

FINDING FAVOUR

Artist:

FINDING FAVOUR
FINDINGFAVOUR.COM

Album Title & Record Company:

REBORN
GOTEE RECORDS

Video Title:

REFUGE – LYRIC VIDEO

Study By:

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Theme

God's Protection

Objective

Students will identify where they need God's hand of protection and will demonstrate their grasp of the importance of taking refuge in Him by writing a brief poem of praise.

Warm Up

Use masking tape to create a centerline on the floor of the room and two parallel back lines about 7-10' from the centerline. Divide students evenly into two teams and tell them that they are about to play team "Rock/Paper/Scissors" with a twist. Members of the team that loses each round will try to run to the "safety zone" behind the end line while the members of the winning team try to tag them. If tagged before reaching the safety zone, they are eliminated and must sit down. Play 3 or 4 rounds, giving the teams about 90 seconds to strategize before each round.

Transition

After the game, have all of the students sit down and ask them questions such as, "How did the danger of elimination affect you? How did reaching the safety zone feel? How did you handle being eliminated?"

The Video

This song is about life's safety zone and it takes its ideas directly from Scripture about finding our refuge in God. Everyone faces troubles and storms at different times. This song is an encouragement that we can face those with the powerful presence and protection of the almighty God as our refuge. Ask students what they think the word "refuge" means. Webster defines it as "shelter or protection from danger or trouble" or "a place that provides shelter or protection." As students watch the video, direct them to the **Take Refuge** section where they can write down ideas from the song.

- What are some of the dangers that they identify? (Changing earth, moving mountains, storm, troubles)
- What does the Lord do about these dangers? (Keeps me safe)
- How do they describe the Lord? (The place I call home, fire in my bones, the One that won't let go, shelter in the storm, peace when troubles roll, refuge)
- How do they respond to His protection? (Sing to Him, cling to Him)
- Why does God do what He does? (Love)

Transition

The lyrics of this song echo themes found in Scripture, so let's explore some of those.

Bible Study

Have your students look up **Psalm 46:1-3**, and then ask for a volunteer to read it aloud. Point out that the result of recognizing God as our refuge and strength is the elimination of something. What does He allow us to eliminate? (Fear; even in the most extreme circumstances)

Now have students turn to **2 Samuel 22:1-4**, then ask a different volunteer to read it aloud. Point out that this is part of David's response to facing enemies who were determined to kill him.

- How does David identify God? (Rock, fortress, deliverer, refuge, shield, horn of salvation, stronghold, savior)
- What is David's response to this realization? (Call on the LORD, praise)

Finally, have students find **Psalm 59:16-17**, then have seven students each read one phrase aloud. Mention that this would have been a song since Psalms are the hymnal of Israel.

- What is the Psalmist singing about? (God's strength and steadfast love)
- How did God demonstrate His character? (By being a fortress, a refuge and my strength)
- How does the writer respond? (With praise and singing)

Wrap Up

Have students identify some "dangers and troubles" that they face and write a few of them in the **Dangers and Troubles** section of the student worksheet. Ask if any would be willing to share those with the group.

Have students look at their list and consider two thoughts. First, "Does God care that I'm facing this?" And second, "Is He powerful enough to do something about it?" After some discussion, give students a couple of minutes to complete the phrases in the **My Song Of Praise** section to make their own Psalm/song/poem of praise. You might have one or two students share their poem as your closing prayer.