

**BIG  
LESSONS  
ON LIFE  
LEARNING TO TRUST GOD  
JOB**

REGULAR BAPTIST PRESS  
1300 North Meacham Road  
Schaumburg, Illinois 60173-4806

*Director of Regular Baptist Press:* Alex Bauman

Big Lessons on Life: Learning to Trust God, Job  
Adult Bible Study Leader's Guide

Vol. 61, No. 2

© 2012 • Regular Baptist Press

[www.regularbaptistpress.org](http://www.regularbaptistpress.org) • 1-800-727-4440

Printed in U.S.A.

All rights reserved

RBP0076 • ISBN: 978-1-60776-636-0

# Contents

---

How to Use <i>Life Design</i> . . . . .	5
Preface . . . . .	7
Resources for This Course . . . . .	8
Lesson 1      Written with Feeling . . . . .	9
Lesson 2      Live Right . . . . .	17
Lesson 3      Resisting Satan's Attacks . . . . .	24
Lesson 4      Tragedy Strikes . . . . .	31
Lesson 5      Job Laments . . . . .	38
Lesson 6      Falsely Accused . . . . .	45
Lesson 7      God's Justness and Job's Suffering . . . . .	53
Lesson 8      Unjustly Confronted . . . . .	61
Lesson 9      Praise God's Majesty . . . . .	69
Lesson 10      Trust Him . . . . .	76
Lesson 11      God's Sovereign Power . . . . .	83
Lesson 12      Restored . . . . .	90
Lesson 13      Summary: Suffering and Sovereignty . . . . .	97
Answers to Bible Study Questions. . . . .	105



# How to Use *Life Design*



**LIFE DESIGN:** Bible Study Designed for the Life You Live. These Bible study materials are designed to engage adult learners in inductive Bible study and in applying the truths of that study to their daily lives.

As you prepare to teach these lessons, keep these two factors in mind:

- The **FOCUS** of productive adult Bible learning is the learner. The intent of teaching is not teaching, but learning—the learner’s learning.
- The **GOAL** of productive adult Bible learning is an appropriate life-response to Biblical truth. You do not teach simply to impart information; you teach so that the Holy Spirit of God can use the truths of the Word of God to change the child of God into the image of the Son of God.

## The Lesson Plan

Each *Life Design* lesson has three distinct parts. **GETTING STARTED** is the attention-getter. The questions and activities “set the table,” as it were, for the Bible study. **SEARCHING THE SCRIPTURES** is the heart of the lesson. A series of inductive Bible study questions leads the teacher and learners through the Biblical text. **MAKING IT PERSONAL** applies the truth to life.

As is true of any teaching experience, you can adapt the parts of the lesson to fit your particular class. You may choose to alter the beginning activities or change

the focus of the application. You will find more material in the Bible study than you can cover in one class session. Ask God to help you as you tailor the lesson for your learners.

## The Study Book

This leader’s guide is designed to accompany the Bible study book. As the teacher, you will want a copy of the Bible study. Commit to working through the questions before you plan your lesson. We encourage you to distribute Bible study books to your learners. Urge them to complete the study before class. The more your learners have studied on their own, the better the class discussions will be and the more likely they will be to actually apply the truth to their lives. When a question in the leader’s guide is picked up from the Bible study book, you will notice the question number in parentheses. The answers to the questions are usually in the lesson commentary. They are also grouped together in the back of this book.

## Other Resources

If you want to use transparencies as you teach, a packet of sixteen full-color transparencies is available. If you prefer to use PowerPoint, the resource CD includes a PowerPoint presentation for each lesson.

Some teachers stay very close to the outline as they teach. If this is true of you, and if you want your learners to capture that outline, reproducible in-class worksheets are included on the CD. The same worksheets may be downloaded from the Web and photocopied for class members. Visit [www.rbpstore.org/downloads](http://www.rbpstore.org/downloads). Thank you for choosing *Life Design* teaching materials.



# Preface

---

Staying on top of everything seems to be the default goal of our lives. At times that can be challenging, especially when we take on too many responsibilities. But at other times staying on top of everything is impossible. In fact, we might feel like everything is on top of us to stay. At those times we as believers want to know and remember, in a deep and substantial way, the “why” or “why not” of something.

*Big Lessons on Life* presents an opportunity for your learners to think about profound truths regarding God and His ways. This study on the book of Job will engage your adults in lessons on the “Who” that controls the “why” and the “why not” times of life.

God used big creatures like the sea monster leviathan to help Job understand that He is worthy of Job’s trust. *Learning to Trust God* replaced Job’s goal of staying on top of everything, and Job’s life was never the same again. The same can happen for your learners as they watch God at work in Job’s life in profound ways.

*Big Lessons on Life*—a practical, relevant study—is written for the adult learner of any age. It is especially helpful for the adult who is presently suffering—to any degree. It can serve to forewarn the believer who has not yet faced a deep and extended time of trial. It can also serve to advise—after the fact—those believers who need a better understanding of past suffering.

*Big Lessons on Life* gives the learner the opportunity to gain insight into the very mind of God. And that is practical learning that will help your learners handle trouble with insight, faithfulness, and maturity.

# Resources for This Course

---

The transparency packet for this course (RBP0077) includes a transparency on which to record the summary statements from each lesson on Job. The transparency will help you track and review these lessons. Starting with lesson 1, use transparency 1 at the end of each lesson or at the beginning of the next lesson to record the summary statement for each lesson. You may use the suggestions in this leader's guide or ask your learners to suggest summary statements.

The Resource CD (RBP0078) for this course includes a PowerPoint presentation for each lesson. All of the transparencies are part of the PowerPoint presentation. The transparencies are also included on the CD as printable PDFs. If you would like to make your own PowerPoint slides, the CD includes backgrounds ready for your own text.

To help in your promotion of this course, the CD

includes a PowerPoint slide, posters, and a flyer. You can add your group's information to all of the promotional material.

The CD also provides in-class worksheets. Each in-class worksheet has a fill-in-the-blank outline that follows the corresponding outline in this leader's guide.

The CD also offers supplemental case studies. Each case study can be used as an in-class review, as material for a midweek Bible study, or as an e-mail attachment to your learners. E-mailing the case studies to your learners will emphasize living out the truth in daily life. You may want to enlist a learner to handle collecting e-mail addresses and e-mailing the case studies each week.

In addition, the CD includes a printable verse card for each lesson's key verse or verses. Blank verse cards are also included so you can enter different or additional verses for your learners to memorize.



## LESSON 1

# Written with Feeling

### Scripture Focus

Overview of Job

### Key Verse

“Why art thou cast down, O my soul? and why art thou disquieted in me? hope thou in God: for I shall yet praise him for the help of his countenance” (Psalm 42:5).

### Overview

Suffering is the blight of life, and poetry is the language of the soul. The book of Job deals with suffering. Job's message about suffering is presented through poetry. It is a message written with feeling.

### Topic

The message of Job

### Theme

The book of Job touches every believer's heart.

### Desired Learner Response

The learner will accept the study of Job as personally important.

### Outline

- I. Introduction to Job
  - A. Purposes
  - B. Poetic style
    - 1. Job is one of the Old Testament poetic books
    - 2. Job bears all the features of Old Testament poetry
- II. Literary Features of Job
  - A. Job's parallelisms
    - 1. Synonymous parallelism
    - 2. Synthetic parallelism
    - 3. Antithetic parallelism
    - 4. Emblematic parallelism
    - 5. Formal parallelism
    - 6. Climactic parallelism
  - B. Job's Figures of Speech
    - 1. Simile
    - 2. Metaphor
    - 3. Merism
    - 4. Personification

### Materials

- Transparencies 1 and 2
- Psalm 42:5 verse card from resource CD

## Getting Started

### Big Lessons

Just when we think we know God pretty well an opportunity comes along for us to learn more about Him. He gives us all big lessons at different points in our lives. Job had a gigantic opportunity to learn about God. God taught him the “Who” behind the “whys” and “why nots” of life.

**Ask:** What would you consider to be the biggest lesson you have learned about God? **Ask:** What difference has that lesson made in your life since? (Questions 1, 2)

We have the privilege of studying alongside Job and learning big lessons about God. Your study of the book of Job will certainly affect your life. It will create in you a deeper trust in God that will display itself in your life as respect and love for God.

### We All Have Issues

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 of life make the book of Job worth studying? (*Varied personal, family, or national losses and watching others experience these things. Everyone has trials that seem to be without explanation.*)

The book of Job has a lot to offer us as believers. It gives us a better understanding of God and helps us learn to trust Him on a grand scale. It is hard, if not impossible to study the book of Job without it creating in us a deeper trust in God—a trust that shows itself in both our respect and love for God.

## Searching the Scriptures

### I. Introduction to Job

The problem of human suffering is addressed throughout the Bible. Genesis 3 records the roots of suffering (disobedience) and James 1:2–12 states the purpose of suffering (maturity). Both of these texts (as do so many others in God’s Word) provide a succinct theological statement that can be understood and applied to life. The book of Job, using a literary style rarely matched even in fine literature, provides the thoughtful reader with a depth of understanding concerning the profound issues of human suffering. The book of Job is not a theological trinket, tidbit, or token. It 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**

In general, 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 trust in Him. In so doing, Job also teaches important lessons on how believers are to view and respond to their own suffering and to that of others.

Job is not a book for the faint of faith. It is not a “how to” on hard times in daily life. It does not present a series of “steps to take” to overcome life’s down turns. (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 does not 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.

**DISCUSS:** What are some why questions of human suffering? (Question 3)

**B. The literary style of Job**

Poetry is the language of the soul. It communicates feeling along with its message. Like a work of art that blends colors on a painter’s canvas, a poet creatively arranges his words in verse form to present a vivid picture.

Many poems and poetic songs grace the Old Testament. These include Jacob’s Blessing of His Sons (Gen. 49:2–27), Moses’ Song of Deliverance (Exod. 15:1–18), the Song of Deborah (Judg. 5), David’s Lament over Saul and Jonathan (2 Sam. 1:17–27), the Oracles of Isaiah (Isa. 1:2—35:10; 40:1—66:16), the Prayer of Jonah (Jonah 2:2–9), and the Praise of Habakkuk (Hab. 3). However, some Old Testament books are either exclusively poetic or nearly so. These are known as the Old Testament Poetic Books.

**ACTIVITY:** Assign groups to read parts of the examples of poetry listed above. **ASK:** What evidence do you find that the poems are the “language of the soul”? (Question 4)

**1. Job is one of the Old Testament poetic books**

The Old Testament Poetic Books include Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Although all these books display powerfully emotional language, each bears its own distinct style and purpose.

Job is a poetic narrative drama. Psalms is the poetic hymnbook of the Old Testament. 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.

**2. Job bears all the features of Old Testament poetry.**

All Hebrew poetry in the Old Testament possesses three basic characteristics: meter, parallelism, and a rich use of figurative language. The writers incorpo-

rated these language tools under the Holy Spirit's superintending ministry to present truth with emotion. Meter is easier to detect in the Hebrew language than it is in our English translations of these poems. We can, however, still observe the special structure that is unique to poetry and poetic form.

Actually, "meter" is "a pattern of stressed and unstressed syllables, establishing a line of poetry." Perhaps the key word here is "pattern." Some English editions of the Bible have attempted to display the structure of poetic verse in these sections. Such rendering is done fairly easily, because the structure of poetry is related to meaning. It is sometimes obvious when one line of poetry stands alone (a so-called "monostich") or when two lines of poetry are related to each other (a "bicolon" or "couplet"). Sometimes three lines of poetry are obviously related to each other (a tricolon) or even four (a so-called "quatrain") or more.

Meter creates a general "feeling" or "atmosphere." The "qinah" meter (or dirge meter) expresses sadness. Other kinds of meter communicate other kinds of emotion, ranging from joy to the adventuresome note of epic discovery. The book of Job appears to include a wide variety of meter, thereby expressing an entire spectrum of human emotion.

**ASK:** Why would approaching Job from a purely intellectual viewpoint, instead of as poetry, not be prudent? (Question 5)

## II. Literary Features of Job

### A. Job's Parallelisms

The basic linear unit in Hebrew poetry is the couplet, which is two lines of poetry, usually of similar length and style and with parallel or related ideas. There are six major kinds of parallelism.

**DISPLAY:** Transparency 2. Show the description of each type of parallelism as you cover them.

#### 1. Synonymous parallelism

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.

"He that sitteth in the heavens shall laugh:  
the Lord shall have them in derision" (Ps. 2:4).

**READ:** Job 3:11 and 5:18. **ASK:** How does the repetition of thought in each couplet impact the reader? (Question 6)

#### 2. Synthetic parallelism

The next kind of parallelism to recognize is synthetic parallelism. In a syn-

Parallelism in Job	
Synonymous	Line two states essentially the same thought as line one.
Synthetic	Line two defines, proves, applies, or adds to the idea of line one.
Antithetic	Line two contrasts or gives the opposite perspective of line one.
Emblematic	Line two gives a figure of speech that conveys the same truth of line one.
Formal	Uses poetic structure (meter) to emphasize a point.
Climatic	All the lines of the stanza begin the same way except for the last line, which gives the climatic statement or grand conclusion.

thetically parallel couplet, line two further develops the idea of line one. That is, it either defines it, proves it, applies it, or adds further information. Synthetic parallelism gives further explanation or information in a striking way.

“For the LORD is a great God,  
and a great King above all gods” (Ps. 95:3).

**READ:** Job 5:17 and 39:19. **ASK:** How does line two in each case further develop the idea of line one? (Question 7)

### 3. Antithetic parallelism

In antithetic parallelism, line two of a couplet contrasts the idea of line one, or gives the opposite perspective. Just as the whiteness of a pearl stands out sharply against a black velvet background, so an idea in a couplet like this stands out sharply against the background of its contrasting idea.

“For the LORD knoweth the way of the righteous:  
but the way of the ungodly shall perish” (Ps. 1:6).

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 36:11, 12. **ASK:** How does antithetic parallelism in these verses help the reader? (Question 8)

### 4. Emblematic parallelism

Some couplets bear the characteristic of emblematic parallelism. In these cases, the writer states a truth in one line and gives a figure of speech that conveys that same truth in the other line. In some cases, the truth comes in the first line and the symbol follows in the second. In other cases, the emblematic expression comes first; then the truth is stated.

“The LORD is my shepherd;  
I shall not want” (Ps. 23:1).

In this case, the symbol comes first (the Lord is not a literal shepherd); then the truth follows: “I shall not want [lack].” The truth in line two conveys the idea inherent in line one. By saying, “The LORD is my shepherd,” David was essentially testifying, “The Lord meets all my needs.”

**READ:** Job 8:2, 14. **ASK:** How does the emblematic parallelism help you understand what the speaker wants to communicate? (Question 9)

### 5. Formal parallelism

Formal parallelism is somewhat unique. It does not bear any particular semantic relationship, but simply uses poetic structure (meter) to emphasize the point.

“Yet have I set my king

upon my holy hill of Zion” (Ps. 2:6).

Even in the English language, we can hear the poetic structure, or meter, in this couplet. But this couplet does not bear any of the other semantic features common to parallelism. While this couplet may appear to have synthetic parallelism, it is the simple completion of one thought. Job 38:3 and 40:1 and 2 are good examples of formal parallelism.

### 6. Climactic parallelism

The final type of parallelism is called climactic. Unlike all the others, it normally requires at least a three-line stanza of poetry (known as a tricolon) or a four-lined poem (known as a quatrain). In climactic parallelism, all the lines of the stanza begin the same way except for the last line, which gives the climactic statement or grand conclusion.

“Give unto the LORD, O ye mighty,  
Give unto the LORD glory and strength.  
Give unto the LORD the glory due unto his name;  
Worship the LORD in the beauty of holiness” (Ps. 29:1, 2).

God effectively uses climatic parallelism when He questions Job in 38:36–38. The poetic device helps Job understand his smallness in comparison to God.

**READ:** Job 13:7–9. **ASK:** Job uses climactic parallelism in his answer to his friends. How does the method enhance your reading of these verses? (Question 10)

As we study the book of Job, we will come to understand better that the message of Job is greatly enhanced through the use of poetry. Job, his wife, his friends, and even God braided their words together with strong emotions. The resulting poetry fits the message of Job.

### C. Job’s figures of speech

Old Testament poetry uses not only metric structure and parallelism but also figures of speech. Just what is a figure of speech? It is a word or phrase used in a way different from its ordinary and normal usage for the sake of intensity, feeling, or emphasis. Every day everyone uses figurative language. Examples of figures of speech used today include “The White House said”; “That test was a bear”; “That noise drives me up the wall”; “Johnny is growing like a weed.”

The book of Job uses many types of figures of speech. Let’s consider just four of them.

**DISCUSS:** Some Bible versions replace figures of speech with what the translators’ believe was the author’s intended meaning. Why is it important to use a Bible version that retains the original figures of speech? (Question 11)

#### 1. Simile

A simile is a comparison, stating that something is like something else. You

can usually identify a simile by the use of the word “like” or “as.”

**READ:** Job 23:10. **ASK:** What do you learn about Job by the comparison of him to refined gold? (Question 12)

## **2. Metaphor**

A metaphor is a comparison, stating that one thing represents another. You can usually identify a metaphor by such words as “are/is”; “were/was”; “shall be/will be.”

**READ:** Job 7:7. **ASK:** What did Job mean by this metaphor? (Question 13)

## **3. Merism**

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 “all the time.”

**READ:** Job 38:19. **ASK:** What merism is found in this verse? (Question 14)

## **4. Personification**

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

**READ:** Job 38:8. **ASK:** What is personified in this verse? (Question 15)

That God used poetry in His inspired Word serves as a reminder that emotion is a gift from Him. When God made man, He created male and female in His image—bearing the characteristics of intellect, emotion, and will. Certainly, humans are not to be driven or controlled by their emotions. We are to make decisions and choices with a will that is obedient to God’s truth, despite our feelings. But humans are emotional beings, and appropriate feelings will follow appropriate decisions. We will experience many feelings throughout life. A committed believer will certainly recognize those feelings. He or she will harness them in his or her devotion to God. The committed believer will work through them in a God-honoring way and will find resolve as he or she trusts God’s Word and obeys Him.

## **Making It Personal**

### **Treasure the Study of Job**

Encourage your learners to treasure this study of Job. The truths of the

book are fit for a lifetime. **Ask:** How can you treasure Job? (Question 16) *(By reading the book, meditating on the book, seeking to apply the book, attending this study, and actively participating in the study.)*

### Read Job as Poetry

Encourage your learners to read Job as poetry—indeed most of the book is poetry. **Ask:** How can you do this? (Question 17) *(By investing sufficient time in a thoughtful, careful reading of Job and by appreciating Job as poetry.)*

### Linger over Job

Encourage your learners to linger over Job as they would a fine meal, and be nourished by the knowledge of God to be gained from the study. **Ask:** How can you linger over Job? (Question 18) *(Make the study a priority, discuss it with others, consider its message for your life.)*

### Prayer of Commitment

Ask your learners to individually and silently consider the following prayer. (Question 19)

“God, teach me profound lessons about You and important lessons on how to view human suffering. I need these lessons because . . . ”

Close the session in prayer.

### Review Transparency

Use transparency 1 to review the response for this lesson: Accept the study of Job as personally important.

### Memory Verse

Distribute copies of the Psalm 42:5 verse card from the resource CD. Encourage the learners to memorize the verse.

