

## BIBLE DISCUSSION GROUP STUDY QUESTIONS

In preparation for Sunday, March 6, 2011

Passage: Job 18-19

Memory Passage: Psalm 16 (Our 6<sup>th</sup> & final week of memorizing this Psalm.)

### DAY 1 – ASK FOR INSIGHT

### READ THE PASSAGE

- (a) **Read Job 8 (I know this looks like one of my typos, but I really want you to read Job 8!).** Summarize Bildad's first speech in a few sentences. Remind yourself of what you think his tone is in this first speech and what you thought of his speech in relation to Eliphaz's first speech. Also remind yourself of Bildad's main thesis.
- (b) **Read Job 18:1-4.** How does the opening of Bildad's second speech compare to the tenor of his first speech? Are there specific statements Job has made to which Bildad is responding in these first 4 verses?
- (c) Again Bildad (as well as Eliphaz & Zophar) teach us what we should not do when we give counsel to others! What do we learn *not* to do from his example in 18:1-4? How *would you* answer the questions Job asks (and Bildad ignores) in 17:13-16?
- (d) *Family:* Turn to your running description of Job's speeches, and to your description of Bildad's first speech. Use this session as a review, asking your family questions about Bildad's first speech & Job's response (chapters 8-11). Fill in the gaps between what they remember, and then **Read Job 18:1-4** and compare Bildad's tone and approach in the opening of this speech with his first speech. Lead with questions so your family digs into the text on their own!

### DAY 2 – ASK FOR INSIGHT

### READ THE PASSAGE

- (a) **Read Job 18.** Bildad uses 4 different Hebrew terms for "light" in vs. 5-6. What is his point? He makes roughly the same point in vs. 7 using a different picture, but who shoulders the blame for this judgment?
- (b) Vs. 8-10 describe how the judgment in vs. 5-7 come upon the wicked by using 4 different kinds of traps. Who sets these traps? Is there any escape from them?
- (c) After being caught in one of these traps (because no one can escape them all), what happens to the wicked one in vs. 11-20? How does Job resemble this description?
- (d) With what charge does Bildad end his excoriation of Job in v. 21? If you were Job, how would you feel after this speech? Would you think you had any hope at all? If you were Bildad, even if you thought you needed to speak strongly against Job's supposed wickedness, how could you have ended this speech in a way that gave Job hope in his situation?
- (e) *Family:* **Read Job 18:8-10.** In these verses Bildad uses a description of 4 kinds of traps as a metaphor to show that the wicked will be tripped up and caught by their own schemes and actions (see vs. 7b & 8a). Let your family draw and/or build, each of these kinds of traps. There is a picture of a hidden net being drawn around a person when they walk upon it, a hidden jaw-like trap that springs around a person's ankle/foot, rope hidden in the leaves whose noose is drawn around a person's foot at the slightest touch and suspends them in the air, and a covered hole in the ground in which someone unknowingly falls. Use these models/pictures to illustrate that God will always catch us in our evil schemes & actions, and even if we avoid one trap, there is another one waiting around the corner. Eventually, God will expose our sinful actions. Close by reading Prov. 4:10-27, which describes the path of the righteous (who stay on the way of wisdom & avoid traps) compared to the path of the wicked.

### DAY 3 – ASK FOR INSIGHT

### READ THE PASSAGE

- (a) **Read Job 19:1-12.** According to Job, what have the words of his friends accomplished (v. 2)? Have you ever felt this way after being "counseled" by someone else? Do you think your words have ever caused this kind of damage to someone else? How can you avoid causing this kind of damage to others when you give counsel? What should you do before you speak?
- (b) According to Job, whose fault is it that he is in God's trap (vs. 6-7)? Is this a valid charge against God? Why or why not?
- (c) In vs. 8-12 Job describes what he thinks God has done to him. Have you ever felt like this? Have you ever felt that God has "walled up (your) way" and caused you not to be able to escape, or plunged you into darkness? What did you do? How would you bear this burden on behalf of someone else suffering in this way? What counsel would you give?
- (d) *Family:* **Read Job 19:2-5.** Make a list on your whiteboard of what Job accuses his friends in these verses. Ask, "What kind of words can cause this type of hurt?" As they discuss the words/speech, draw their attention to the damage that words can do. Now **Read Prov. 15:1** and teach concrete situations in which your family can live by this Proverb.

### DAY 4 – ASK FOR INSIGHT

### READ THE PASSAGE

- (a) **Read Job 19:13-22.** Job laments 12 different examples of people with whom his relationship has changed. What does he say about each changed relationship? Is he making 12 points or one point, and what are they/is it?

(b) What is his final request of his friends in this section (v. 21)? What kind of emotions do you feel when you hear his cry? How could his friends have shown him the mercy he so desired?

(c) What is Job asking in his questions in v. 22? Since we are required to “speak the truth in love” to each other (Eph. 4:15, 25; cf. 1 Cor. 13:1), how do we know when our words begin to cause these kinds of wounds? Is it always wrong if our words inflict these kinds of wounds? Why or why not?

(d) *Family*: Show a picture of a monument that has a message engraved on a stone and ask questions like: “Why is this message engraved on stone?” “How did they engrave it?” “Is there anyone still alive to tell about this message? (if it is an old monument),” or, “In 150 years will there be anyone alive to tell about this message (if it is a new monument)?” The point is to highlight the fact that the message will be read by people for centuries & not forgotten, even though no one from that time may be left to speak of it. Now **Read Job 19:23-24** and teach that this is how Job wanted his defense to be recorded, in a legal book of record or on a stone with lead so the sun’s rays would be reflected in the lead and people could see it from a distance. Then teach that, in an even greater way, all whose names are written in the Book of Life (Rev. 3:5 et. al.) will not be forgotten.

#### **DAY 5 – ASK FOR INSIGHT**

#### **READ THE PASSAGE**

(a) **Read Job 19:23-29**. Who is the redeemer in whom he hopes? What in this text supports your answer? How did Job come to this knowledge?

(b) When does Job expect this redeemer, before or after he dies (support your answer from the text)?

(c) Use a concordance to find references to God/Jesus as Redeemer and write down what you learn. From what does God redeem His people? How should this promise of redemption give you hope in your daily life, especially in times of suffering?

(d) *Family*: Before the lesson, read the book of Ruth to refresh your mind about the details of this story. Tell the story to your family as they draw pictures about the story. When you get to the events of chapter 4, read them in chunks and explain them to your family, stressing the fact the Boaz was Ruth’s kinsman redeemer. As you read Obed’s birth, draw attention to the genealogy and Obed being King David’s grandfather (Boaz the father of Obed who was the father of Jesse who was the father of David). Then show the same genealogy in **Matthew 1:5-6**, and then **Read 1:21**. Emphasize that when Boaz redeemed Ruth, God was preserving the line of David, from which came Jesus, the one who redeems His people from their sins.

**DATE:** March 6, 2011

*The Speeches: Bildad vs. Job Round 2*

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