

TERM 1, SESSION 1 LEADER GUIDE

Genesis 1—5

LEADER PREP BEFORE THE MEETING

Materials needed:

- Bibles for each student
- Study sheets for each student (included below)
- Student binders
- Pen/pencil for each student

Goal of session: All understanding depends on knowing God’s design in creation. If we learn and remember the details of creation in Genesis 1—2, then we can also grasp the nature of sin and of God’s remedy for sin. Note that working through Genesis 1—3 may take many weeks and spending as much time as it takes here will provide great understanding of the rest of the Bible and human experience.

Preparing to lead: Read the Biblical text, and consider the discussion questions. What would you like to add, change, or emphasize? For additional study/commentary, listen to the following episodes from my Word Without Walls podcast:

- [Introduction to Genesis](#)
- [Genesis 1:1-25](#)
- [Genesis 1:26-27](#)
- [Genesis 1:28—2:7](#)
- [Genesis 2:7-17](#)
- [Genesis 2:18](#)
- [Genesis 2:19-25](#)
- [Genesis 3:1-5](#)
- [Genesis 3:6-7](#)
- [Genesis 3:8-15](#)
- [Genesis 3:16-24](#)
- [Genesis 4:1-8](#)
- [Genesis 4:9-24](#)
- [Genesis 5:1-32](#)

Additional resources:

- Del Tackett’s documentary, [Is Genesis History?](#) contains a priceless scientific examination of the likelihood of creation in six days vs. evolution.
- [The Children’s Illustrated Bible](#) by Selina Hastings and Eric Thomas (DK publishing, 2021) is a great resource for drawings, maps, and illustrations of objects and situations from the Bible. Don’t let the title keep you from sharing with older students.

AT THE MEETING

PART 1—EAT TOGETHER

Begin with prayer, which can include reference to the text you will explore in your session together. (Announcements and “Warming Up” Questions can be taken care of during this time as well.)

PART 2—ANNOUNCEMENTS

- Roll call. Take turns each week choosing someone to read/recite a section of catechism.
- Check in on current projects
- Upcoming social events
- Request volunteers for Sunday service (males to be readers, females to be greeters)

PART 3—"WARMING UP" QUESTIONS

- What is your schedule this semester?
- What is your favorite memory of this summer?
- What is the meaning or importance of the order in which man and woman were made?

PART 4—GOD'S WORD

Have students take turns, verse by verse, as you read through Genesis chapters 1 through 5. Stop as often as you need to in order to discuss. An answer guide and leader suggestions are in italics.

Genesis 1:1-31

- How long did it take God to create everything? Really?

Six days, though we might consider that God could have made it all in an instant. Did He take six days to teach us that there is good and joy to be found in our labor according to His design (Ecclesiastes 2:24)?

- Why do some think a literal six-day creation is impossible? Is anything impossible for God?

This question is a powerful response to evolutionary assumptions. In human experience, nothing is made without a maker AND there are examples of people designing and building something with great speed when the need was great, e.g., weapon development during WWII.

- Why might God have taken six days rather than six seconds?

Begin here to inspire the youth to look closely at the text. Does the sequence matter? Is there a pattern, and what is its import? Notice the extra information about day six and how chapter 2 is a focus on just the last part of day six.

- Without looking back, who can tell me the order?

This is a simple practice of training the youth to remember and carry forward in their consciousness what we study together.

Genesis 2:1-3

- True or False: The Sabbath Law still applies to us today.

Yes and No. Here is a moment to think about how the best answers to the most important questions take time and attention to detail.

Yes, in that God's command for us to rest is still integral to His design for us. Jesus repeats that command in imperative language (Matthew 11:28-30; Isaiah 30:15).

No, in that Jesus has fulfilled the law for us (Romans 10:4). Think big! Since Jesus fulfilled the whole law for us AND has regenerated our soul in His image and inspires that soul with His Spirit (1 John 3—5; John 6:63), we live and love others while perfectly at rest, not serving in order to get something we lack, but to give away from the abundance that God provides. Compare the experience of a person drowning with a person walking about in the water, helping these people learn to float, then to let their feet find the ground beneath them.

- What is your Sabbath, or why don't you have one?

Here is a time where you can explore restfulness and consider how "faith," "belief," and "trust" (just one word in the Greek NT) all mean, "coming to/being at rest in honesty about dependence on God." This is also a time to make a plan, as a group, to practice restfulness and check with each other about how that is going.

Genesis 2:4-7, 15-25

- What made man a living being?

The breath of God. "Spirit," "breath," and "wind" are all the same word in Hebrew OT and Greek NT. When Adam contradicted God's design and rejected His Word, Adam effectively exhaled God's breath and set destruction in motion.

- What was Eve made of? How does that make her the same and different?

Genesis 3:1-24

- Who sinned first?

Consider listening to my podcasts on this chapter. The essence of the first sin was not the eating of the fruit, but the disobedience to God's command. Adam's disobedience started with His rejection of God's image, which was to be an extension of God's care in the lives of others. Adam pretended importance and power by adding a useless command to what God had told him; we hear that as Eve says, ". . . neither shall you touch it . . .". Note how Adam does not help Eve keep God's command, nor what Adam himself added. He just lets the devil deceive Eve and lets her take and eat the fruit AND lets her give to him. Adam is supposed to be the giver, not the taker.

- How does the punishment fit the crime?

What came naturally and wonderfully in God's design for male and female now comes with great difficulty, since the corruption of Adam turns us against God.

- What is the difference in the coverings?

We still make all kinds of coverings for ourselves in order to pretend to be something we are not. Consider boys dressing up as “super-heroes” and girls dressing up as super-heroes on the one hand or princesses on the other. Children are forecasting what is to come: “adults” who are preoccupied and frantic about keeping up with the media’s image of a “life” that matters. Beneath that image, people are anxious, lonely, hurt, and depressed. You can perhaps explore here what the students are suffering.

PART 5—PRAYER

- Allow students to submit prayer requests (**Leader tip:** *As part of the requests, you could ask the students what kinds of things the text we covered today would be good to include in our prayer.*)
- Pray together for the requests made by the students.
- **Concluding prayer:** Dear Lord Jesus, we are ever so grateful that You have preserved for us the history of our origins. We are so grateful to know that we are not just physical beings that are accidents of time. Each one of us is a particular creation of Yours, fearfully and wonderfully made, with particular work to fulfill in Your universe and in the kingdom of heaven. Thank You for Your creation that surrounds us and supports our life. Help us be aware of the beauty and joy Your creation brings to our senses. Help us to remember that everything about us, from our DNA to our heartbeat and cell regeneration is a constant witness of Your will that we should live and thrive. According to Your own Word and will, we pray. Amen.

TERM 1, SESSION 1 STUDENT STUDY SHEET
Genesis 1—5

ANNOUNCEMENTS

"WARMING UP" QUESTIONS

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GOD'S WORD

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