



# LEADER'S GUIDE SAMPLE

## THE BRINK Leader's Guide belong.grow.serve.

Week 1  
September 6, 2020

# How It All Began

Every lesson includes an objective to identify what you want learners to take away from the lesson.

The Scripture basis for the lesson.

**Family Theme**  
God Created Everything

**Study Text**  
Genesis 1:1—2:3

The Family Theme focuses every age using D6 Curriculum studies—from kindergarten to grandparents.

### Lesson Objective

That learners understand our world is the creation of the Almighty God and not the result of random chance and happenstance. Therefore, we should worship such a mighty God and treat His creation, especially human beings, with respect and value.

### Throughout the Week

- Study the biblical text and Leader's Guide
- Review *Handout 1-1* and take notes as you study
- Review *PowerPoint 1* and insert your own questions if needed
- Inform your group of the upcoming text and theme
- Print *Handout 1-2*, *Handout 1-3*, and *Parent Page (PP-1)* if necessary

### The Day of

- Arrive early
- Set up room
- Distribute *Parent Page (PP-1)* to parents

Lists provide what you need to get started during the week and the day your group meets.



### Key Truths

- God Is the Designer and Creator of All Things
- Humans Have a Special Place in Creation

Key truths are the main points and scriptural takeaways from the lesson.



### Bible Basics

Encourage learners to memorize Genesis 1:1 this week and to work with friends or family members to do so as well. (Bible Basics can be found on *Handout 1-3* and within the devotions of *The Brink* magazine.)



### How It Fits

This is where it all started! This is the beginning of time, space, and matter as the eternal God spoke everything into existence.

How It Fits notes help us see how the entire Bible fits together by showing how each lesson works in the big picture of God's plan.

Week 1 | Fall 2020

Bible Basics notes help teachers, parents, and students develop deeper biblical literacy.

Use Get Started to get your group talking!

SG and LG icons indicate if a section fits in Small Group or Large Group settings. Sometimes a section works for both groups.

## GET STARTED SG LG

Choose one of the following options to get this session started. After completing the option, inform the group of the topic of this lesson: God Created Everything.

**Option 1:** In this video (<http://tinyurl.com/DoesScienceClashWithScripture>), the One Minute Apologist interviews a geneticist from Cornell University in order to answer the question, "Does science clash with Scripture?" Because we hold Scripture to be our highest authority, the points made in this video are helpful for the one struggling to accept the Genesis account. We must keep in mind that both Creation and evolution are historical sciences (<http://tinyurl.com/icrHistoricalScience>).

**Option 2:** Ask: *What do you think of when you hear the word "design"? What are some examples of things that were designed?* Examples might include cars, houses, phones, dresses, etc. If no one brings up the universe, point out that the evidence of design is found throughout the natural world. Share the examples below from Norman Geisler's book, *I Don't Have Enough Faith to Be an Atheist*. Then ask, *What does the evidence of design imply?* (The existence of a designer.)

- If water vapor levels in the atmosphere were significantly higher than they are now, temperatures would rise too high for human life to exist. If they were any lower, however, the temperatures of the earth would be too low for the existence of human life.
- Because of its gravitational field, if Jupiter were not in its current orbit, the earth would be blasted with asteroids, comets, and other space material.
- If the earth took longer than 24 hours to rotate, temperature differences between night and day would be too great to support life on earth.

Each lesson contains Handouts that provide outlines as well as the Apply It questions.



Handout 1-1



Handout 1-2

### Teaching Tip

Involve your group members in the learning process by asking open-ended questions that cause them to think about the concepts being discussed and how they can be integrated into daily life.

Teacher training in bite-sized nuggets to make your lessons more interesting and effective.

## STUDY THE WORD LG

Distribute copies of *Handout 1-2* (Member Outline) and summarize the following to your group about the background of the text.

"Zoom In" calls students attention to a biblical worldview.

### ZOOM IN: DEVELOP A BIBLICAL WORLDVIEW

Build a biblical worldview by pointing out that an understanding of Genesis 1 and 2, the story of the beginning of the universe and life on earth, is paramount to everything one believes. Once an individual accepts the truths of Genesis 1 and 2, appreciation of the beauty of creation and worship of the Creator follows.

Most conservative biblical scholars believe that Moses was the author of Genesis, although his name is not mentioned in the book. This belief is due in part to the fact that Moses penned the rest of the Pentateuch (Exodus, Leviticus, Numbers, and

The Study the Word section digs into the biblical text and answers, "What does the Bible say?"

Key Truths state the main points of the lesson.

Deuteronomy) and Genesis serves as a precursor to them. Without Genesis, there would be no foundation upon which to build.



### **God Is the Designer and Creator of All Things** ([Genesis 1:1-25](#))

On the very first page of the Old Testament, the reader is introduced to God, the Bible's main character, and witnesses His power as displayed in Creation. The wording of the text illustrates that God is decisive, purposeful, and fully in command of each creative act. The Hebrew name for God used here is *Elohim*, a name which stresses His power and majesty. This name is used over 2000 times in Scripture. It is important to note that the Bible does not attempt to prove the existence of God, but merely assumes this truth. After all, according to [Romans 1:19-21](#), all of creation knows this truth but many choose to suppress it. (The next lesson will show us evidences for the existence of God.)

Active hyperlinks take you directly to websites or Scripture passages.

#### **ZOOM IN: DEVELOP A BIBLICAL WORLDVIEW**

Point out that Genesis 1:1 states one of the foundational truths of a biblical worldview: *God created the universe and everything in it*. Encourage learners to use resources such as [icr.org](#), [carm.org](#), and [reasonablefaith.org](#) that affirm the Bible's account of God creating all things, and to discuss and share these resources with friends or family members.

The Hebrew word translated as *created* is a verb used only in relation to God. This is a much stronger term than could be used for *made* or *formed*, emphasizing the fact that only God has the power and ability to create something from nothing. And God did this simply by speaking the words. Scholars refer to this as *ex nihilo*, a Latin phrase that means "out of nothing" and describes how God created everything out of nothing.

In verse 2, the earth is described as being without form and void or empty. The two terms when used together portray this initial phase of Creation as unformed, uninhabited, and lacking boundary and order. Initially there were no stars or planets, but only the basic elements that would be formed into planet earth. This early mass was also characterized by darkness, again referring to the unformed and unfilled status.

In the midst of this darkness, God spoke light into existence (verse 3). God saw that it was good, an expression used of His handiwork and one that is used six different times in Genesis 1. The word *good* speaks of that which is desirable or beautiful as opposed to the previous description of empty or void from verse 2. The expression *evening and morning* is used six times in Genesis 1 as well, the first of which is found in verse 5, after God's separation of the light from the darkness.

"Dig Deeper" explores additional information for the teacher, addressing issues like cultural background, historical context, theological importance.

Use these tools to help students (and teachers) explain and defend key Christian doctrines.

**DIG DEEPER**

Help learners understand that there is much debate over the word *day* in Genesis 1 and whether or not it actually refers to literal 24-hour periods. Some believe it refers to long periods of time. The original Hebrew word *Yôm*, translated *day* in the Old Testament, is most commonly used in reference to a literal day, but can also mean *age* or *period of time*. When words have more than one possible meaning, their context indicates their meaning in that passage. When read within the context of Genesis 1, it seems to refer to literal days. For example, Genesis 1:5 defines the word in the literal sense by acknowledging that God called the light "day" and the evening "night." The latter part of the verse also indicates that the first day included an evening and a morning. The Hebrew words translated *evening* and *morning* in the Old Testament refer to literal evenings and mornings as we use them in reference to literal days. Also, when *day* is modified by a number (*first day, second day, etc.*), it always means a literal day in the Old Testament. *Yôm* is repeatedly used in the Creation account with a modifying number and with morning and evening.

On day two, described in verses 6-8, God again displayed His power by establishing boundaries for the waters that had covered the earth. As a result of this expanse, some waters were confined to the sea while the rest were confined beyond the expanse. On the third day (verses 9-13), God created the land mass on which man could live and vegetation that could sustain human life. On day four (verses 14-19), God created the sun, the moon, and the stars. These created lights would regulate and establish time frames (days and nights, seasons) for life to exist. On day five, God filled the air with birds and the seas with fish (verses 20-23). Verses 24-25 portray more of God's creative genius on day six when He created the land animals.

Just as a new building has a blueprint by which the structure is built, creation has a "divine blueprint," a grand design established in the mind and heart of an all-powerful, all-knowing God. The details of the Creation account and the intricate design that continues to baffle doctors, scientists, and astronomers illustrate the amazing creativity and work of the hand of God.

**APPLY IT**



- In what ways do you see beauty, design, and creativity in the world around you?
- What does the intricacy of the created world tell you about God?
- Most Christians have heard the Creation story their entire lives. Why is it easy to become numb to the story?
- Why is it important for Christians to enjoy the beauty of nature?
- What is the difference between worshipping nature (pantheism) and appreciating nature? What are some practical ways we can appreciate nature without worshipping it?

Each lesson includes 12 thought-provoking questions to help you spark a meaningful discussion, answering the question, "What difference does all this make in my life?"



Questions from APPLY IT can be found on PowerPoint 1, which is customizable. Files 1A and 1B are provided for customization.

The discussion questions from Apply It are included on a PowerPoint file that can be edited so you can insert your own questions.

- *Some skeptics argue Genesis should be read as a fictional poem and not as a literal, historical book. Why is it dangerous to deny a literal interpretation of Genesis?*



### **Humans Have a Special Place in Creation** (Genesis 1:26—2:3)

In the second half of verse 26, the Creation account reaches its climax. If nothing else illustrates this, the number of words used to describe this creative activity does. It is here that God created human life and set it apart from the rest of creation. After all, unlike the rest of creation, man is made *in God's image*, an expression used of no other part of creation. While the concept of being made in God's image calls forth a number of possibilities, it seems that at its very core, being made in the image of God includes a moral consciousness, the capacity for a relationship with God, and an understanding of emotion and beauty. Some scholars, however, merely summarize the expression as meaning that man is an image-bearer of God. After all, it is through man that the likeness of God is most clearly seen. Others have seen the image of God as relating to man's spiritual capacities to pray, believe in God, and discern right from wrong. Still others have taught that this simply refers to the fact that man possesses both a soul and spirit, distinguishing him from the rest of creation. Search *image of God* at [carm.org](http://carm.org) for more on this.

#### **ZOOM IN:** DEVELOP A BIBLICAL WORLDVIEW

Point out that the first chapter of Genesis lays the foundation for a biblical worldview of humankind: *We are special creations of God with eternal souls. We are not random accidents of nature.*

Humanity's assigned role is twofold: Men and women are to have dominion or rule over the rest of creation (verse 26) and are to fill the earth (verse 28). In essence, humanity was created to represent God on the earth and to rule over all things in His name. That is, humans, as representatives of God, must rule over the creation just as God would. This is not a license for abuse and destruction of creation, but instead is our first responsibility as stewards of what the Lord has entrusted to us. Further, apart from the animals, the created earth had only two inhabitants, Adam and Eve. They were assigned the responsibility of "filling" the earth.

After a detailed explanation of the roles of humankind (1:28-30), God stepped back from His creation and stated that it was all "very good" (1:31). This expression indicated that all of creation met His expectations and brought Him great pleasure. At the completion of the task of creating, God rested on the seventh day (2:2). A six-day Creation is also attested in [Exodus 20:11](#) and [31:17](#). This rest was not from exhaustion as God never wearies, but instead was to establish a pattern that man would be introduced to officially in [Exodus 20:8](#). This pattern should be an essential part of each week as we worship God, dig into His truth, and rest. Each of these tasks better equips us to reflect God's image to the world.

Three options provide encouragement for learners to take practical steps to apply the biblical principles they have learned.



Handout 1-3

Handout 1-3 includes a list of the discussion questions. Distribute this to group members who want to continue thinking about the discussion and application after your group time has ended.



PP-1

The Parent Page (PP-1) is a resource to help parents discuss the truths of this lesson with their children at home. While it's likely that not all of your group members are parents, this resource can help those in your group who are parents, foster parents, helping raise a sibling, etc. Give copies of this page to those who will benefit from it and encourage them to use it at home this week. Parent Page is also available for FREE download at D6home.com. (No password required.)

Parent Page is a resource to help parents discuss the truths of this lesson with their children at home. Free downloads allow you to send it as an email blast and customize it with your church logo.

We have an Almighty God who has formed a majestic creation and who designed us to be like Him in character and purpose. As we survey creation and we consider the goodness of God, we should be driven to worship.

**APPLY IT** SG LG

- *Genesis 1:27 says we are created in the image of God. What does that tell you about your worth to Him?*
- *In what ways has God demonstrated to you that He values you highly?*
- *In what ways can we demonstrate that we value all fellow human beings?*
- *Why is it significant that God desires to have a relationship with you?*
- *God rested on the seventh day. How does our culture view rest?*
- *How should we observe this "seventh-day principle"?*

**FOR FURTHER STUDY:** Read [Genesis 2:4-24](#) for a closer look at the creation of Adam and Eve. While chapter 1 gives an overview of the entire Creation, chapter 2 zooms in on the sixth day of Creation. It focuses on God's design for Adam and Eve and their relationship with Him and with each other.

**LIVE IT** SG LG

Use one or more of these options to help your group members put the truths of this lesson into practice.

**Option 1:** We can appreciate the marvelous wonder, beauty, and majesty of our world, knowing it is derived from the magnificent God who designed and created it. Ask group members for suggestions for an outdoor group activity: hiking, camping, whitewater rafting, etc. If you can get everyone's calendars to line up, set a date and announce the actual activity later. To help your group focus on the wonders of God's creation, ask a few of your group members to bring a small devotion or testimony that has to do with God's creation to help the group worship the Creator.

**Option 2:** As God's creations, we are highly valued, loved, and provided for so we can show forth His image that He built into our very core. Ask your group members for names of people they encounter on a weekly basis (Olivia in math class, Tommy at Starbucks, etc.) who need to hear they are valued and loved by God. Encourage your group members to share this with one of these people this week. Close your time in prayer, asking God to help your group members to reach these people who need Christ.

**Option 3:** In recent years, skeptics have attacked the book of Genesis and called it figurative or a fairy tale. Encourage your group to read "Genesis: Truth or Tale?" by Christopher Talbot in the Fall 2020 edition of *The Brink* magazine (pg. 12). Discuss the article with your group over text or social media this week.