

Bible Study Teaching Plan for March 19, 2017  
Genesis 2:4-17 "Creation as God's Handiwork"  
Dr. Brad Williamson

CREATE INTEREST

NOTE: I'm using the "Connect with Life" idea from the Discovery Teaching Plan.

1. Print out or bring 4 to 6 photographs from a recent trip or event, passing them around for the class to view. Without giving them help, ask the class to give their "best explanation" of what happened on your trip. (Allow several class members to share "their" version of what may have happened. Discussion may get silly as they "make up" versions of their trip. That's okay and fun!)

2. Ask: "How did you come up with your story about my trip?" What clues did you build on? (Allow one or two volunteers to share). Afterwards, share from your perspective what REALLY happened on your vacation or trip. Point out that having first-hand experience or being present at an event or trip gives you a whole lot more perspective than just seeing pictures. The pictures I brought are one way of telling what happened on my trip. My 'telling' what happened is another way of describing the event. Both are TRUTHFUL accounts. Both accounts together, however, allow you to know more of what really happened on the trip."

3. SAY: In Genesis 1, God gave us a "snap-shot" (or brief accounting) of what happened when He created the universe. It gave us one way of looking at the creation account, for the purpose of showing that God was the creator, author who created our world "out of nothing." In Genesis 2, we will read another--more detailed--account of what God did in creation. Genesis 1 was sort of a "poetic rendering" of the creation account. Genesis 2 is more of a "narrative." They are different. They are written in different styles. They were written with different purposes, and to accomplish different objectives. However, having BOTH allows us to see MORE of what God did--and intended--when He created. Turn in your Bible to Genesis 2:4.

BIBLE STUDY

4. Have volunteer read 2:4-7. Say: These verses (through vs. 14) give an expanded look at Day 3 and Day 6 of creation, two of the busiest days of creation. Point out that we find the name "LORD God" for the first time: Elohim (God), and LORD is YHWH (Yahweh). One commentator suggests this may be to show that the Powerful Creator God is also the Personal Loving God who created humanity in order to have a relationship with him. I John 4:7-8 describes God this way: (Have volunteer read I John 4:7-8). A loving God who created for relationships fits the title LORD GOD.

5. Say: Verses 4-7 reveal how God created man from the dust of the ground, and then breathed His life into him/us. Man started as dust, from the earth, and was brought to life by God. The name, Adam," means "earth or ground." Then God breathed into us and gave us a soul. When we die, our bodies return to dust, but not our souls.

ASK: When we are reminded that our bodies are frail, and mortal; i.e. "mere dust," how does that make you feel about your time--your life--on this earth? (Allow discussion). Possible thoughts: that we are "dust" should make us humble, rather than obnoxious or overly proud. God is so much more worthy of the praise and our efforts than we are.

Say: Here's another way to think about our bodies: Physically, scientists and genetic researchers tell us we are the result of two sets of 23 chromosomes which unite at conception. A single human chromosome contains twenty billion bits of information, which corresponds to about 500 million words,

or two million pages. At 500 pages per book, this means that a single human chromosome is equal to about 4,000 volumes of information. We each have 46 chromosomes, or 184,000 volumes of 500 pages each!

ASK: When we are reminded about the complexities of our bodies, how much God put into each one of us, how does that make you feel about your time on this earth? (Allow discussion) Possible answers: That God would create us so “complex” shows us that we are the “crown” of his creation. That He created us with the ability to communicate with Him, and be both givers and recipients of His love should make us feel “special,” and needed and wanted.

6. Say: Let’s continue looking at the narrative account of Day 3. Have volunteer read vs. 8-15 aloud.

ASK: What do you find in these verses that reveal God’s goodness and care for man? Discuss. Possible answers: (God provided what man needed to survive and thrive. The trees provide both shade and fruit. The vegetables provide life-sustaining calories. Note the unique relationship between the vegetation and man: Man needs the vegetation in order to survive, and the vegetation needs man’s tending (“work the ground”) to care for it. The naming of all the rivers and the specificity of the garden show us that this was a delightful and wonderful place God had made for his creation. The trees, the water, and the rivers were all a gift of God to his human creation.

ASK: How would you describe “pleasing to the eye” to your kids or grandkids? What do you think the Garden of Eden looked like? (Discuss). Answers will vary.

7. Have class watch for the specific instructions from God in the next set of verses. Have volunteer read Genesis 2:15-17. ASK: What were God’s specific instructions? (What does the Bible say)? Answers:

a. work and take care of the garden

Say: Work was not a negative consequence of sin, as some think it is. God worked when He created.

b. You can eat from any tree, except from the tree of the knowledge of good and evil

ASK: Why do you think God gave a restriction to man? How have you heard that taught? Discuss both questions as part of the same discussion.

APPLY TO LIFE

8. ASK: Why do you think God created man to work? ASK: What are some of the positive things that happen as a result of our “work?” Discuss both questions together.

9. Have volunteer read Ephesians 2:10.

ASK: What does that verse add to the meaning of “work”? Discuss.

10. ASK: What do you think is meant or implied by “Take care of” the garden? Discuss.

ASK: What are practical things we/you are doing to “take care of” God’s world? Discuss