

AMPLIFY

GROWING A
FAITH THAT LASTS

AMPLIFY: KNOWING GOD
LESSON 1: KNOWN BY HIS WORK

What we want students to learn: That in the Old Testament, God's people learned about Him through stories of His past work in the life of His people, and His work in the world through them in the present.

What we want students to do with what they've learned: To move beyond merely knowing about what God has done in other people's lives, and to truly know God for themselves by seeing Him at work in their lives today.

Scripture Focus: Exodus 29:45-46, Deuteronomy 4:32-35, Joshua 4:20-24, 1 Samuel 17:46-47, 1 Kings 18:36-37, 2 Kings 19:15-19

Overview: Is God real? Can we really know God? The only way for us to know God is through Him revealing Himself to us. We can see who He is by seeing what He has done for others in the past through His Word and by experiencing Him working in our own lives. Knowing God gives us strength when we are faced with people who question God's existence or challenge us when we try to share our faith. People can argue theories and ideas, but they cannot argue with someone who truly knows God because he or she has experienced Him personally. In this lesson, you'll be showing students the importance of knowing God personally instead of merely hearing about experiences that others have had with God. This will set the stage for lesson 42 where you'll see show students that they can know God most clearly in His Son, Jesus. In lesson 43, you'll help students explore the importance of knowing God and letting this knowledge transform the way they live and their witness to others who don't know Jesus.

TEACHER PREP VIDEO

Each **Amplify** lesson comes with a Teacher Prep Video. These are short videos designed to help you grasp the main point of the lesson as you prepare to teach.

To access your **God's Knowability** lesson 1 Teacher Prep Video, login to your Lesson Manager, navigate to lesson 1 and click on the "Background" tab. You'll notice the Teacher Prep Video near the top of the Lesson Manager window.

BIBLE BACKGROUND

The **Bible Background** is designed to help you provide some context for the Scripture you'll be studying. The Details gives you background info for each book, The Setting informs you what's happening in and around the passage, and The Main Point gives you an overview of how the passage will be used in the lesson.

- **What do we mean by "context"?** In every **YM360** Bible study lesson, you'll notice we make a point to encourage you to provide the context for the passages you study. By "context" we mean at the very least helping students know **who** wrote the book, **when** it was written, and **why** it was written.
- **What's the big deal?** When we teach the Bible without giving context, students don't get a "big picture" understanding of the story of the Bible. But this view is vital to grasping the story of God's plan of redemption for humankind. As you teach, use the **Bible Background** to help summarize the context.

THE DETAILS

WEEK 1: LESSON PLAN
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Exodus

- **Author:** While there's no specific author named within the text, Moses is the accepted author for Exodus, with some editing and additions done after his death (such as the account of his death!).
- **Timeframe:** The dating of the Book of Exodus is a point of debate. The issue is that no one knows for sure when the Exodus occurred, whether it was in the mid-1400s BC or a later date around the mid-1200s BC. The writing would have occurred around those general dates.
- **Purpose:** Exodus means "a going out" or a "departure." Exodus was written to be a record of God's great rescue of His people from slavery in Egypt, and His commands to His people guiding them to live for His purposes in the midst of a new land.

Deuteronomy

- **Author:** While there's no specific author named within the text, Moses is the accepted author for Deuteronomy, with some editing and additions done after his death (such as the account of his death!).
- **Timeframe:** The dating of the Deuteronomy is a point of debate. The issue is that no one knows for sure when the Exodus occurred, whether it was in the mid-1400s BC or a later date around the mid-1200s BC. The writing would have occurred around those general dates.
- **Purpose:** Deuteronomy means "second law." It was a reminder of the law of God for the second generation of Israelites in the desert before they entered the Promised Land. It reminded the people that the Lord is God. He is faithful to keep his promises to His people.

Joshua

- **Author:** Joshua does not state the author either, but it is likely Joshua since he is the main character in most of the book.
- **Timeframe:** Joshua was likely written in the late second millennium BC.
- **Purpose:** The book of Joshua is named for the main character. This book tells the story of God's faithfulness to His people as they enter into the Promised Land. Under Joshua's leadership, the people experience the blessings that God had promised His people for generations.

1 Samuel

- **Author:** The author of 1-2 Samuel is unknown. While it's certainly possible that Samuel wrote some of what's recorded in these books, the mention of his death in 1 Samuel 25 means that he didn't write all of it. The books are given the title of "Samuel" because of his prominent role in the establishment of the monarchy.
- **Timeframe:** It's difficult to say for certain when 1-2 Samuel was written. It's very possible that they were written and edited over a period of time. More than likely they were established in their final form around the 10th century BC.
- **Purpose:** The main theme of these books is God's choosing to accomplish His purposes through the lineage of David and to set up Jerusalem as the location for the temple. There are many "ups and downs" throughout 1-2 Samuel, and David goes through times of obedience and rebellion. He experiences blessings and consequences for sins.

1 and 2 Kings

- **Author:** Ancient Jewish history has Jeremiah as the author of 1 Kings and 2 Kings. However, this view has never been widely supported by scholars. It's best to view the books as a collection of writings with no known author.
- **Timeframe:** 1 Kings and 2 Kings are extremely difficult to date because it's a collection of writings that could have been written and edited in stages.
- **Purpose:** 1 Kings and 2 Kings tell the stories of the kings of Israel. These books speak of the faithfulness or

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unfaithfulness of kings and the impact that a godly leader can have on God's people.

THE MAIN POINT

You'll get started by helping students understand that we can know about Him by seeing reminders of His works and hearing of the work that God has done in the past in the lives of His people corporately. You'll do this by looking at the Exodus 29:45-46, Deuteronomy 4:32-35, and Joshua 4:20-24 passages.

You'll then move on and help show students that we can know God by seeing Him work in and through their lives personally. You'll accomplish this by looking at 1 Samuel 17:46-47, 1 Kings 18:36-37, and 2 Kings 19:15-19. These three passages are all cries of God's people for Him to act so that the world may know that He is the true God. God chose to reveal Himself through their lives and make Himself known.

LESSON PLAN

The **Lesson Plan** contains three elements: An introductory activity called **The Lead In**; the Bible study section called **The Main Event**; an application-focused segment called **The Last Word**.

THE LEAD IN

- **Goal:** The idea is to clearly show the students that there are different levels of the word "know" by playing a name the celebrity game.
- **Set up:** Do a Google image search for celebrities (around 10 or so) your students would know. Arrange to somehow display these images.

FIRST, play a game with your students to see who can be the first person to correctly identify each celebrity. Then ask the students if they "know" these celebrities. (They are likely to say "yes" because who could not know who Justin Bieber is?). Explain to them that there are some differences in the word "know" that we often miss. Say:

- **For example, you and I can know the president of the United States as he comes on TV. We can know whom a celebrity is when they show up in our favorite movie or TV show. We can know lots of people, but do we really know what it means to "know"?**

THEN, explain, that according to dictionary.com, there are at least two levels of knowing:

- **To be aware of/ acquainted with/ recognize.**
- **To understand from experience.**

Remind students that they don't know the President of the US like they know their next-door neighbor, best friend, little brother, etc. The difference between the kinds of "know" is personal experience. Explain that students know these people in their lives because they have interacted with them and experienced living life with them.

FINALLY, explain that as you look at today's lesson, the definition of "know" is going to be very important to you. Say:

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- Many people know God like we may know the president. He is some far off figure who has a really big job. But knowing God and having a relationship with Him is much more than being “aware of/acquainted with/recognizing” God. Let’s take a closer look.

THE MAIN EVENT

- **Goal:** The goal here is for the students to learn that in the Old Testament, God’s people learned about Him through stories of His past work in the life of His people, and His work in the world through them in the present.
- **Set Up:** None.

FIRST, explain, that as they may have guessed, you’re starting a three-week look at the knowability of God. Explain that as they have seen, there is a difference between knowing facts about God and knowing God. Since God is far above our ability to understand Him, God cannot be completely known. We can’t know all there is to know about God. Say:

- **This puts us in a position of humility when we approach the topic of knowing God. There is no single person who truly understands everything there is to know about God. But, God has chosen in His kindness to make Himself to known to us, His children. Let’s see what that looks like.**

Explain that in this lesson, you will begin to see how God choose to reveal Himself to His people in the Old Testament. Explain that in the Old Testament, God’s people learned about Him through stories of His past work in the life of His people, and His work in the world through them in the present. Explain that you’ll begin by looking at three different passages in the Old Testament to see that God’s people know about Him by seeing reminders of His works, and hearing of the work that God has done in the past in the lives of His people corporately.

THEN, assign three students to read the following verses: Exodus 29:45-46 and Deuteronomy 4:32-35, and Joshua 4:20-24. While students are looking those up, you could give the context for these books using the Bible Background.

Explain that one of the ways that God reveals Himself to His people is through symbols and stories of His acts in the world. These stories and symbols call God’s people to remember His past work and to point them to the truthfulness of who God is and what He has done for them. Say:

- **In Exodus 29, God’s people are making the Tabernacle, which was meant to be a symbol of the presence of God. What we’re about to read is the purpose for the Tabernacle.**

Have a student read Exodus 29:45-46, and ask the following questions:

- **What was the tabernacle to remind the people of?**
 - o Answer: The presence of God in their midst.
- **What encouragement would it be to God’s people to see the Tabernacle?**
 - o Answer: They would remember that God was with them and for them. The God who had fought the battles of their parents was with them and would fight for them. When the people looked at the Tabernacle, they were reminded that God was with them and for them.
- **What are some things in your life that remind you of God’s work in and through you?**
 - o Answers will vary. It could be a Bible that you received when you were baptized. It could be a

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friend who you prayed for who was healed. It could be when you use your spiritual gift and feel God smiling down on you.

- **What purpose do these times serve in our lives?**

- o Answers will vary. We must cling to the things that God has done in our lives when we face times of trouble. They remind us that the God who was faithful in the past will be the God who is faithful in the future.

NEXT, explain that in Deuteronomy 4, Moses reminds the people of God's work by telling future generations the stories of what God has done. He told them the story of the great rescue of God's people from Egypt. Have a student read Deuteronomy 4:32-35, and ask the following questions:

- **According to Moses' story, how did God rescue His people?**

- o Answer: Trials, signs, wonders, war, a mighty hand, an outstretched arm, and deeds of terror.

- **What were the people supposed to learn from Moses' story?**

- o Answer: The Lord is God, and He is the only One.

Explain that Moses' story was a source of encouragement and challenge to God's people. Say:

- **They saw God act in a mighty way through His mighty power. He was the great Rescuer. He was the one true God. He was known as faithful because He has "a mighty hand" and "an outstretched arm" (v 34) that He is willing to use on behalf of His people.**

THEN, explain that in Joshua 4, we see Joshua calling the people to set up a reminder of God's great work. Have a student read Joshua 4:20-24, and ask the following questions:

- **What was the reason for the stones?**

- o Answer: To remind the people of God's great work in letting the people pass through the Jordan River.

- **What did the stones remind the people about God?**

- o Answer: That the people of the earth will know that the Lord's hand is strong and that they may fear the Lord.

- **What's the parallel for us today?**

- o Answers will vary. But lead students to see that when we see signs and hear stories of God's work, it strengthens our faith. We learn from the experiences of others that God is knowable, powerful, and at work in the world.

Explain that these first three passages have shown us pictures of God's work in the lives of other people. Say:

- **Though these are helpful and encouraging, we realize that we cannot truly know God until we have experienced Him ourselves. We are not going for general acquaintance type of knowledge. We want to experience God.**

NEXT, explain that you will turn to stories of people who personally experienced God. Explain that for them to know God, this personal experience must happen to them. Encourage students that as they look at these three stories, think about how they can personally experience God. Say:

- **These passages show us that God's people know Him by seeing Him work in and through their lives personally.**




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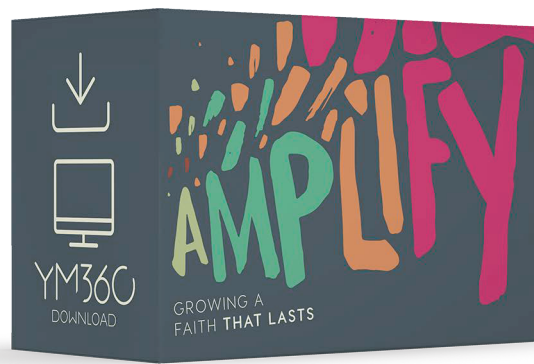
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We hope you have enjoyed this sample of this **Amplify: Growing a Faith That Lasts** study. Each **Amplify** lesson has a Leader Guide in PDF and DOC format that you can adjust to fit the needs of your group.

Do you have questions about this study? We're here to help! Contact our world-class Customer Care team at (888) 969-6360, email us at customercare@ym360.com, or Live Chat us through our website.



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EVANGELISM
GOD'S SOVEREIGNTY
SUFFERING
GOD'S RIGHTEOUSNESS
HOLINESS
SPIRITUAL GIFTS
SERVICE
HUMILITY
KNOWING GOD
PRAYER
STEWARDSHIP
THE UNCHANGING GOD



This study is one of the 3-lesson studies in the Amplify curriculum.

Amplify is a 52-lesson youth ministry Bible study curriculum that will help your students lay the foundation of a lasting relationship with God through a study of the core concepts of their faith.

Included in each Amplify 3-lesson study:

- 3 Bible study lessons
- Bible background and Teacher Prep Videos
- Weekly student devotions
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