



TEACHING GUIDE SAMPLE

Use the same teaching guide for *Fusion Family* or *Fusion Next* readers. You can have both in the same class!

How It All Began

LESSON 1
September 6, 2020

Fusion Teaching Resources are packed with a variety of teaching tools to strengthen the learning experience and enhance the communication of the lesson. Fusion Teaching Resources include PowerPoint presentations for each lesson, full-color posters, Teaching Outlines, and various student handouts.

You can find each of these in your resources kit (you will see these items show up in the sidebar when you need them).

TEACHING ESSENTIALS: HANDOUTS AND TOOLS

- FTE 1-1 (poster)
- FTE 1-2 (teaching outline)
- FTE 1-3 (student outline)
- FTE 1-4 (handout)
- FTE 1-5 (handout)
- FTE 1-6 (#teenfeed)
- PP-1 (Parent Page)

FAMILY THEME God Created Everything

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.

STUDY TEXT Genesis 1:1 – 2:3

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

The Scripture basis for the lesson. (Read the passage at least once or twice before beginning your lesson preparation.)



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 of the lesson.



BIBLE BASICS:

Things We All Should Know

Encourage learners to memorize Genesis 1:1 this week and to work with family members to do so as well. (Learners will find this Bible Basics note on the FTE 1-3 student outline you give them.)

Bible Basics notes help teachers, parents, and students develop deeper biblical literacy by discussing and memorizing important truths every believer should know.



HOW IT FITS:

Where This Lesson Fits in the Story of the Bible

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 teachers, parents, and students see how the entire Bible fits together by showing how each lesson works in the big picture of God's plan.

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 activities help capture the learner's attention and get the lesson started.

Notes in the sidebar give instructions for the teacher.



Get Started

Use one of these options to capture attention and get this lesson started.

Display the *FUSION Teaching Essential 1-1* poster.



FTE 1-1

The *FUSION Teaching Essential 1-2* teaching outline can be used as a guide for teaching this lesson. Teaching outlines are also available as editable Word documents. Print users can go to www.d6curriculum.com/fusion. (Download code: FUTU 6213.)



FTE 1-2

Option 1: Ask: *What do you think of when you hear the word “design”? What are some examples of things that were designed?* (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 and share the examples below from Norman Geisler’s book, *I Don’t Have Enough Faith to Be An Atheist*.

- *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.*

Ask: *What does the evidence of design imply?* (The existence of a designer.) After discussion, say: *In today’s lesson, we will see how our beautiful and unique universe really came to be and how it points us to a powerful and creative God.*

Option 2: Prior to this week’s session, find pictures and/or descriptions of some of the world’s most unusual animals, such as the aye-aye, the naked mole rat, or the duckbilled platypus. As your session begins, ask the group to name the most unusual animals they have ever seen. After they share, display the pictures or describe the unusual animals. Ask: *What do these creatures tell us about their Creator?* (He is extremely creative, apparently likes doing the

FTE - means Fusion Teaching Essentials and every item in the sidebar with FTE can be found in your Fusion Teaching Resources.

"Study the Word" addresses the Scripture passage being studied and helps explain and defend key Christian doctrines.

unexpected, and perhaps has a sense of humor.) After discussion, say: *In today's lesson, we will see how our beautiful and unique universe came to be and how it points us to a powerful and creative God.*

Study the Word

LG

Zoom In: *Help Learners 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. Encourage parents to discuss with their children how the first two chapters of Genesis give the foundation for the rest of Scripture.

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

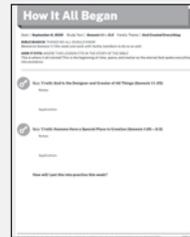


God Is the Designer and Creator of All Things

(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

Give everyone in your group a copy of the *FUSION Teaching Essential 1-3* student outline and something to write with.



FTE 1-3

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.

Bite-sized teacher training to help teachers grow in their teaching skills.

Key Truth- one of the main points of the lesson

"Zoom In" notes help teachers, parents, and students develop a biblical worldview. Along with the Bible Basics notes, they help learners see the world through the lens of Scripture.

act. The Hebrew name for God as 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 1:18-21, all of creation knows this truth but many choose to suppress it. (The next lesson will show us evidences for the existence of God.)

Zoom In: *Help Learners 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 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

"Dig Deeper" explores issues like cultural background, historical context, theological importance, or other complementary biblical teachings.

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

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, the context of the passage of Scripture they are found in 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*, or *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.

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

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 which 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 **SG** **LG**

Appreciate the wonder, beauty, and majesty of our world and worship the magnificent God who designed and created it.

- *In what ways can we see intricate design and creativity in the world around us? (The complexity of the human eye or hand; the variety and color of various animals; etc.)*
- *What aspects of creation stand out the most to you and why?*

Use discussion points to interact with your class or group. (Ask the question and remain quiet until someone answers.) Then ask "Who else has thoughts on this?"

Apply It helps learners see how the biblical truths they have just heard fit into everyday life. Each Apply It section includes at least one thought-provoking question to help spark a meaningful discussion.

another
Key Truth



Humans Have a Special Place in Creation

(Genesis 1:26—2:3)

In 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 for more on this..

Zoom In: *Help Learners Develop a Biblical Worldview*

Point out that the first chapter of Genesis lays the foundation for a biblical worldview of mankind: *We are special creations of God, with eternal souls.* We are not random accidents of nature. Encourage parents to help their children understand the value this gives to all human beings.

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

Notes in the sidebar give instructions for the teacher.

The *Parent Page* (PP-1) is a resource to help parents and grandparents discuss the truths of this lesson with their children or grandchildren at home. Give copies of this page to parents and grandparents and encourage them to use it at home this week. (You may also want to use some of the discussion starter questions as you teach this lesson, or it can be used to lead another discussion group.)



PP-1

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 mankind (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.

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**

Because we are created in God’s image, we are highly valued, loved, and provided for. We are to worship our great Creator, represent Him on earth, and value all human beings. Discussion:

- *How has God demonstrated to you that He values you highly?* (Salvation in Christ, answered prayer, provision for daily needs, etc.)

- *In what ways can we demonstrate that we value all fellow human beings? (Treat everyone with love and respect.)*

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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” options encourage learners to take practical steps to apply the biblical principles they have learned.

Live It

SG

LG

Option 1: Encourage your group members to enjoy a “nature walk” this week. This adventure can be done with children or grandchildren. Suggest they carve out some time and find a place where they can walk and enjoy the beauty of creation. They can take a journal with them and write down what they see, especially noting anything that stands out as unusual or unique. They can use a smartphone or a recorder and record any sounds they hear. They should be on the lookout for birds, insects, or wildlife that live in the area where they are walking. After spending some time in this activity, they can write a prayer of worship and thanksgiving to God for the beauty and wonder of creation.

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

Option 2: Scripture has much to say about creation and its reflection of a powerful, creative God. Use FTE 1-4 (“In Awe”) to explore the biblical authors’ knowledge and appreciation of creation and appropriate responses to this knowledge. Encourage learners to spend time this week writing out each passage, especially noting the corresponding response. Encourage them to use the writer’s response each day



FTE 1-4



FTE 1-5

Encourage your group members to complete this week's devotions in *Fusion Family* or *Fusion Next* devotional study guide, and to discuss the devotions with family members.

as a pattern or example to follow in their response to God's creation.

Option 3: Encourage your group members to explore some resources that affirm the Bible's account of God creating all there is. Distribute copies of FTE-1-5 ("For More Creation Information"). This handout provides a number of additional creation resources (websites, books, articles, etc.) for further reading and study.

Give a copy of *FUSION Teaching Essential 1-6* ("#teenfeed") to all parents of teens.



FTE 1-6



Culture Watch helps parents take the pulse of current issues their teenagers are facing.

The Flip Side is the antidote to the culture issue—suggestions to combat the pull of the world's influence.

Focus on some good news about teenagers!

Keep it fun! Not every conversation with your teens has to be serious.