Also Available for Bible Grades 9–10
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Introduction to the Course

On January 7, 1855, Charles H. Spurgeon began his Sunday sermon with these words:

It has been said by someone that “the proper study of mankind is man.” I will not oppose the idea, but I believe it is equally true that … the proper study of a Christian is the Godhead. The highest science, the loftiest speculation, the mightiest philosophy, which can ever engage the attention of a child of God, is the name, the nature, the person, the work, the doings, and the existence of the great God whom he calls his Father. There is something exceedingly improving to the mind in a contemplation of the Divinity. It is a subject so vast, that all our thoughts are lost in its immensity; so deep, that our pride is drowned in its infinity…. No subject of contemplation will tend more to humble the mind, than thoughts of God….

But while the subject humbles the mind it also expands it. He who often thinks of God, will have a larger mind than the man who simply plods around this narrow globe…. The most excellent study for expanding the soul, is the science of Christ, and him crucified, and the knowledge of the Godhead in the glorious Trinity. Nothing will so enlarge the intellect, nothing so magnify the whole soul of man, as a devout, earnest, continued investigation of the great subject of the Deity. And, whilst humbling and expanding, this subject is eminently consolatory…. I know nothing which can so comfort the soul; so calm the swelling billows of grief and sorrow; so speak peace to the winds of trial, as a devout musing upon the subject of the Godhead.

Spurgeon was not expressing a brand-new thought. He was repeating and reinforcing what Christians have enthusiastically recommended for almost 2,000 years. And no wonder! When we devote time and energy to know who God is, we are in agreement with the clear teaching of Scripture.

This is what the Lord says:

“Let not the wise man boast of his wisdom
or the strong man boast of his strength
or the rich man boast of his riches,
but let him who boasts boast about this:
that he understands and knows me,
that I am the Lord, who exercises kindness,
justice and righteousness on earth,
for in these I delight,” declares the Lord.

—Jeremiah 9:23–24

Now this is eternal life: that they may know you, the only true God, and Jesus Christ, whom you have sent.

—John 17:3

I consider everything a loss compared to the surpassing greatness of knowing Christ Jesus my Lord.

—Philippians 3:8
Helping our students know God is the heart’s desire of every Christian school educator. We encourage every teacher to emphasize—and demonstrate—the importance of a personal relationship with God. Christian teachers provide multiple opportunities and invitations for students to trust in Jesus Christ as their Savior and Lord. But we also know that the teacher can only do so much. We can provide inviting environments and be faithful witnesses, but we cannot orchestrate the faith decisions of our students. We can give guidance and direction to help students grow into faithful disciples of Jesus Christ, but we know that only as they yield to the work of the Holy Spirit will they “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18).

The goal of Let God Be God is to help eighth-grade students learn about God, whom we want them to know. J. I. Packer warns, “Disregard the study of God, and you sentence yourself to stumble and blunder through life blindfold … with no sense of direction and no understanding of what surrounds you. This way you can waste your life and lose your soul” (1973, 14–15).

There are many “gods” competing for the loyalty and devotion of our students; this course can help them differentiate the one true God from false gods. Your students will search the Scriptures to see what God has revealed about Himself. As Arthur W. Pink said, “An unknown God can neither be trusted, served, nor worshipped” (1975, 7).

As you teach this course, may God use you to lead many students to a deep personal knowledge of Him.

References
Spurgeon, Charles H. Spurgeon’s Sermons, Volume 1, 1855. www.ccel.org/ccel/spurgeon/sermons01.txt
Course Outline

Following is an outline of this course:

<table>
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<th>Part I. The Knowledge of God</th>
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<td>Unit 10. God Is Omiscient and Omnipresent</td>
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<td>Unit 11. God Is Omnipotent</td>
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<td>In units 1 and 2, students address basic questions such as these: How can we know God? How can we describe God, or even talk about Him meaningfully?</td>
<td>In units 3 and 4, students wrestle with the doctrine of the Trinity—God is one and three. This core doctrine distinguishes the Christian faith from other belief systems; most “Christian” cults break from orthodox Christian teaching on this issue.</td>
<td>In units 5 through 11, students study attributes that speak to God's absolute uniqueness and supremacy. God is in a category by Himself; nothing and no one can be compared with Him (Isaiah 40:25).</td>
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Course Description

*Let God Be God* is a study of the nature and character of God. It is based on the premise that the more we know and understand God through a careful study of His Word, the greater will be our personal challenge to maintain a right relationship with Him. More than simply a body of information, the course translates knowledge into personal application as students discover how an attribute of God applies to daily life. Your students are faced with questions such as these: Why do we need to study the attributes of God? How do these facts about God affect me today? Why is this important to study? The answers your students uncover are what make this course unique. Day after day, they will integrate Scripture into their thinking as they face some tough questions about who God is and how He interacts with His creation.
This one-semester course is designed for eighth-grade students. Class members should each have a student activity book to complement their direct study of the Bible passages referenced. This teacher guide provides extensive suggestions for implementing the lessons day by day, including blackline masters and an evaluation system. The methodology involves students in the instructional process and extends to the application of biblical principles in their daily lives. A hands-on approach is used throughout.

How to Use This Guide

**Instructional plan.** This teacher guide provides a complete plan for your instructional program. It has been designed to facilitate your successful interaction with students as they study the attributes of God and apply what they learn to their lives.

**Student materials.** Each student should have the student activity book for this course and the version of the Bible adopted by your school. The student activity book provides “Interacts”—worksheets designed to assist students in their personal and group study of God’s Word. To provide flexibility, the pages are punched for insertion into a 3-ring binder. They are also perforated for easy removal to give you the option of having students hand in some of them for grading. You have several options for using Interacts, including the following:

- assign a complete Interact to the entire class
- assign selected items to certain students
- assign selected items on specific days.

You will need to decide when it is appropriate to assign some or all Interact questions as homework, depending on the class time available and the pace of the course. Be sure to allow sufficient time in your schedule to respond to your students’ work. The Interact questions serve as the basis for class discussion.

**Days of instruction.** Each unit is divided into five days. Typically, the first four days build on each other. The fifth day is provided for enrichment and review; the fifth day also includes a unit quiz. This plan allows you flexibility in designing your program. Some schools have chapel in lieu of Bible class one or two days a week. You may want to do a memory-work checkup one day. You may need to allow for field trips and other school events. The materials are flexible enough to fit into a variety of schedules.

The days of instruction are not linked to specific days of the week. You can decide to implement the lessons from Monday to Friday, or you may begin with day 1 on another day of the week. The materials were designed to assist you, not to impose a specific structure. Feel free to add to, delete, or modify any suggestions in order to make the program more appropriate for your particular classes from year to year.

**Visual aids.** The course includes a CD of blackline masters (BLMs) to aid you in your instructional program. These BLMs may be displayed or projected as visual aids or duplicated for distribution to students. Each BLM is clearly numbered for your reference. Answer keys to the BLMs and Interacts can be found at the end of this teacher guide.

**Student evaluation.** A unit quiz is provided for day 5 of every unit. You have the option of assigning individual Interacts as homework to be handed in. Each unit also contains a Scripture memory passage that can be used for assessment.
Lesson format. The lessons in this teacher guide follow a predictable pattern and contain common elements. This continuity is designed to help you quickly grasp the key concepts covered, the materials needed, the sequence of activities, and the instructional flow.

Content overview. The instructional units are grouped into five major divisions:

- Part I: The Knowledge of God (units 1–2)
- Part II: The Trinity (units 3–4)
- Part III: God’s Unshared Attributes (units 5–11)
- Part IV: God’s Shared Attributes (units 12–16)
- Part V: Synthesis and Review (units 17–18)

The first pages of each major division feature a detailed overview of the content to be covered in that part of the course. This content overview is designed to equip you to present and discuss the topics in those units. It will help you anticipate challenges, explain difficult concepts, and handle student questions and concerns. It will also provide suggestions for helping students internalize, appropriate, and apply the biblical teachings in those units.

Objectives. Clear objectives are provided for each lesson.

Lesson materials. This section alerts you to the materials you will use in the unit, including any blackline masters that need to be displayed or duplicated for distribution.

Memory passage. At the beginning of each unit, this teacher guide provides a suggested Bible memory passage. Since schools handle memory work in various ways, you may exercise any of several options including these: use the memory passage suggested, expand the memory selection to longer passages, have students memorize an entire Bible book during the semester, participate in a schoolwide Bible memory program, or coordinate with the memory program of your supporting church.

You are encouraged to incorporate the memory program into your instructional day and to make it as creative as possible. Read, discuss, and assign the verses on the first day of the unit. Use varied techniques to provide practice in the next three days. (For example, when calling the roll, have students respond with each successive word of the assigned passage.) Oral or written evaluation can occur on the fifth day. Students should be responsible for the accumulation of verses over time and should be ready to respond to questions related to the memory work as part of each evaluation point.

Teaching strategies. This section provides step-by-step procedures for each day’s instruction. You have complete control over the flow of these procedures within the time allotted for your class. Do not hesitate to move an activity from one day to the next, reduce or expand an activity, or replace an activity entirely.

Summary. This is your Bible class. The course materials are meant to assist you. If they are to be effective, you need to plan carefully for each instructional unit. Several weeks before the semester begins, scan through the course materials to identify activities that may require special preparation or coordination with others. Begin planning for them now.

Whom God calls, He enables for the task. You have a special privilege in opening God’s Word daily to your students. It is a challenge to maintain an enthusiasm and awe that will impact your students’ attitude toward studying God’s attributes. Of all the things we must do well in a Christian school, none compares with the Bible teacher’s task. May God richly bless you as you present the wonderful words and works of God, which, as the Holy Spirit enables, bring life changes and eternal rewards.
Part III
GOD's Unshared Attributes
Content Overview

Theologians have traditionally divided the attributes of God into two broad categories: incommunicable and communicable attributes. (In this course we are using the terms unshared and shared attributes.)

The unshared attributes are those that are true of God alone. No human being is infinite or eternal, for example. There are other attributes that God shares with His creatures to some extent. For example, we are commanded to be wise, merciful, and just—in imitation of God. But these categories may not be as clear-cut as we might think. Though the word wise can be applied both to God and to us, the difference between the infinite perfection of God’s wisdom and the finite imperfection of our wisdom can make us think the same word is used for two completely different things. Nevertheless, because God commands us to pattern our character after Him by reflecting certain attributes, we can say that in some sense God shares those attributes with us.

In this course we will be examining the following unshared attributes of God: God is supreme, self-existent, sovereign, infinite, immutable, eternal, incomprehensible, ineffable, omniscient, omnipresent, and omnipotent.

Notice that some of these attributes use a negation to affirm a divine attribute. Infinite means “not finite”; immutable means “not changeable”; incomprehensible means “not understandable”; ineffable means “not describable.” Our limited language simply doesn’t have words that adequately convey these attributes; therefore, we use words that tell us what God is not. Other attributes use the prefix omni-, which means “all” or “universally”: omniscient means “all-knowing”; omnipresent means “everywhere present”; omnipotent means “all-powerful.” The other four attributes in our list— supreme, self-existent, sovereign, and eternal— suggest comparisons with created things.

The comparisons suggested by these words remind us of David’s words in Psalm 145:3: “Great is the Lord and most worthy of praise; his greatness no one can fathom.” But though we cannot fully comprehend God, we can still describe Him in meaningful ways. This course is intended to help your students do just that.

Following is a brief summary of the unshared attributes your students will be working with for the next seven units:

God Is Supreme and Self-Existen

To say that God is supreme is not just to say that He is greater and more powerful than false gods: He is the only God. No other being deserves to be called God. As the one who created and sustains all things, God has no equal. He shares His glory and majesty with no created thing.

God is uncreated; therefore, He is self-existent. He does not depend on any other thing for His existence; rather, all created things depend on Him.

God Is Sovereign

As the only God, the Creator who is supreme over all, God is absolute ruler, with absolute authority over all His creation. Nothing or no one can thwart His purposes.
God Is Infinite
God is without limit. Limitation comes with being created and defined. God the Creator defined every other thing simply by creating it. Not only is God without limit in His being, infinity also describes the perfection of every one of His attributes. He is infinite in love, wisdom, mercy, goodness, and so on.

God Is Immutable and Eternal
Change implies incompleteness or a lack. God has neither. His knowledge is infinite; therefore, he experiences no surprises or unexpected events. His plans are perfect from the time He conceives of them till they are completed. And His character does not change. No matter how many people rebel against Him or disobey Him, His love for them does not diminish or go away.

God is not subject to time constraints. He created a time-bound universe, and time itself. Every created thing has a beginning; the uncreated God has no beginning and no end.

God is Incomprehensible and Ineffable
Because God is infinite and we are finite, we can neither understand nor describe Him adequately. We know Him only to the extent that He has revealed Himself, and we must depend on His Word for guidance as to how to describe Him.

God Is Omniscient and Omnipresent
God possesses all knowledge. In essence, there are two types of beings: God and everything else. He has perfect knowledge of Himself, and He has perfect knowledge of everything else because He made everything else out of nothing.

God is everywhere fully present. God has no parts. When we say that God is with us, we don’t mean that part of God is with us. God is infinite spirit. Other spirits (such as angels) can be present in only one place at a time because they are finite—limited. God has no such limitations.

God Is Omnipotent
God’s almighty power is related to His supremacy and sovereignty. He has absolute authority, and He is able to exercise that authority. As the infinite God, He cannot be restrained by finite creatures.

Throughout the whole Bible, as people studied and meditated on these attributes of God, the normal responses were awe, worship, and obedience. We pray that your students will respond in these same ways.
Let God Be GOD

GOD Is Immutable and Eternal
Day 1
Objectives
1. The students will examine Scripture passages that present God as immutable.
2. The students will answer and discuss questions about God’s immutability, considering the implications of this attribute for society and for individual Christians.

Teaching Strategy
Your students live in a fast-changing world. For example, many people move often to new jobs and new homes, and children may grow up with little stability in their church, school, and circle of friends. Perhaps because of this, knowing that God is immutable (unchanging) can become a special source of strength, for He is indeed an anchor that holds in the storms of life. Have the students turn to Interact 8.1, God Is Immutable, in their student book and follow the directions as they answer questions relating to this attribute.

Discuss their answers, using the answer key on the CD for ideas and prompts.

Day 2
Objectives
1. The students will review and conclude their study of God’s immutability.
2. The students will consider passages of Scripture in which God appears to change His mind.

Teaching Strategy 1
Have students review Interact 8.1, contrasting the changelessness of God with the changeableness of the human condition. Remind them that realizing God is immutable can help them know how to live their own lives.

Teaching Strategy 2
With the whole class, discuss Interact 8.2, Can a Changeless God Change? Introduce the activity by explaining that some passages of Scripture seem to indicate directly or indirectly that God “changed His mind.” Invite volunteers to read aloud Genesis 6:6, Jonah 3:10, and Genesis 18:16–33 as examples. Then ask, In light of God’s immutability, how should we understand these statements? (See also 1 Chronicles 21:1–15 and Jeremiah 26:3, 19.)

Explain that the Hebrew word used in these instances is nahum (na-cume). It means “a breath” or “a sigh,” and thus shows an emotional concern expressed as compassion or grief. The NIV translates these passages properly. The KJV uses the word repented, seeming to say that God went back on His previous word. The Living Bible, a paraphrase, incorrectly states that “God changed His mind.”

Explain that what may seem to us a divine adjustment or a deviation from the original plan is correctly interpreted as a divine action beyond our limited comprehension. (See Job 11:7–9, 42:1–6; Isaiah 40:13–14, 55:6–13; Romans 11:33–36; and Ephesians 1:9–11.) Often this is understood as anthropomorphism—a description in human terms of something that’s not human (in this case, God). What these passages do is remind us that it is sometimes impossible to interpret in human terms the actions of an infinite God: “‘For my thoughts are not your thoughts, neither are your ways my ways,’ declares the Lord. ‘As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts.’ ”

Day 3
Objectives
1. The students will examine Scriptures showing that God is eternal.
2. The students will answer questions and solve problems relating to this attribute.

**Teaching Strategy 1**

Direct students to *Interact 8.3, God Is Eternal*, in their student book. Have them follow the directions, working alone or in small groups. Afterward, use the answer key on the CD as you lead the class in discussing the answers.

**Teaching Strategy 2**

After discussing *Interact 8.3*, remind students that we live in a temporal world, and our time is limited. Ask them to think about these questions: Do I ever struggle with the use of my time? If so, how? Is it possible to bring this area of my life under submission to God? What active, personal, measurable tactics can I use to control my time?

Read Colossians 3:1–4 aloud. Suggest that students take time now to list their daily activities, asking this about each: How does this activity glorify God and help to prepare me for eternity? Should it take more (or less) of my time?

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**Day 4**

**Objectives**

1. The students will synthesize in a mock newspaper their ideas about time-bound humans and our eternal God.
2. The students will compare and contrast God’s eternal viewpoint and our limited human viewpoint regarding time.

**Teaching Strategy 1**

Display or duplicate *Blackline Master 8.1, Timeless*, a parody of a news magazine or newspaper. Point out that the page contains articles having to do with time and eternity, as well as special features, such as an obituary column and an advertisement. Explain that students will create their own class newspaper about time and eternity. They should complete their paper by the end of tomorrow’s class.

Take a few minutes for students to brainstorm ideas for features not shown in the example, such as editorials, classified ads, sports news, financial news, technology, photos, comics, fashion, and food. Students may choose whatever kind of feature they’d like to do; they can work individually or with a partner. Each piece should reflect a scriptural principle or should be followed by relevant Bible verses in parentheses. Display the sample so that students can refer to it for ideas on content or layout.

**Teaching Strategy 2**

To help students get started on the newspaper project, encourage them to use a Bible concordance to find verses having to do with time and eternity. Encourage them to think about the implications of an eternal God and temporal humans. Provide quotation books or websites. Have students brainstorm familiar sayings and slogans (“Time flies when you’re having fun,” “Time is of the essence,” “No time like the present”) as well as titles (*The Time Machine*, *From Here to Eternity*) and phrases (“time warp,” “time marches on,” “on time”). Finally, help students develop a list of headlines to spark writing ideas. For example:

- Minding Your Minutes
- Turning Back the Clock
- Time-Saving Devices
- Perfect Timing
- Twinkle Time
- Your Time, His Hands
- Right on Time
- One a Day, Two a Day
- Understanding the Times
- These Are the Times That ...
- Just a Minute
- Don’t Miss Your Appointment
- Wait Your Turn
**Day 5**

**Enrichment Activities**

1. Take your students to a library or suggest websites to research topics that relate to eternal life and people’s search for it. Themes might include reincarnation, cryogenics (the freezing of bodies to preserve them for a future time, when they will be brought back to life), or immortality. Discuss what was found and how it relates to the fact that God is eternal.

2. Continue work on the newspaper project from day 4. Consider printing and distributing this newspaper within the school and community. Be sure to save copies from year to year.

3. Have students review what they’ve learned about God’s immutability and eternity and add that information to Interact 2.1, God’s Attributes.

4. Distribute **Blackline Master 8.2, Unit 8 Quiz.**
God Is Immutable

Explore what it means for us that God is immutable, or unchanging.

1. Record what these verses tell us about God, along with your own thoughts and questions.

   Numbers 23:19–20
   
   God is immutable. He is not like a human person, who can change his or her mind. What He says He will do, He will do.

   1 Samuel 15:29
   
   God does not change His mind.

   Psalm 110:4
   
   What the Lord says, He will not go back on.

   Isaiah 46:9–11
   
   What God plans will take place; He does not change His plan.

   Malachi 3:6
   
   God’s choice of Israel would never change.

   Romans 2:1–11 (especially verse 11)
   
   God judges according to truth. He is forbearing and long-suffering, and His goodness leads people to repentance. He never shows partiality.

2. Answer the following questions and explain how the fact that God is immutable bears on these issues:

   • What are some fads you have witnessed?
   • When does something become old-fashioned or outdated?
   • Does the fact that something is new make it right, good, or best?
   • Does being old make something wrong or inferior?

   Fads are here for a short time and then they’re gone. (Ask students to name some current fads.) Often fads are styles in clothes, foods, and music—short-lived, mutable, changeable. Sometimes we think something new is better than something old, and we call the old stuff old-fashioned. Biblical word old in Old Testament simply refers to time. Old Testament teachings about God’s attributes, for example, are as relevant today as ever, because God does not change.
3. People cry for equality and consistency and justice. How does God’s immutability affect these issues?

   *There must be one unchangeable source of truth, authority, and ethics. The immutable God is the only reliable foundation for justice, and He provides absolute standards for right and wrong.*

4. Christians are supposed to reflect God’s character. Select a characteristic from the list below, read the verse associated with it, and explain why it is especially important for Christians to show that characteristic.

   - Honesty. Proverbs 14:5
   - Trustworthiness. Titus 2:10
   - Sincerity. Romans 12:11
   - Integrity. Titus 2:7
   - Dependability. Proverbs 13:17
   - Good reputation. 3 John 12
   - Responsibility. Nehemiah 9:8
   - Truthfulness. Proverbs 12:22
   - Faithfulness. 1 Corinthians 4:2
   - Right intentions. Proverbs 14:22

   *Answers will vary.*
## Can a Changeless God Change?

The verses listed in the chart below suggest that God may have changed His mind. Look up each passage, and in the first column describe the specific circumstances of God’s actions. Then in the second column summarize how these verses might better be explained than by saying that God changed.

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<thead>
<tr>
<th>Circumstances</th>
<th>God can’t change, so ...</th>
</tr>
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<tbody>
<tr>
<td><strong>Genesis 6:5–8</strong></td>
<td>The people of Noah’s day have sinned so greatly that judgment must fall. God was grieved by the people; in His mercy, He gave them another 120 years to repent before the flood.</td>
</tr>
<tr>
<td><strong>Exodus 32:9–14</strong></td>
<td>God told Moses He would destroy the people because they were unfaithful; they turned from Him and worshipped a golden calf. God doesn’t change His mind; He fulfills His promises to Moses and the people.</td>
</tr>
<tr>
<td><strong>Judges 2:17–18</strong></td>
<td>God gave His people judges, but the people continued to be unfaithful; still, God delivered them from their enemies. After a period of judgment, God has compassion on His people and sends a deliverer.</td>
</tr>
<tr>
<td><strong>1 Samuel 15:1–11</strong></td>
<td>Saul sinned against God by not fully obeying His commands. God was grieved that He had made Saul king because of Saul’s foolish choices.</td>
</tr>
<tr>
<td><strong>Jeremiah 18:7–10</strong></td>
<td>God gave a general command about judging those who disobey His laws and blessing those who obey. God devised a plan that caused His people to repent, and He sent prophets to show His compassion.</td>
</tr>
<tr>
<td><strong>Amos 7:1–6</strong></td>
<td>In a vision the prophet Amos saw the judgment that God planned against Israel for their sin. God sent prophets to warn His people.</td>
</tr>
<tr>
<td><strong>Jonah 3:1–10</strong></td>
<td>The people of Nineveh sinned greatly against God. God sent Jonah to warn them to repent; they did, and God postponed His judgment.</td>
</tr>
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</table>
Interact 8.3

God Is Eternal

Explore what it means for us that God is eternal.

1. Discover what these Scriptures tell us about God. Write your answers below, along with your own thoughts and questions. Job 36:26; Psalm 90:2, 4; Isaiah 45:21, 46:9–10; 2 Peter 3:8

God is eternal and lives in eternity. God does not live in time as we know it; He created time. He is the only God and always was, is, and will be throughout eternity.

2. Consider two possibilities for what is eternal, or lasts forever. What difference does it make which you believe? MATTER IS ETERNAL or GOD IS ETERNAL

If God is eternal, He is in control. He sets standards of right and wrong, so we have a basis for our actions. If only matter is eternal, there is no personal Creator who sets standards and who gives eternal life.

3. Compare and contrast the following pairs of statements:

   Good guys finish last.
   The first shall be last and the last first.

   The first statement seems to suggest that “bad guys,” who are willing to do wrong, succeed. Jesus’ words say that God will right the wrongs of this life; those who are now “first,” or honored will be “last,” or judged, in eternity.

   Only the fittest survive.
   He who loses his life shall save it.

   The first idea, from the theory of evolution, means that the strong will save themselves. Jesus’ words say much the opposite: one who sacrifices his life now will be saved in eternity.

   It’s a dog-eat-dog world.
   If your enemy is hungry, feed him.

   The first statement says that one must climb over others to get ahead or succeed. Jesus commands the opposite: we should help others, even our enemies.

4. How does the fact that God is eternal affect the statement pairs in question 3?

   The first statement in each pair stresses this life over the next. If God were not eternal, that might be a reasonable choice. But God is eternal and the afterlife exists, so Jesus’ words in the second statement in each pair are a better guide to life.
5. Explain why those who believe God is eternal have a stronger case for opposing rape, bigotry, murder, or any other deviant act.

*If God were not eternal, His standards wouldn’t be the ultimate authority for human behavior. People would live by human standards. No one could tell anyone else what to do. The standard for right and wrong would be left to the strongest. An absolute standard from the eternal God is more practical and sensible for real life.*


*Scripture tells us that when we repent, God separates our sins as far as the east is from the west. This is an infinite distance since east and west have no poles (as do north and south). God removes our guilt forever.*

7. If God no longer remembers our sins after He forgives us, why can’t we forget them too? Why do wrong actions of our past sometimes haunt us?

*We bear the scars of past actions. The results of our sin often remain evident (Leviticus 26:40–45, 1 Timothy 5:24–25). But Paul’s example shows us that we should forget as part of God’s forgiveness (Philippians 3:1–6, 14–15).*

8. God is eternal, but we are temporal; we live in time, and time is limited. What are some tactics we can use to make better use of our time? See Psalm 39:4–6; Psalm 90:7–12; Ephesians 5:15–17; James 4:14–17.

*Because time is limited, we need to use it well. Suggested tactics will vary.*

9. An old song says that we should live “with eternity’s values in view.” What does this mean? How does each activity mentioned in Colossians 3:1–14 reflect “eternity’s values”?

*Answers will vary.*
Time Created After Eternal Planning

Heaven (UPI). After the project had been an eternity on the drawing board, the Trinity created time, space, and matter (Genesis 1:1). Future physics students will be glad for this balance in creation.

Time defined: Just as distance is the space between two places, time is the space between two events. The regularity and predictability of these events provide the basis for all measurement concepts of time—such as minute, hour, day, and year.

Newsflash!

Jerusalem (AP). A thousand years is like a day to God. According to Psalm 90:4, God apparently has a different timekeeping scale than humans. He is quoted as stating that for each of His heavenly days, 1,000 human years pass. That’s about a 365,000:1 ratio of earthly to heavenly days.

Lifespan Shortened

Palestine (AP). Scientists discovered today that the length of one’s life can be compared to the longevity of fog on a sunny day (James 4:14).

Daylight Working Hours

Rome (AP). According to sources, employers are urging that production quotas be increased because night is coming up very soon (Romans 13:12).

Time Trials Begin

Damascus (AP). Paul announced that the race of the Christian life continues, according to a source quoted in 1 Corinthians 9:24–29. When asked, he commented, “Those who race in the Roman races do it for a crown that will not last, but we do it to get a crown that will last forever—a crown of life.”

Obituaries

Rome. Joe Citizen, DOB 05.30.42, died yesterday in a Roman arena from mortal wounds delivered by a lion, three bulls, a bear, and a Roman animal trainer. Funeral services will be held tomorrow at the home of Mr. Citizen. The burial will be in the Unmarked Cemetery for Jewish Martyrs. Joe is survived by his wife and children.

Special note to our readers: TIMEless will cease this obituary column at the end of time.

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Unit 8 Quiz

1. Read Malachi 3:6. According to this verse, why is it a good thing that God is immutable?

   Israel was not destroyed.

2. Read Exodus 32:9–14. In this passage, God seems to change His mind. What might be a better explanation of God’s actions in this passage?

   God was expressing something that is beyond our comprehension; He speaks in human terms (anthropomorphism).

3. A friend says to you, “We live in time. What’s so important about believing that God is eternal?” Write an answer to your friend.

   Answers will vary.
Course Evaluation

This evaluation will help me, the teacher, do a better job the next time I teach this course. Please answer honestly, and do not put your name on the evaluation. This evaluation will not be read until AFTER final grades are completed and turned in.

What part of the course did you like best? Why?

Which lesson or topic was the most interesting and enjoyable? Why?

Which lesson or topic was the most meaningful or helpful to you? Why?

If you could change anything about the overall course, what would it be?

One strength of my teacher is:

One weakness of my teacher is:

Did the class meet the goals set forth at the beginning of the semester? If not, why not?

What kinds of changes would benefit the next group of students to take this course?
Final Commitment

This paper will not be collected or seen by anyone except you. Please be honest in filling out this form. Your honesty will allow God to use this commitment and the things you have learned to help you grow toward real maturity in Christ.

The one truth that had the biggest impact on my life is:

An area of my life that I need to improve or in which I need to grow is:

An area of my life about which I feel confident when I consider the character of God is:

After studying the nature of God, I feel:

I am willing to commit myself to a closer relationship with God. Yes No
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