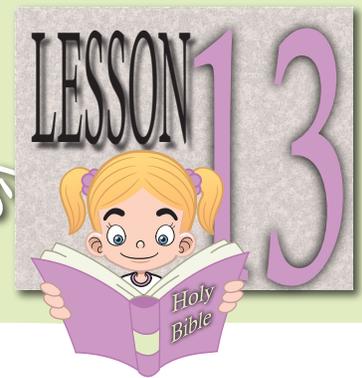


The Suffering of Job

Job 1-42



Old Testament 2
Part 2: Israel

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Job; Ezekiel 14:14; James 5:10-11

MEMORY WORK:

YOUNGER CHILDREN: "Therefore I have uttered what I did not understand" (Job 42:3).

OLDER CHILDREN: "Therefore I have uttered what I did not understand, things too wonderful for me, which I did not know" (Job 42:3).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Patient Job"](#)
- ["The Trial of Job"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under "O.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures of the animals and phenomena discussed in the book of Job (see Job 38-41)
- "Job, God's Jewel" visual by Sarah Richey (pp. 25-29 of *Creative Bible Teaching: Volume 2*)
- [Dinosaurs Unleashed](#) by Kyle Butt and Eric Lyons, Apologetics Press
- ["A Patient Man from Uz"](#) AP Video
- AP short videos on dinosaurs: ["Dragon Myths or Dinosaur Descriptions?"](#) ["When Did God Create Dinosaurs?"](#) ["Are There Evidences that Humans and Dinosaurs](#)



Coexisted?”

- Pieces of broken pottery, ash, and (appropriate) pictures of *Elephantiasis*

PERSONAL APPLICATION

No matter what we face in this life, no matter how intense our suffering and hardship may become, when we think about Who God is, we will be able to cope with our suffering and survive the trials of life. We can **endure** like Job did!

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever heard of the man in the Bible named Job? Few people have lost as much in so short a time as did Job. Today, we'll learn what happened and how Job handled it. Then, we will learn how God wants us to react when bad things happen to us.

INTRODUCTION: (OLDER CHILDREN)

Have you ever heard of the man in the Bible named Job? Few people have lost as much in so short a time as did Job—his possessions, his 10 children, and his health. Today, we'll learn what happened, how it happened, how Job handled his hurt, and how God responded to him. God's response helps us to know how God wants us to respond when bad things happen to us.

POINTS TO EMPHASIZE:

1. The Bible tells us that Job lived in the land of **Uz**. Most likely, he lived around the time of Abraham, or slightly before.



NOTE: Uz was located in north Arabia. Job was not an Israelite and likely lived in the second millennium B.C. before the Law of Moses was given at Sinai, but after the Flood (possibly before the time of Abraham). The book describes circumstances that fit the Patriarchal Age. Nothing is mentioned in the book about the tabernacle, Moses, the Mosaic priesthood, or the Law. Instead, Job served as the priestly head of his family (1:5)..



RECOMMENDED READING FOR TEACHERS: See pp. 142-143 in *Flooded* for a discussion of when Job likely lived.

2. The Bible tells us that Job was a good man who loved and respected God. God had blessed him. Yet, one day Satan asked God if he could hurt Job to prove that Job only served God because God blessed him. God gave His permission, but said Satan was not to touch Job himself. So Satan took away Job's possessions (in the form of his livestock). Then he caused Job's 10 children (seven sons and three daughters) to die on the same day while they were eating together in the oldest brother's house. Some kind of tornado made the house fall down on the children.



RECOMMENDED READING FOR TEACHERS: See the article “[Does the Word ‘Perfect’ Really Mean ‘Perfect’?](#)” by Kyle Butt on the Apologetics Press Web site for a response to an alleged error concerning the Bible’s description of Job. Also see “[Satan, Job, and a False Implication](#)” by Kyle Butt for further discussion about Satan’s charge against Job and why he served God.

3. Listen to Job’s reaction to his calamity: “Naked I came from my mother’s womb, and naked shall I return there. The LORD gave, and the LORD has taken away; Blessed be the name of the LORD” (Job 1:21). He did not sin or charge God with wrong.
4. Then Satan asked God permission to hurt Job’s body, since he said that a person will give up everything if he can save his own life. God gave permission, but said Satan was not to kill Job. So Satan afflicted Job with a horrible skin disease that was very painful. It included open sores from head to foot that he scraped with a broken piece of pottery, cracked, shriveled skin that attracted worms, offensive breath and repulsive appearance, piercing bone pain with his bones clinging to his blackened skin, and burning with fever.



NOTE: Based on the symptoms listed throughout the book, some scholars believe that the disease with which Job was inflicted might have been *Elephantiasis*, a disease in which the following symptoms are typical: disfiguration, worms, fever, pain, skin ulcers, bone and joint pain, fatigue, abscesses, hard and thick, darkened or warty skin that may even crack at times, allowing the spread of bacteria further (see the *Gale Encyclopedia of Medicine*, 2002, for more information).

5. Job’s wife foolishly discouraged Job by urging him not to be concerned about his good character, but to “throw in the towel,” give in to his pain and die. Job’s reaction to her was a great example for us: “Shall we indeed accept good from God, and shall we not accept adversity?” (Job 2:10). The Bible says, “In all this Job did not sin with his lips.” As we face hardship in life, we should never blame God or give up our faith in Him.
6. Job’s three friends heard about his calamity and visited him. When they saw how bad Job looked, they were very sad, and began to weep and cry. They sat with him for seven days without saying anything to him, because they saw his pain and suffering were great.
7. Then Job cried out in his agony, wishing he had never been born. He wanted to know why he had to endure such affliction.
8. Then his three friends began to speak. They insisted that Job had sinned against God, and he was being punished for his sin. To them, the solution was simple: Job must repent!
9. But Job continued to believe that he had not sinned against God, and that he was living his life in harmony with God’s will. He reacted to his “friends” by calling them “miserable comforters” (16:2) who were persecuting him and being unkind to him (19:22; 6:14). He also called out to God demanding an explanation for his misery (10:2; 13:3), desiring his “day in court” in order to establish his innocence (9:19; 23:4).
10. Though Job was, indeed, a righteous man who was faithful to God (1:1; 2:3; 42:7), he had no right (and we have no right) to demand that God give account of Himself when we face hardship and suffering in life. As the Supreme Governor of the Universe, God rules over both the physical Universe and the eternal realm. Though God loves us and wants what is best for us, we have no right to expect Him to answer all our questions to our satisfaction. The Bible provides everything we need to get to

heaven (2 Peter 1:3), and God is under no obligation to give us explanations for the operations of the Universe—including why we are suffering hardship at any given moment in our lives.

11. As proof, God finally breaks His silence and grants Job’s wish—God speaks directly to him (chs. 38-40). First, God emphasized to Job that he is not in a position to question God’s handling of the created order, since he lacks knowledge and understanding. God then “pummeled” Job with four chapters that dazzled Job with the wonders of the Universe: some 20 features of the non-living Universe or inanimate realm (38:1-38), followed by 11 animals (38:39-41:34), the last two of which are incredible in their size and ferocity: Behemoth (40:15-24) and Leviathan (ch. 41).

NOTE: The 20 non-animal features of the Universe that God presented to Job include: Earth’s foundation, ocean, morning, laws of science, springs of the sea, recesses of the deep, gates of death, expanse of the Earth, light and darkness, snow, and hail. The first 9 animals are the lion, raven, mountain goat, wild donkey, wild ox (Aurochs), ostrich, war horse, hawk, and eagle. Observe that all these phenomena/animals are historically real. Hence, so are Behemoth and Leviathan. The allusion to these two creatures is not “poetic hyperbole,” nor are they to be equated with the hippopotamus and alligator as many commentators allege. They were actual animals with which Job was personally familiar—animals that would have proved the point that God was making to Job: you cannot even begin to understand, let alone control, these creatures; how then can you expect Me (the Creator) to submit Myself to your interrogation and expectations?

Behemoth was most likely one of the larger herbivore dinosaurs, perhaps *Apatosaurus*, whose overall body length could reach 90 feet, which included a long, prodigious tail held together with 82 bones. *Argentinosaurus* stood 70 feet high (about the size of a six story building), weighed 100 tons, and was some 120 feet in length (three long school buses placed end to end), with over a third of that length consisting of its massive tail. Scientists think the 85-foot-long *Brachiosaurus* used its long, thick tail to brush away most attackers. Similarly, *Supersaurus* measured about 138 feet, with perhaps nearly half that length consisting of its tree-like tail also used for protection. *Seismosaurus* measured from 130-170 feet long with a tail that contained at least one unusual wedge-shaped vertebra that gave it a kink, again, enabling it to use its movable tail for protection.

Leviathan was also equally real—an aquatic creature (likely also now extinct). It clearly had fire-breathing capability (41:18-21) and was so formidable that humans could not subdue it. This spectacular creature is also mentioned indirectly in Genesis 1:21 (“great sea creatures”). For more articles on this subject, visit the A.P. Web site and enter “Leviathan” in the search engine.



RECOMMENDED READING FOR TEACHERS: See the articles “[Behemoth: A Tail Like a Cedar?](#)” and “[The ‘First of the Ways of God’](#)” by Dave Miller, as well as “[Historical Support for the Coexistence of Dinosaurs and Humans \[Part II\]](#)” by Eric Lyons on the Apologetics Press Web site for in depth discussions about the nature of the dinosaur-like creatures in Job chapters 40-41.



12. At the conclusion of Job’s incredible encounter with God, humbled and brought to his spiritual senses, Job extolled God’s omnipotence (42:2a), God’s sovereignty (42:2b), and his own lack of understanding and knowledge (42:3). Verse five is the climax of the book, in which Job

comes to the ultimate realization that he no longer needed an explanation. He had come face to face with God’s awesome majesty. A recognition of the reality and person of God is sufficient for us to weather the storms of life and get us through any ordeal we may have to face.

13. Peter also learned that when the tempests are swirling around you, you must keep your eyes on Jesus (Matthew 14:30), that is, focus your mind and life on God—His Word and will—and do not let life’s hardships distract you or divert your attention away from spiritual reality. Even though Job’s mouth got him in trouble with the Lord, James 5:10-11 emphasizes how he was still able to bear up under his torment and stay faithful to God—“My brethren, take the prophets, who spoke in the name of the Lord, as an example of suffering and patience. Indeed we count them blessed who endure. You have heard of the perseverance of Job and seen the end intended by the Lord—that the Lord is very compassionate and merciful.”



RECOMMENDED READING FOR TEACHERS: See the articles “[The Problem of Evil](#)” (by Dave Miller and Kyle Butt) and “[One of Suffering’s Greatest Benefits](#)” (by Kyle Butt) on the Apologetics Press Web site, as well as the book [Why People Suffer](#) by Dave Miller for a response to the argument that God is evil for allowing good/innocent people to suffer.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for the complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[The Suffering of Job Coloring Sheet](#)” (provided in activity sheets)
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.

1st-2nd Graders:

- Advanced Bible Reader: If they did not do so last quarter, have the kids read [God Made Reptiles](#) by Eric Lyons (Apologetics Press). Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have one child pretend that something bad happened to him (e.g., fell off bicycle and got scraped up), and have the other children act out being good/bad friends.
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.
- “[The Suffering of Job Word Search](#)” (provided in activity sheets)
- [Dinosaur Coloring Book](#) from Apologetics Press

3rd-4th Graders:

- Advanced Bible Reader: If they did not do so last quarter, have the kids read [God Made Reptiles](#) by Eric Lyons (Apologetics Press). Also, for those kids who are able, if they did not do so last

quarter, have them read Apologetics Press' *Amazing Dinosaurs Designed by God* by Kyle Butt. Have the children read *A Patient Man from Uz* and the *Dinosaur Field Journal* by Kyle Butt as well. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

- Advanced Bible Reader: Also have the children read Job chapters 1-5 and chapters 29-42. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the relevant quizzes from AP's [Advanced Bible Reader](#) (ABR) site.
- Have one child pretend that something bad happened to him (e.g., fell off bicycle and get scraped up), and have the other children act out being good/bad friends.
- Draw or find pictures representing the characters/phenomena/creatures of each chapter/section of the book, and write what they represent on the back of each card. Laminate the cards, and have the students put them in chronological order based on the story [e.g., picture of young Job, healthy and happy, with seven sons and three daughters for chapter 1a; picture of Job's children eating for chapter 1b; picture of Job with skin disease for chapter 2; picture of three old men talking with Job chapters 3-31 (Eliphaz, Bildad, Zophar); picture of young man (Elihu) speaking to Job chapters 32-37; whirlwind chapter 38a; picture of the phenomena chapter 38b; picture of animals God shows (chapter 39); picture of Behemoth (chapter 40); picture of Leviathan (chapter 41); Job speaking to the whirlwind (chapter 42a); Job praying, with three friends in background (chapter 42b); Job old and wealthy with new children in chapter 42c (seven sons, three daughters)].
- Use small figurines/toys to represent the people and animals of the book of Job, cardboard for buildings, and a strong fan to tell the story of Job.
- "[The Suffering of Job Word Search](#)" (provided in activity sheets)
- "[The Suffering of Job True or False](#)" activity (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [March, 2021](#); [April, 2006](#)
 - *Why, Oh Why? Oh Me, Oh My! The Story of Job*, by Phil A. Smouse
 - *Tried and True Job*, Tim Shoemaker, Arch book
 - [The Truth About...Dinosaurs](#) from AP's kids tracts series
 - [Print out and staple] [Creation A Dinosaur Called Behemoth](#), by Jill Kemp

SONGS:

"GOD EXISTS"

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

VERSE 1:

If there's an engine, there's an engineer.
If there's a painting, there's a painter somewhere.
If there's a law, there's a law maker.
If there is writing, there's a writer for sure.

If there's design in the world, and we know that there is,
There must be a Designer, Who designed it.

CHORUS:

God exists, the evidence says.

We can believe it. We don't have to guess.

VERSE 2:

The Universe exists. It had to come from somewhere.
It must have a Cause. That Cause put it there.
It can't create itself. It can't exist forever.
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.
If Johnny took my stuff, it wouldn't be right.
If there is right and wrong that everyone is subject to,
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.
Be sure to obey Him, and He'll be proud of you.

“PATIENT JOB” ([Click to Hear](#))

Author: Lora Laycook

(Tune: Jesus Keep Me Near the Cross)

VERSE 1:

Job was an upright, perfect man,
Patient and enduring;
But temptations came to him,
From Satan so alluring.

CHORUS:

Patient Job, Patient Job,
His faith did not leave him,
Even though his loved ones died,
That did sorely grieve him.

VERSE 2:

We should try to be like Job,
Patient and enduring;
For we know the evil one,
Will always be alluring.

(CHORUS)

“THE TRIAL OF JOB”

Author: Jewel Kendrick

(Tune: Count your Many Blessings)

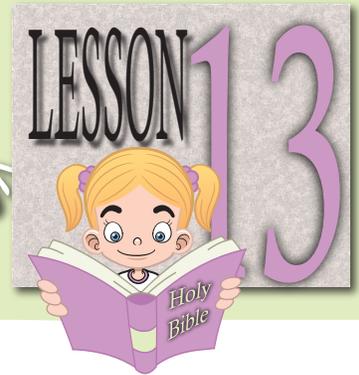
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



The Suffering of Job

Job 1-42



Old Testament 2
Part 2: Israel

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Job; Ezekiel 14:14; James 5:10-11

MEMORY WORK:

YOUNGER CHILDREN: "Therefore I have uttered what I did not understand" (Job 42:3).

OLDER CHILDREN: "Therefore I have uttered what I did not understand, things too wonderful for me, which I did not know" (Job 42:3).

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- "Job, God's Jewel" visual by Sarah Richey (pp. 25-29 of *Creative Bible Teaching: Volume 2*)
- Pieces of broken pottery, ash, and (appropriate) pictures of *Elephantiasis*



PERSONAL APPLICATION:

No matter what we face in this life, no matter how intense our suffering and hardship may become, when we think about Who God is, we will be able to cope with our suffering and survive the trials of life. We can **endure** like Job did!

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

POINTS TO EMPHASIZE:

Review Sunday’s lesson, emphasizing the ways we are to be different from others (what we watch, what we listen to, what we say, how we dress, etc.). See [O.T. 2 Review Questions](#) for example questions.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.
test

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

