

Study Series: The God Who Is There

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Lesson Title: “The God Who Made Everything” (pp. 7-21)

Session 1

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The main point of this lesson is: Genesis 1–2 tell us some important, reliable truths about God and ourselves, and lays the foundation for the rest of Scripture.

Focus on this goal: To help adults rest confident in the truths of Genesis 1–2

Key Bible Passage: Genesis 1–2

During the Session

Step 1. Create Interest / Jumpstart Discussion

Ask participants what tools they use to find their way around a large building and/or city. Determine some dangers in not using navigational tools.

Ask: Why might it be dangerous to wander through Scripture without using reliable tools to find our way around? State this study can be a valuable tool in helping us find our way around the Bible. Use the introduction (p. 6) to briefly describe who this study is for and what it seeks to accomplish.

Request someone read the Day One Note (p. 8). Declare: We need to know our way around Scripture so we can know the God who is there.

Step 2. Foundation Documents

Ask: When you use GPS do you just enter the location and start driving, or do you read through the steps to get a general idea of the route? State Day One identifies specifics that can help us gain a general idea of how the Bible is arranged.

Urge adults to turn to the table of contents in a Bible and identify how many books are in the Bible and the different literary genres among those books (for example, history, poetry and wisdom, prophetic, Gospels, epistles). Ask which of these books can help us “understand what Christianity is, and who Jesus is” (p. 7) and why.

Note every book in the Old and New Testament are “Christianity’s foundation documents” (p. 7) so it’s important we learn to navigate our way through all the books of “the Book.” The best way to do that is to start at the beginning.

Discuss Day One, activity 2 (p. 8).

Step 3. Genesis 1–2 and Science

Ask: Why might believers hesitate to declare that they believe Genesis 1–2? Explain Day Two examines the debated correlation between Genesis 1–2 and science and explains the approach the author takes toward the Creation account.

Request a volunteer read Genesis 1:6-25. Ask: What literary genre would you attribute to these verses—science textbook, theological commentary, worship song, or something else? Why? Do we have to fully understand what is literal and symbolic in the biblical creation account to be able to rest confidently in its truth? Explain.Use the Day Two paragraph (p. 9) beginning with “There is more ambiguity” to add to the discussion.

Relate the author’s experience of finding more science than liberal arts professors in churches (p. 9) and evaluate why that might be so. Invite a volunteer to read Hebrews 11:3. Analyze why believing Genesis 1–2 requires faith *and* rational thinking.

Invite responses to Day Two, activities 1 (p. 10) and 2 (p. 11).

Summarize the last paragraph of Day Two (p. 11).

Step 4. What Do Genesis 1–2 Tell Us?, Part 1

Ask: Does the Bible assume or argue the existence of God? What leads you to that conclusion? How could a lot of anxiety be alleviated if people only believed that God simply is and that He created everything else that is non-God?

Invite a volunteer to read Deuteronomy 6:4-5. Evaluate the relationship between believing there is only one God and loving God with our entire being.

Consider the significance of God being a talking God. Discuss Day Three, activity 1 (p. 13). **Ask:** What is a logical response to a God who speaks?

Request someone read point 5 in Day Three (p. 13). Consider why it is vital that Christians believe that. Ask a volunteer to read Genesis 2:1-3. Ask why God rested. Ask: What does that tell you about God and about His creation?

Invite volunteers to share how they see God’s glory in His created handiwork.

Step 5. What Do Genesis 1–2 Tell Us?, Part 2

State Genesis 1–2 doesn’t just relate truths about God; it states truths about us. Discuss Day Four, activity 1 (p. 14). **Use** the Day Four remarks (pp. 14-15) to add to the discussion.

Discuss Day Four, activity 2 (p. 15). Read the paragraph (p. 16) beginning with “We human beings were made male and female.” Lead a gentle, loving discussion of Day Four, activity 3 (p. 16).

Ask a volunteer to read Genesis 2:25. Explore what that indicates about the first man and woman.

Step 6. What Do Genesis 1–2 Tell Us?, Part 3

Lead a discussion with: Why must we understand how good everything was at the beginning before we can begin to navigate the rest of Scripture? How does what a person believes about creation shape that person’s worldview? How does a person’s worldview shape his or her life now and for all eternity? What is the only worldview that leads to an abundant, eternal life?

Invite someone to read the Note in Day Five (p. 17). Discuss Day Five, activity 1 (p. 18). Read the italicized point 4 (p. 18) and guide the group to discuss Day Five, activity 2 (p. 18).

Step 7. Practical Application – Live Out the Lesson

Ask: How can we rest confidently in the truths of Genesis 1–2? What are our lives like when we do?

Close in prayer.

