

AMPLIFY

GROWING A
FAITH THAT LASTS

AMPLIFY: GOD'S SOVEREIGNTY
LESSON 1: CREATOR KING

What we want students to learn: That your students would understand that God is the almighty creator king who calls us to follow and obey Him.

What we want students to do with what they've learned: To confidently trust and follow God, knowing that His purposes will ultimately prevail.

Scripture Focus: Job 38:4-7; Psalm 115:3; Jeremiah 32:27; Proverbs 20:24; Proverbs 19:21; Psalm 119:68; Psalm 34:8; Psalm 106:1

Overview: We live in a “me-first” society. People of all ages are obsessed with their “right” to do as they please. They don’t want to answer to anyone or anything. The problem with this worldview is that it flies in the face of what we’re taught in Scripture. The Bible teaches us that God is the sovereign creator king. His sovereignty refers to his supreme power to do everything He wills. He is the creator, and we are the creation. In Lesson 1 we’ll help students see how the Old Testament teaches us that we aren’t first, we aren’t in control, and we are subject to God’s reign and rule. But, you’ll also show students that the wonderful thing about God’s sovereignty is that He isn’t some angry, disinterested dictator. He’s a loving, good God that cares for His creation and invites us to trust and follow Him. In Lesson 2 you’ll look at how Jesus set aside His rights and privileges as king to come and suffer on behalf of His creation. Finally, in Lesson 3 we’ll see how God’s sovereignty gives us ultimate freedom and rest in life.

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 Sovereignty** 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.

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THE DETAILS

Job

- **Author:** There are many traditions about who wrote the book of Job, as the text does not identify its author. It was possibly Job, Elihu, or someone who lived in Job's era.
- **Timeframe:** This book was likely written before the era of Moses, as evidenced from references to a unique type of money (Job 42:11) and the city of Teman (Job 2:11). The timeline is likely from the second millennium of history, during the era of the Patriarchs.
- **Purpose:** Job is a book of wisdom literature that underscores how humanity is unable to see life as God does, especially when facing the nature of suffering. It likewise demonstrates the tension between God and Satan.

Psalms

- **Author:** God inspired various authors to write a majority of the Psalms in their era, including seventy-three by David, twelve by Asaph, eleven by the Korahites and two by Solomon. Heman, Ethan, and Moses each wrote one, while the authorship of fifty other Psalms remain unknown.
- **Timeframe:** The Psalms were written during different eras of Israel's history, spanning from 1100 BC (i.e., Psalm 29, 68) to 400 BC (i.e., Psalm 119).
- **Purpose:** The Psalms are inspired by God to poetically reflect humanity's journey with Him. Each psalm serves a different purpose, such as a personal or communal lament, hymn, song, reflection or declaration. Many of these were set to music and intended to be shared publicly, even when sharing a revealing confession (i.e., Psalm 51).

Jeremiah

- **Author:** Though there has been some disagreement over the years, there is no compelling reason to doubt that the Prophet Jeremiah is the author is indeed the author of the book that shares his name. He was accompanied by his scribe, Baruch.
- **Timeframe:** Best estimates have the book completed sometime around 550 BC.
- **Purpose:** Jeremiah and Baruch wrote the book to capture the turmoil that faced them and to cast a vision for the hopeful future God had in store for Israel.

Proverbs

- **Author:** Proverbs initially is attributed to Solomon in its earliest chapters; however, chapter 22 reveals that some of the books sayings were articulated by a circle of other wise men, referred to as "the sayings of the wise." (24:23) Chapters 30 and 31 were inspired through Agur son of Jakeh and King Lemuel respectively.
- **Timeframe:** The bulk of the book of Proverbs stem from Solomon's era during the Tenth Century B.C. when Israel was united as a kingdom. Some chapters, such as references to Hezekiah's men, indicate additional compilation took place between 715 B.C. to 686 B.C., or perhaps that this was when the complete book of Proverbs was retroactively tied together.
- **Purpose:** The primary purpose of a proverb is to offer a short, compact truth that leads to wisdom, a godly life and a fuller understanding of choices and consequences. They are predominantly observational as if written out of one's own experiences or insight from the Lord.

THE MAIN POINT

WEEK 1: LESSON PLAN
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You'll use the Job passage to help students understand that God is the all-mighty, sovereign creator of the entire universe. This is where God is responding to Job, and it really puts us, as humans, in our place. God is the creator, and we're the creation. He's the one that spoke the world into existence, and He's the one that's in control. This point is made explicitly clear in Psalm 115:3 and Jeremiah 32:27.

You'll use the two Proverbs verses to help students see that since we're God's creation, we're subject to His reign and rule over the world and our lives. You'll narrow the focus a little bit and drive home the point that God reigns and rules over our lives. We're subject to his reign and rule in our own lives. Finally, you'll use the grouping of the three Psalm verses to show students that we can confidently trust that God's sovereign rule over creation will work together for our good.

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:** Students will identify things that point to how God has created and ordered all things.
- **Set-Up:** There are a few ways you can structure this activity. You can do it digitally, physically, or a combination of both. If you choose to conduct the activity "physically," you'll want to have plastic bags, for each student or group of students.

FIRST, explain that the goal of this opening activity is to identify things that they think point to evidence of God's hand in creating and ordering our world. Now, you have a couple of different ways you can do this based on your specific context and time limit:

- **The "physical" option:** You can have students get in groups and actually leave your gathering spot to go in search of physical objects. If you do this, you'll want to make sure an adult is with them, that they have a bag to put stuff in, and that there is a time limit.
- **The "digital" option:** You can have students stay in your gathering spot and do their search on their phones or tablets. If you choose this route, the search can be done in groups or as individuals. You will ask students to do an image search to find objects that they feel like are examples of God's creative power.
- **The "combined" option:** If you choose, you can still send groups out of your gathering spot (accompanied by an adult), but instruct them to capture their examples as pictures on their phones instead of actually bringing the objects back to your room.

Regardless of how you decide to proceed, get the activity started. Allow a suitable amount of time to let students locate their examples. When they have had enough time to find examples, allow students to share what they found and why it spoke to them as individuals or as a group.

NEXT, lead students in a short discussion. Ask something similar to the following questions:

- **Was this easy or hard? Why?**

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- o Answers will vary.
- **What did you see or think of in doing this that you may normally have encountered?**
 - o Answers will vary.
- **Did anyone choose any man-made objects? How would a man-made object be a testimony to God's creative power?**
 - o Answer: The Bible tells us that God made humans in His image. When we create art, build buildings, perform surgeries, or even come up with solutions to complex problems, we are displaying the tiniest spark of the creative power that God has and that He endowed us with.
- **In what ways did you see examples or order and disorder in what you found?**
 - o Answers will vary, but note that there is order to be found in every realm of creation, from the tiny life under our feet to grand clouds in the sky.

FINALLY, remind students that God is the almighty creator king who calls us to follow and obey Him. Transition to "The Main Event" by saying something like:

- **Everything you saw, touched and experienced outside has been created by a personal Creator. It's why there is an order to things, which is something we can see even when things are in disorder. When a natural tragedy consumes life, such as a massive flood or hurricane, we somehow intuitively know that this isn't the way things are supposed to be. The world's been broken since humankind rebelled, and will be until Christ one day permanently fixes it and His purposes ultimately prevail. But one thing we can do in the meantime is decide if we'll let God bring order inside of us as we follow Him.**

Transition into *The Main Event* portion of your lesson.

THE MAIN EVENT

- **Goal:** The idea is for students to learn that God is the almighty creator king who calls us to follow and obey Him.
- **Set Up:** An area where you can go outside and view signs, or a variety of signs you bring in or display for students to see and interact with.

FIRST, tell your students that you're beginning a series of lessons about God's Sovereignty. Lead them in a short discussion to help them define the word "Sovereign." Ask something like:

- **Who has heard that phrase "God's sovereignty" before? Does anyone have any idea what the word "sovereign" means?**
 - o Answer: Allow students to guess. Help redirect their responses. Lead them to understand that in its noun form, the word most commonly refers to a person who exercises supreme authority, usually a king, queen, or head of state. In its adjective form, it's used to describe someone or something that is supremely powerful, in other words, they don't come under the control of anyone else. They are at the top of the list.
- **So, let's take this and apply this to God. What does it mean that God is sovereign?**
 - o Answer: God's sovereignty refers to his supreme power as Lord and King to do everything He wills.

Explain that this point is made throughout the entire Bible and that today you are going to flesh this out as a way of

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laying a foundation for your study of God's sovereignty. Say something like:

- **Creation itself is a sign that a Creator exists. God is sovereign over all things, including the things that have become broken or bent in a direction they shouldn't. Whether you realize it or not, you've noticed a number of his signs today. The challenge is we barely notice them, even though God's been revealing Himself to us since the moment we were in the womb.**

NEXT, instruct your students to find the Book of Job in their Bibles or Bible apps and go to Job 38:4-7. While they're doing this, use the Bible background to share with them something about Job and his situation. It may be helpful to even refer to the first two chapters and walk them through how Job came to experience the trials he went through. When you're ready, read or have a student read Job 38:4-7 while everyone else listens.

THEN, lead students in a short discussion. Ask something like:

- **This passage comes as Job has been in a long discussion with his friends about God, His plan, and His sovereignty. God answers Job in a pretty powerful way. What stands out to you in this passage?**
 - o Answers will vary.
- **What is God describing here?**
 - o Answer: God is describing the process He went through, for lack of a better term, in creating the earth.
- **What effect do you think this had on Job?**
 - o Answers will vary. (If you have time, you might briefly read Job's response in Job 42:4-6) Help students understand that Job ultimately understood God's sovereignty and his own powerlessness. God restored Job, showing His sovereignty once again.

When you've finished, say something like:

- **This passage helps drive home the point that God is the almighty, sovereign creator of the entire universe. To help you visualize this, consider all the signs you pass on a daily basis. We're surrounded by more 'signs that we realize, each one of them instructing us in some way. We often skip over the human-made signs around us. And we also skip over all the signs that God is sovereign over this world. It's why when Job begins to question God, the Lord responds by essentially saying, "I'd be happy to try to explain to you how I think, but first let's make sure you understand how much you don't understand." It's God's way of letting Job know He loves Job, but that He is the Creator King who made all things.**

NEXT, instruct students to find Psalm 115:3 and Jeremiah 32:27. Ask for two volunteers to read. Afterward, say something like:

- **The idea of sovereignty can be confusing, especially since we live in a world where people try to take power away from each other. When it comes to God, He has the supreme power to do everything He wills. This point is made clear in the two verses we just read. And it sets up a bigger point for us, one that speaks to our relationship with God.**

THEN, ask for volunteers to read Proverbs 20:24 and Proverbs 19:21. (While students are finding the verses, you may choose to provide a little context for Proverbs using the Bible Background.) Afterward, begin a discussion with some questions that explore what these verses practically mean. Consider asking something similar to the following:

- **Think about a time in your life when someone changed plans on you, or you encountered a rule that**



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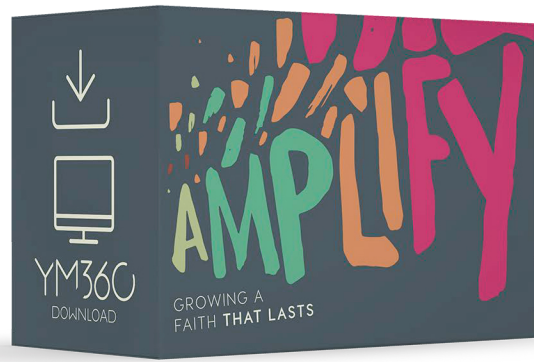
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We hope you have enjoyed this sample of this **Amplify: Growing a Faith That Lasts** study. Each **Amplify** lesson has a Leader Guide in PDF and DOC format that you can adjust to fit the needs of your group.

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.



THE HOLY SPIRIT
WORSHIP
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GOD'S MERCY
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
- Weekly parent pages
- Weekly social media content
- Presentation graphics
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