also sustain us.

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

Coming up next week:

Say: **Job is blessed! God wants us to know Him as our Creator and the One who supports us.**

Notes

Student lesson

Awesome God

What stories and experiences of the past help you to reflect on God's goodness? In ancient times family events and stories were passed on to new generations by word of mouth. Try to envision the story of Job being told by his wife to one of their grandchildren.

How good to see my grandson today!" exclaimed Hiram's grandmother on his arrival.

"Greetings, Grandmother!" he shouted cheerfully.

"What can I do for you, Hiram?"

"Well, I would like to learn about Grandfather's experiences. Mother often talks about his marvelous life story."

"I'm not surprised that your mother remembers those events that marked your grandfather's earlier years," said Grandmother. "Your grandfather isn't here, but maybe I can help you. You know most of the story already, right?"

"Yes," said Hiram. "Grandfather lost everything; then he got really sick."

"Right. Three friends and another person we didn't even know came to sit with him when he got sick. Instead of comforting him, they said that your grandfather must have done something wrong for God to allow him to suffer so much. Your grandfather insisted on the justice of his ways before God. His friends kept telling him he needed to confess his sin.

"God had permitted them to talk for a long time, but then He decided to participate in the conversation as well," Grandmother said. "Your grandfather heard the voice of God, speaking to him."

Grandmother continued, "God asked, 'Who is this that obscures my plans with words without knowledge?' (Job 38:2). God helped your grandfather acknowledge Him as the Creator of our world and of the entire universe. He asked Grandfather, 'Have you ever given orders to the morning, or shown the dawn its place?' (verse 12). 'Can you bring forth the constellations in their seasons . . . ?' " (verse 32).

"How could someone answer such difficult questions?" Hiram asked with growing interest.

"God posed those challenging questions to help your grandfather realize that only the Creator of the universe is all-knowing and that He is in control even of our lives."

"What else did God say?"

Grandmother continued, "God asked more questions, such as 'How big is the universe? Where does the source of light come from?'"

"How did the conversation between God and Grandfather end?" asked Hiram.

Grandmother continued explaining. "Well, Grandfather finally admitted that he didn't know as much as he thought he did."

"Now, *that* must have been a tough test for Grandfather!" said Hiram, nodding his head.

"God wanted to know if your grandfather was doubting His wisdom and justice," Grandmother said. "God asked him to consider if he was as powerful as to rule over the proud and the wicked in order to bring about justice on the earth. Your grandfather realized that he had nothing left to say in his defense."

Hiram shuddered.

Grandmother looked Hiram in the eye and said: "You see, my dear grandson, we can't see as God does, because He sees the big picture. He just wants the best for us. Sometimes the things He allows in our lives don't make sense to us right away. But if we are patient and trust that He loves us, everything will be all right. That was God's lesson to your grandfather. God wanted him to understand that as the Creator, He was also the Sustainer. It's as though He was saying, 'Don't you know that because I brought you into this world, I would take care of you?'"

"Grandmother," said Hiram thoughtfully, "I'm so grateful that you have shared with me more about Grandfather's experiences. Do you think that God takes a personal interest in each of our lives?"

"Of course He does, my dear grandchild," said Grandmother with a broad, reassuring smile. "He takes a special interest in each of His earthly children. As Grandfather's story illustrates, God sometimes allows difficulties in our lives to test our trust in Him. But He never leaves us. His plans for us are far greater than what we could ask or imagine. Ask Grandfather about it!"

KEY REFERENCES

- Job 38-41
- *Prophets and Kings*, chap. 12, pp. 162-164
- *The Desire of Ages*, chap. 51, p. 471
- *The Bible Story* (1994), vol. 6, pp. 173, 174
- Our Beliefs, nos. 3, 5, 11

POWER TEXT

"Even to your old age and gray hairs I am he, I am he who will sustain you. I have made you and I will carry you; I will sustain you and I will rescue you" (Isaiah 46:4).

POWER POINT

We can trust that the God who created us will also sustain us.







Sabbath

DO Do the activity on page 33.

Sunday

READ Read Job 38:4–18 and this week's story, "Awesome God."

LEARN Begin to memorize the power text.

PRAY Thank God that His power is revealed in nature.

Monday

READ Read Job 38:19–41.

THINK What does God ask Job about his relationship to the heavens?

DRAW In your Bible study journal, draw pictures of the questions God posed to Job about how nature functions.

REVIEW Review the power text.

PRAY Praise God for the awesome things in nature.

Tuesday

READ Read Job 39.

THINK What did God want to teach Job by asking him about the wonders of the animal world?

CREATE Create a mobile with paper or clay objects suspended by string from a wire coat hanger, representing God's creations described in this chapter.

SHARE Tell someone who doesn't believe in God about the many wonders found in nature that are silent witnesses of a Creator God who designed the universe in perfect order and sustains all forms of life.

REVIEW Review the power text.

PRAY Thank God for His creative and sustaining power.

Wednesday

READ Read Job 40:15–24.

RESEARCH Find out more about an animal God describes to Job in this chapter. Why do you think God talked to Job about this animal?

SHARE Share with someone your findings.

REVIEW Review the power text.

PRAY Praise God for His amazing creations.

Thursday

READ Read Job 41.

ASK Ask an adult to explain what is a leviathan.

THINK What in your life is like a monster that causes you to be afraid? Tell God about that and ask Him to deliver you from your fears.

REVIEW Review the power text.

PRAY Thank God for His power to keep everything that frightens you under control.

Friday

READ Read Psalm 3:5, 6; Psalm 89:21; and Psalm 119:175.

FIND In a Bible dictionary or concordance, find the meaning of the word "sustain."

SHARE Say the power text aloud by memory to your family.

ASK Ask if anyone can find and share other verses about God's power to create and sustain.

PRAY Thank God that He never leaves us.